



Family Handbook 2012-2013

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GET SMART TO DO GOOD

Table Of Contents

| | |
|---|-----------|
| WELCOME | 3 |
| WHAT DOES IT MEAN TO BE AN EL HIGH SCHOOL? | 4 |
| SCHEDULE | 6 |
| CREW | 7 |
| GRADUATION REQUIREMENTS | 9 |
| ACADEMIC PROGRAM | 11 |
| COURSE OFFERINGS | 14 |
| INTENSIVES | 23 |
| ASSESSMENT | 25 |
| FAMILY GRADING GUIDE | 26 |
| SCHOOL GOVERNANCE | 31 |
| CO-CURRICULARS | 32 |
| STUDENT SERVICES | 33 |
| STUDENT RIGHTS AND RESPONSIBILITIES | 34 |
| ATTENDANCE | 38 |
| IN SCHOOL POLICIES | 39 |
| TECHNOLOGY | 43 |
| FAMILY INVOLVEMENT | 45 |
| SCHOOL STAFF | 47 |
| FINAL WORD | 50 |
| SCHOOL CALENDAR | 51 |

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Welcome

Dear Parents and Students:

Welcome to the **eighth edition** of our Casco Bay High School (CBHS) Family Handbook. This year, we continue our evolution towards a high school that cultivates sustainable excellence, where students “*Get Smart to Do Good.*” We are proud of the accomplishments of our first seven years. **Our norm is for 100% of our graduates to be accepted to college.** CBHS students have consistently exceeded city averages, state averages and demographic expectations on the SAT and MHSAT. We received a stellar external evaluation in 2011 when measured against “Global Best Practices,” and for 2012-2013 we were named one of Maine's top ten high schools by *US News and World Report*. More importantly, **our students have consistently completed high quality work that matters** – to themselves and to the world – through our learning expeditions. Our students' work has been hailed as **a state and national model of what engaged students can achieve** by the Maine Department of Education, by *Edutopia Magazine*, by ASCD, by the Successful Schools Network and by the Stupski Foundation. This year, we are proud to again serve as one of Expeditionary Learning's “**Mentor Schools.**” 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 Expeditionary Learning, the philosophy and policies of the Portland Public Schools, and our lessons learned from the first six years. 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 entrepreneurs - all of the CBHS families, students and staff - who have helped to write (and re-write) this handbook – and to forge our remarkable community. **With your help, our best is in the near future.**

Derek Pierce
Principal



Portland Public Schools

Learning to Succeed

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

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

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

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

Goal 3 - All Portland Public School students will participate in activities that demonstrate service to our community, individual creativity, and physical wellness.

What Does it Mean to be an EL High School?

Expeditionary Learning (EL) is a model for school reform that emphasizes high achievement through learning that is active, challenging, meaningful, public and collaborative. The EL Network has over 160 schools, including Presumpscot Elementary and King Middle School. Please visit elschools.org for more information. In 2006, **Portland became the nation's first city with a K-12 Expeditionary Learning option for its children. In 2011, Casco Bay was named an Expeditionary Learning "Mentor School."**

"Expeditionary Learning'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 Expeditionary Learning

Expeditionary Learning Design Principles

Expeditionary Learning harnesses the natural passion to learn and is a powerful method for developing the curiosity, skills, knowledge and courage needed both to imagine a better world and to work toward realizing it. Expeditionary Learning is built on ten design principles that reflect the educational values and beliefs of 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 Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
- 3. The Responsibility for Learning:** Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.
- 4. Empathy and Caring:** Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in EL schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.
- 5. Success and Failure:** All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.
- 6. Collaboration and Competition:** Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with 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 Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.
- 8. The Natural World:** A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.
- 9. Solitude and Reflection:** Students and teachers need time alone to explore their own thoughts, make their own connections and create their own ideas. They also need time to exchange their reflections with other students and with adults.
- 10. Service and Compassion:** We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an EL school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

Casco Bay High School's Core Values – Our 3 R's

Rigor

At Casco Bay High School, rigor means:

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

Relevance

At Casco Bay High School, relevance means:

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

Relationships

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

- We are intentionally small, about 70 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.

School Schedule

| | |
|--|---|
| <p>Monday (83 minute classes) Block #1/4: 8:00-9:23 Crew: 9:27-47 Block #2/5: 9:50-11:13 Lunch: 11:16-11:45 Team Support Time: 11:48-12:38 Block #3/6: 12:42- 2:10</p> | <p>Thursday (88 minute classes) Block #1/4: 8:00-9:28 Block #2/5: 9:32-11:00 Lunch: 11:04-11:32 Academic Support: 11:36-12:38 Block #3/6: 12:42-2:10</p> |
| <p>Tuesday (88 minute classes) Block #1/4: 8:00-9:28 Block #2/5: 9:32-11:00 Lunch with Crew: 11:04-11:32 Academic Support: 11:36-12:38 Block #3/6: 12:42-2:10</p> | <p>Friday (88 minute classes) Block #1/4: 8:00-9:28 Block #2/5: 9:32-11:00 Lunch: 11:04-11:32 Crew*: 11:36-12:38 Block #3/6: 12:42-2:10 *Every other Friday, Crew meets the last hour of the day,</p> |
| <p>Wednesday 2:10 Dismissal (September and June, 83 minute classes) Block #1/4: 8:00-9:23 Block #2/5: 9:27-10:50 Lunch: 10:50- 11:20 Crew: 11:24-11:54 School Meeting: 11:58-12:43 Block #3/6: 12:47-2:10</p> <p>1:10 Dismissal (October through May, 66 minute classes) Block #1/4: 8:00-9:06 Block #2/5: 9:10--10:16 Crew: 10:20-10:50 Lunch: 10:50-11:18 School Meeting: 11:22-12:00 Block #3/6: 12:04-1:10</p> | <ul style="list-style-type: none"> ◆ <i>Students are assigned to courses for six blocks.</i> ◆ <i>Courses meet every other day, with the exception of Humanities which meets every day.</i> ◆ <i>Blocks 1, 2 and 3 meet every "A" Day. Blocks 4, 5 and 6 meet every "B" Day.</i> ◆ <i>The daily schedule is subject to change, depending on the needs of curriculum, instruction and fieldwork.</i> ◆ <i>The first and last 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.</i> |

Casco Bay's 2011 External Evaluation

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

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

Crew

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

Who am I?

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

How am I doing?

How am I doing relative to the Pathways to Success? 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 | <ul style="list-style-type: none">• Crew provides each student a one-to-one relationship with an adult advisor.• Crew provides an ongoing, small and supportive peer community.• Crew Advisors serve as the student's advocate in challenging situations.• Advisors monitor and support student progress, including Habits of Work.• Crew advisors act as the primary contact point between parents and the school. |
| GOVERNANCE | <ul style="list-style-type: none">• Crew is when school issues and proposals are reviewed and discussed.• Crew is the heart of CBHS student democracy. |
| SERVICE | <ul style="list-style-type: none">• Crews identify needs in the school and in outside communities, and develop projects to address those needs. |
| PORTFOLIO AND PASSAGE | <ul style="list-style-type: none">• Students practice presentation 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 parents). |
| ADVENTURE AND FITNESS | <ul style="list-style-type: none">• Crew offers opportunities for team-building, adventure, fitness and wellness, guided first by the crew leader and then gradually led by students. |
| POST-SECONDARY PREPARATION | <ul style="list-style-type: none">• Crew advisors assist in the exploration of career and post secondary options and ensure students have specific post-secondary plans upon graduation.• Advisors coach students in application processes and college selection. |
| SCHOOL ADMINISTRATION | <ul style="list-style-type: none">• Student administrative business is generally accomplished during crew, from surveys to course sign ups. |

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

Ninth Grade Crew

Ninth grade crew will address the three overarching questions by focusing primarily on “Who am I?” and the Crew Elements of Relationships, Governance, Portfolio, and Adventure/Fitness. In the first trimester, crew members will learn more about themselves and one another as they explore who they are and where they want to go through activities such as goal-setting and learning profiles. Advisors will regularly check in with advisees to monitor progress with academics, habits of work, and character. Crew members will learn about their responsibilities to the broader school community and the power of their voice in the school governance process. In September, students will complete a kayaking and writing expedition, the Casco Bay Quest, with crew mates. In the spring, crew members will complete a college visit as an introduction to post-secondary preparation as well as a reflection on the year, 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 begin their service to the broader community by helping with the transition of 9th grade crew students; they will also prepare for October’s PSAT’s. Advisors will continue to regularly check in with advisees to monitor progress with academics, habits of work, and character. Over the course of the year, crews will begin research of post-secondary interests and options and complete a second college visit. At the end of the year, Crew advisors will help sophomores complete a comprehensive look at their growth and achievement through the Sophomore Passage process.

The Successful Practices Network on Casco Bay High School

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

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

Eleventh Grade Crew

Eleventh grade crew will address the three overarching questions by focusing primarily on “What are my plans for the future?” and the Crew Elements of Relationships, Post-Secondary Preparation, and Service. In the first trimester, crew members will begin their in depth college search and preparation process. Advisors will continue to regularly check in with advisees to monitor progress with academics, habits of work, and character. In the second half of the year, crew members will draft a post-secondary plan and interview with a “college pro” - as well as preparing for and reflecting on their Junior Internship.

Twelfth Grade Crew

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

Graduation Requirements

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

Required course credits are as follows:

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

Total for Graduation **41 Credits**

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

CBHS graduates (2009-12) have been accepted to over 100 colleges and universities. CBHS graduates are currently enrolled at USM, UMO, UMF, Maine Maritime and SMCC as well as many of the nation's top colleges and universities, including, Bates, Berkeley, Barnard, Bowdoin, Brown, Colby, Emory, Mt. Holyoke, Oberlin, Smith and Yale.

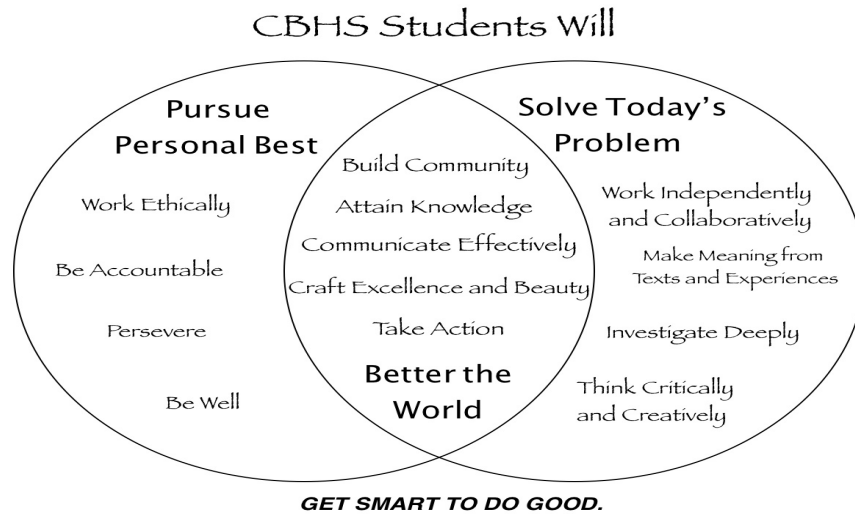
Expeditionary Learning Graduation Expectations

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

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

The Expeditionary Learning Graduation Expectations are guidelines, **not** requirements. Whenever possible, CBHS students take a course load that will fulfill both Portland's graduation requirements and Expeditionary Learning's graduation expectations (unless otherwise dictated by an IEP). A major focus of Expeditionary Learning high schools is to prepare **all** students for college, and these expectations are consistent with the demands of today's employers and colleges. For instance, the University of Maine "Statement on College Readiness" recommends four years of math (including Algebra 2 or, for math and science majors, pre-calculus), three years of lab science (biology, physics and chemistry) as well as two years of language study outside of English.

Down East Magazine on Casco Bay High School (September 2006):
"A new high school in Maine makes us want to relive our teen years."



The Pathways to Success represent the cross-disciplinary skills and dispositions that Casco Bay High School strives to have all students achieve before graduation. The Pathways were adopted in its revised form by CBHS faculty in the spring of 2012 and is being introduced to the broader community in fall 2012. Students will routinely reflect upon aspects of the Pathways – and their individual progress and achievement - during conferences and expeditions.

Edutopia on Casco Bay High School

Casco Bay High School was featured in spring 2010 by the George Lucas Foundation's *Edutopia* in both their magazine and on their website (www.edutopia.org) as part of their “Schools that Work” series. Here is an excerpt from their website about the series and Casco Bay.

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

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

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

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

Academic Program

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

Learning Expeditions

Our curriculum is organized around Learning Expeditions. Learning Expeditions are long-term, in-depth studies of a single topic that explore vital guiding questions. They incorporate standards and involve fieldwork, service and research, culminating in a project, product or performance. Expeditions require 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 Ancient Greece, from Flu Pandemics to the BP Oil Spill; they investigated questions from "How and why do I change the world?" to "What is the impact of a generation?"

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 annually and help them through the college application and financial aid process, especially in Crew and Senior Humanities.

Building Character and an Ethic of Service

Students learn that values such as collaboration, perseverance, and craftsmanship are essential to the production of high quality work. Casco Bay's paramount values - best represented in the Pathways to Success (see page 10) - 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 freshmen and senior year. This year's freshmen and seniors will spend four days kayaking in Casco Bay. As sophomores, each student develops a personalized "wellness plan" that may be monitored and revised throughout high school.

Fieldwork

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

Use of Primary Sources

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

High Quality Work

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

Learning is Public and Collaborative

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

Freshman and Sophomore Year

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

| TYPICAL FRESHMAN COURSE LOAD | TYPICAL SOPHOMORE COURSE LOAD |
|---|--|
| Humanities 1 | Humanities 2 |
| Math 1: Geometry and Probability | Math 2: Algebra and Statistics (<i>or Math 3 for students who completed Algebra in 8th grade</i>) |
| Biology | Physics |
| Visual Arts | Wellness (Health and PE) |
| French (1-5), Spanish (1-5), Academic English (ELL) or Executive Skills | French (1-5), Spanish (1-5), Academic English (ELL) or Executive Skills |
| Freshmen Crew | Sophomore Crew |
| Elective Intensives (Casco Bay Quest, Winter Intensives, and Spring Intensives) | Elective Intensives (Winter Intensives and Spring Intensives) |

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 a panel of students and staff. The presentation grade will appear on a student's transcript.

Junior and Senior Year

The goal of the junior and senior year at CBHS is to graduate each student:

- *Self Aware*: with a clear sense of who they are and where they want to go
- *Trained*: with the skills and knowledge they will need to both follow their dreams and be productive citizens
- *Ready*: ready for college, career, and citizenship

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

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

| TYPICAL JUNIOR COURSE LOAD | TYPICAL SENIOR COURSE LOAD |
|---|---|
| Humanities 3 | Senior Humanities |
| Math 3 or Calculus | Math 4 or Calculus |
| Chemistry | Environmental Science or AP Env. Science |
| Junior Internship and Junior Journey | AP English, Calculus and/or AP US History |
| French (1-5), Spanish (1-5), Academic English (ELL) or Supported Study | French (1-5), Spanish (1-5), Pre-College English (ELL) or Supported Study |
| Junior Crew | Senior Crew, Senior Quest |
| Electives: USM and SMCC College Courses, Independent Study, PATHS Courses, Common Schedule Offerings, Winter Intensives | Electives: USM and SMCC College Courses, PATHS Courses, Common Schedule Offerings, Winter and Spring Intensives |

Special Learning Opportunities for Juniors

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

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. In 2011, CBHS students and staff travelled to Biloxi, Mississippi and completed service projects as well as oral histories about residents whose lives were impacted by the BP Oil Spill and Hurricane Katrina. Last year's juniors engaged in a similar process of service and documentary study in West Virginia as part of an expedition called "Almost Heaven." This year's junior class plans to return to West Virginia. Students must still complete substantial fund-raising, but we expect the Junior Journey will remain a foundational piece of the Casco Bay education.

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

~ Eliot McInnis ('09), reflecting on the Junior Journey, May 2008

Special Learning Opportunities for Seniors

All seniors will design and complete their own **Senior Expedition** focused on a particular passion or field of interest. Seniors will be coached through this process in **Senior Humanities**, publicly presenting their learning in the early spring. One requirement of Senior Humanities will be that **each senior complete an application for a college** or post-secondary program as well as a post-secondary plan. Senior Humanities teachers will support students through this process— with regular assistance from crew advisors and the Director of College, Career and Citizenship. Senior year curriculum is launched with the **Senior Quest** (page 22) and ends with the **Final Word** (page 50).

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

Early College – U. Start Ahead

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

We are able to offer at least one USM or SMCC course to all interested and eligible juniors and seniors.

*Certain standardized test scores (on the SAT's, Accuplacer and/or PSAT's) and a 3.0 GPA may be required to enroll in a particular course and/or be eligible for free tuition CBHS students will be limited to courses where there is space available after matriculated USM students have completed their sign-ups. In addition, **for USM**, CBHS students will be limited to “100 level” classes (except by professor approval) and primarily classes that meet after 2pm on the Portland campus. See Mr. Hale for the extensive list of potential courses. **So far, nearly half of CBHS students have taken advantage of the opportunity to take USM or SMCC courses before graduation, ranging from Women's Studies to Beginning Japanese, from Oceanography to Calculus.***

With SMCC, in 2012-2013, we offer the college courses, **Introduction to International Relations and College Algebra**, on our campus in the first semester and **Introduction to Psychology** in the second semester.

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 welcomes English Language Learners! Although we do not currently have the resources to educate beginning English Language Learners or to provide fully sheltered courses, we do provide a course of study for our ELL students who can succeed in mainstream classes with some additional, substantive support. This year, in addition to the offerings below, we will again be offering some extended day learning opportunities through our “After Ours” program designed to improved literacy and numeracy skills for participating students.

Academic English One, Two, Three and Pre-College English

Academic English 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 English One focuses on supporting Humanities One and other freshman courses, while Academic English Two and Three focus on supporting sophomore and junior courses respectively. In addition to supporting students in their senior course work, Pre-College English will support them in the post-secondary college application process and in general college readiness. Each course is worth two elective credits.

Reading Workshop

Reading Workshop is an intensive literacy intervention course specifically designed for English Language Learners and special education students whose reading level is significantly below grade level. The course will focus on decoding, comprehension, vocabulary, fluency and writing. Extensive leveled reading will be required. Students will have individualized programming and make use of technology such as Read 180. Reading Workshop is worth two elective credits.

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

Humanities

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

Humanities One

In Humanities One, we will spend the year investigating the idea and nature of community by exploring this essential question: "How are communities created and sustained?" More specific community-related questions will guide and focus each of our expeditions but will, for the most part, be derived and related to this overarching question. We have designed four distinct experiences that will comprise the year in Humanities. September and part of October will have

us embarking on a mini-expedition focused on the community that is the new 9th grade class as well as Casco Bay High School. A four-day retreat to Cow Island will be a highlight of this mini-expedition. We will spend the rest of the fall looking at the role belief plays in the individual and community. The primary humanities expedition happens in the spring when we shift from our local community to a look at the global community, our use of resources, and how that will impact our future. Each expedition or learning experience will have its own texts, writings, activities, field work, case studies, expert guidance, and culmination. Learning standards in the disciplines of both Social Studies and English/Language Arts will be rigorously assessed to provide each 9th grade student with a relevant and holistic Humanities education. Humanities One is worth four credits, two in English and two in social studies.

Humanities Two

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

Humanities Three

This four-credit course continues the integrated study of social studies with English language arts, with a focus on the historical development and current implementation of US public policy. The year is driven by the question, “What impact will you have as a generation?” with an emphasis on how to affect change through policy, active citizenship, and the power of human story. We begin with a cross-disciplinary expedition titled, *In the Black*, where we will examine climate change to explore the question, “How do we resolve our dependence on fossil fuels?” Our opening case study will be the West Virginia Massey coal mining explosion of 2010 and its ramifications socially, politically, economically and scientifically. Students will then choose public policy issues to research that address this dependence on fossil fuels, ultimately proposing a range of incentives and regulations. Their work will culminate with a symposium for local experts where each student will present a proposal and defend their position. For the second half of the year, we will look closely at the related human stories. In the expedition *Appalachia Unplugged*, students will immerse in the culture, music, and stories of West Virginia. We will study the Great Depression, read literature of the region, and develop documentary skills of interview and photography. In April we will travel to West Virginia where students will volunteer for Habitat for Humanity as well as work to unearth and document the people’s lives there. Upon return, students will write, create and present multi-media pieces capturing these stories. Throughout the year, we will also read literature (e.g.: Eggers, Faulkner, Hughes, Hurston, O’Brien and Steinbeck), and focus on close reading and literary analysis. The Junior Humanities program emphasizes a variety of skill development areas, including: research skills; reading informational texts; writing for a variety of purposes; mastering rhetoric; inferring, synthesizing, interviewing; and crafting of literary analysis.

Senior Humanities

This year we will again be offering three choices for Senior Humanities. All three will be interdisciplinary courses with two credits in both English and social studies. Though the courses will be distinct, they will share the following characteristics: they will be centered on the concept

of the hero, require a college essay, literary analysis, a senior independent expedition and “the final word”. (See the back of this handbook for details about “the final word.”) Each course will run one trimester. Students will be able to select a different course trimesters one and three (allowing students to experience two out of the three choices). During trimester two, all students will design and share a senior expedition. The three courses are as follows:

- 1) Using the *Arab Spring* as our case study, students will investigate the conditions that make historic social change possible. Students will analyze the strategies used in the uprisings with a focus on contemporary means of communication and networking.
- 2) *The Heroic Brain* is an investigation of the power and potential of the human brain. We will study recent developments in brain science and past examples of heroic individuals to help us understand how we can most effectively utilize this uniquely human tool.
- 3) *The Power of Art: Unearthing the Hero Within*. As we visualize and express our strengths, we will use the power of art to unearth our true heroic selves. Students will then have the opportunity to choose one of four artistic genres - song writing, spoken word, photography or short story/memoir - to express their heroic self.

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*, *Heart of Darkness*, *Wide Sargasso Sea* 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 conversational intent, and students will compare this intent with the conversation readers have with 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 formal essays-- personal, expository and persuasive. As a culmination of the course, students are required to take the AP English Literature and Composition Exam given in May. A grade of 4 or 5 on this exam is considered equivalent to a 3.3-4.0 for comparable courses at the college or university level. A student who earns a grade of 3 or above on the exam will be granted college credit at many colleges and universities.

Advanced Placement (AP) United States History

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

Independent Study

The CBHS Independent Study is a valuable opportunity for juniors and seniors to study in-depth a topic that is not available through our regular courses. It requires significant responsibility on the part of the student, and interested students must have their Independent Study proposals approved in advance. (See Mr. Pierce for the appropriate form.) Participating students will initiate and complete thoughtful, challenging, and in-depth independent study that results in significant

learning and will meet learning standards agreed upon by the student and the mentoring teacher. Students will work actively, efficiently, and responsibly to meet individually tailored semester goals as designated by a timeline. Students will design their own rubric(s) – or do so in consultation with their teacher – that will guide assessment. Ultimately, students will produce a comprehensive product representing their accumulation of study and present it to/share it with a public audience. They will also complete a 3-5 page “learning paper” that answers two questions: What are my most important learnings about my topic? About myself? Independent studies typically last one semester (one credit), but may be extended with teacher approval.

Math

As Galileo notes, the language of the universe is mathematics. CBHS mathematicians learn this language through rigorous study of the essential concepts and their authentic applications. CBHS mathematicians must master fundamentals but often make use of technological tools, from a graphing calculator to computer applications, to allow for more complex problem-solving and modeling as well as more sophisticated mathematical products. In the fall of 2007, CBHS revised the sequence of our integrated math curriculum to facilitate richer and deeper connections with our science sequence. This fall, we will be adding new opportunities for self-paced, computer-aided learning in our math classes, for purposes of both remediation and acceleration. All math courses are year-long and are worth two credits.

Math One: Probability and Geometry

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

Math Two: Algebra and Statistics

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

Math Three: Quantitative Relationships and Persuasion

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

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

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

Calculus

Casco Bay High School Calculus uses active pedagogy to explore the infinite and the infinitesimal. Topics include limits, differentiation, and integration with a focus on practical application. Students will learn the history of calculus, including the reasons behind its development, and the major difficulties faced by its discoverers.

AP Calculus AB

Taught in conjunction with Calculus, AP Calculus AB provides an added focus on skills necessary for passing the AP exam.

PATHS

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

Automotive Technology*
Automotive Collision
Technology*
Carpentry*
Commercial Art*
Culinary Concepts*
Dance*
Early Childhood

Occupations*
Fashion Marketing*
Fast Foods
Health Science Careers*
Landscape Management
Masonry*
Music
New Media

Plumbing/Heating*
Recreational Marine
Repair*
Robotics and Precision
Engineering*
Welding Tech./
Blacksmithing*
Woodworking*

Science

CBHS scientists learn scientific knowledge and processes which enable them to understand how our world does work and could work. All of our science courses have a significant lab component. Beginning with the Class of 2011, we launched a new science sequence to better meet college expectations and to create more possibilities for rich and deep math integration:

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

Biology

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

Physics

Physics is the fundamental discipline of science. This course is designed to study the physical universe. Students are challenged to observe, measure, analyze, and describe physical phenomena. Students will routinely be asked to problem-solve, complete labs, communicate as scientists, and consider the co-development of science and technology through case studies aligned with expeditions, such as the Physics of Play. Physics will be integrated with Math 2 whenever possible and appropriate. We will study the following topics: scientific measurement, forces and laws of motion, work and energy, momentum, thermodynamics, electrical currents, magnetism and waves. Physics is a two-credit course.

Chemistry

Junior science will focus on how chemistry impacts our daily lives and the world as a whole. Juniors will investigate the many facets of chemistry, which can be defined as the study of matter and the changes that matter undergoes. The study of science includes both processes and bodies of knowledge. Processes are the ways scientists investigate and communicate about the natural world. The scientific body of knowledge includes concepts, principles, facts, laws, and theories about the way the world around us works. When studying chemistry, students will be immersed in scientific processes and scientific knowledge. Students will perform lab work, analyze data, and communicate as scientists. Topics will include: atomic structure, structure and properties of matter, chemical reactions, conservation of energy, and the interactions between matter and energy. Chemistry will integrate with Math 3 and Humanities 3 – and junior expeditions - whenever appropriate. Chemistry is a two-credit course.

Environmental Science

Environmental Science is a course wherein students are challenged to understand the interrelationships of the natural world, to identify and analyze environmental problems, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course is interdisciplinary by nature, engaging a variety of sciences, including biology, chemistry, geology, and geography. This course includes a lab component that will be coordinated with AP Environmental Science and Biology fieldwork to maximize teaching and learning possibilities. Environmental Science is a two-credit course.

Advanced Placement (AP) Environmental Science

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

Special Education

Casco Bay High School welcomes Special Education students! Our faculty is highly skilled at differentiating curriculum and instruction to meet diverse learners' needs, and our percentage of special education students is reflective of the district (about 15%); however, we do not currently have the resources to staff any self-contained behavioral or academic programs. Many of our freshmen and sophomores with IEP's do access the Executive Skills course, described below. Additional academic support is available for juniors and seniors as well, but the focus is less on skill development and more on helping students be successful in core academic classes (and this support is not credit-bearing).

Executive Skills

This two-credit 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

pass. The nine executive skills standards include: goal-directed action, task initiation & completion, flexibility, time management, work organization, emotional management, using an agenda, and thinking before acting.

Visual and Performing Arts

The arts can provide a new window into one's self and one's world. All freshmen strive to complete the district arts requirement through the year long Visual Arts course. In addition, music and the arts are often integrated into Humanities, school performances and cross-disciplinary expeditions. During winter and spring Intensives, music and the performing arts are inevitably featured. In 2011-2012, CBHS staged the musical The Pajama Game, the play Metamorphoses as well as a student-written (and award-winning) play in the state's one-act play competition. CBHS students also access arts courses through the district's common offerings, PATHS, USM and MECA.

Visual Arts

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

Portland Public Schools' Orchestra

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

Instrumental Ensemble and Vocal Ensemble

For the first time this year, Casco Bay will have its own vocal ensemble and instrumental ensemble. The ensembles will meet weekly after school during the year and are designed for students with some vocal or instrumental experience. **Instrumental ensemble** will meet regularly to listen to, study, and rehearse instrumental music from various genres. The instructor will work with students to develop individual musicianship, as well as create ensembles based on available instrumentation and experience/ability levels. Improvisation, solos, and student arrangements and compositions will be encouraged and supported. The emphasis will be on developing as an ensemble, playing together, and exploring instrumental music. **Vocal ensemble** will meet regularly to listen to, study, and rehearse choral music from various genres, including world music, a cappella traditions, rounds, traditional literature, and popular culture. Vocal exercises, improvisation, soloing, and student arrangements will be encouraged and supported. The emphasis will be on developing as an ensemble, singing together, and exploring choral music.

Performances will be determined by the ensembles and the instructor. Students who successfully meet course standards in either course will earn .5 credits in the arts.

Wellness

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

The Freshmen Casco Bay Quest

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

The Senior Casco Bay Quest

Seniors will use Cow Island as an embarkation point for a four day, three night sea kayaking expedition through the surrounding islands and peninsulas. Beyond developing transferable writing and outdoor skills, the aim of the quest is for seniors to conclude with a deeper sense of who they are and where they want to go. 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 both on the islands and on the water. 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 is made possible primarily by the White Pine and Quimby Family Foundations and is also supported by a grant from LL Bean. The Casco Bay Quest is worth .5 physical education credits.

Wellness

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

World Languages

All world language courses at CBHS introduce the student to both the target language and target cultures as they relate to Portland, Maine and the world. Students are expected to use the target language in their classroom interactions, and interpersonal communication is a major focus. Vocabulary and grammar concepts are introduced in context and linked to real life situations. World language courses will focus on speaking, listening, reading, and writing while students gain an appreciation for the power of language as a catalyst for making connections to other people. In making those connections, students not only learn more about those individuals, their experiences, and their cultures, but students also learn about themselves.

Spanish One and French One

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. Both Spanish One and French One are two-credit courses. (French One will not be offered in 2012-2013 due to low enrollments.)

Spanish Two and French Two

Level two language will build on the skills achieved in level one in order to further the communication skills, especially speaking skills, of language learners. Students will become proficient in the past and future tenses, be able to initiate a conversation, ask questions, and provide answers to both peers, teachers, and native speakers using simple sentences. Both Spanish Two and French Two are two-credit courses.

Spanish Three & Four and French Three/Four

Upper level language courses will focus on refining and practicing communication skills gained in previous language experiences and courses. Levels three and four are structured around a language expedition, providing students with an opportunity to engage in the target language in a real-world setting and champion or oppose a current issue. Through the preparation for, execution, and completion of the expedition, students will read authentic texts, speak with native speakers, write first person narratives and persuasive essays as well as hone various language skills in order to practice proficiency in the target language.

In May 2012, CBHS juniors' scores on the state assessment surpassed both state and district averages in reading, writing, math and science. (The state assessment includes the SAT's.) The percentage of CBHS students who met or exceeded the standards surpassed state and district averages by between 8% and 22%. Over the past five years, the percentage of CBHS students meeting the standards in reading, writing and science has been over 10% higher than state and district averages – and 5% higher than district averages in math.

Intensives

Intensives are mini-expeditions - one week, elective courses that occur once in winter and once in spring. Students choose among one of at least ten course options and engage in in-depth study, all day (8am-2:10pm) for five days. In past years, we have offered the following Elective Intensives:

Animal Husbandry
Black Holes
Boat-Building
Creative Writing
Filmmaking
Flash Animation
Hip Hop Spoken Word and Dance
Journalism

Math and Sculpture
Musical Theater
Photography
Portland Fitness
Portland Pirates Apprenticeship
Radio Production
Robotic Engineering
Winter Camping

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

~ Joe Foley, Senior Vice President, UNUM

Sign ups for this year's Winter Intensives will take place in October. Each Intensive will be worth .33 or .5 elective credits. Sophomores, juniors and seniors may propose Independent Intensives. See Mr. Shibles for details. The Spring Intensives offerings will be finalized with

students and staff during the fall, and both intensive slates will include at least one offering within the following subject areas: the arts, the performing arts, the humanities, fitness, math & science, and the natural world. Grades in Intensives count towards GPA, but, because of their timing, they do not impact Honor Roll.

Casco Bay High School “has produced superior results for less.”

~ The Portland Press Herald, lead editorial, May 8, 2009

Homework

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

Academic Integrity

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

Plagiarism. Plagiarism is to use and pass off the ideas or writing of another as one’s own. It is a form of stealing. When a teacher determines that a student has plagiarized, s/he will first determine if the student’s actions were knowing or ignorant; did the plagiarism occur before or after a related research skill has been taught? 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), the assignment will receive no credit, parents will be notified, and the case will be referred to the administration for disciplinary consequences. Repeated, flagrant plagiarism may be grounds for suspension or expulsion. Please see School Board policy JICD on “Academic Honesty” for more details.

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, 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: Glenda Klein, Human Resources Director, Portland Public Schools, 196 Allen Avenue, Portland, ME 04103 (Telephone: 874-8100).

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 (eg: 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 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 (eg: 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 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 complete the NWEAs as freshmen, the PSATS as sophomores and juniors and the SATs as juniors. Upperclassmen will also take the Accuplacer, a college placement test used nationally and locally at institutions, such as USM and SMCC.

Portfolios

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

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

Portfolios can help students learn at a deeper level and measure their growth over time. Although the CBHS Portfolio System is evolving, the following are typical components: **the Classroom Portfolio and the Conference Portfolio**.

Classroom Portfolio

A classroom portfolio is a selection of student work from within a course organized around course standards. The portfolio may be used to demonstrate that a student has met a course learning target as well as to reflect a student's growth over time and areas in need of improvement.

Conference Portfolio

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

Culminations

A culmination is a public demonstration or exhibition that often occurs at the end of an expedition and which lets students show parents, teachers, and members of the community what they are learning. Culminations often involve education of the broader public and a call to action. The exhibit may be artwork, research, results from an experiment, written work, tests, or other projects; it may involve performances or presentations. The culmination is a kind 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. Last year's culminations included the freshmen's "Sustain ME Symposium" for local leaders, the sophomores teaching physics to Riverton students as part of "Work is Play" and. "Almost Heaven," a premiere of the juniors' multimedia oral histories of West Virginians at the Salt Gallery. Each senior designs their own culmination as part of the Senior Expedition.

Casco Bay Family Grading Guide

Our Grading Principles & Practices:

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

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

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

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

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

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

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

Principle: Academic knowledge and work habits are both important to acquire for college and life.

Practice: *Students receive both academic grades (based on course standards) as well as habits of work (HOW) grades for each class.*

Principle: If students are working hard (as shown by their habits of work grade) to meet standards, they deserve more time and support to learn the material.

Practice: *Students receive additional time after the term has ended to meet course standards if they have a "3" or above in Habits of Work.*

Principle: All students should have the opportunity to excel.

Practice: *Achieving "with Honors" is an option for all students in all courses.*

Principle: Regular communication with families about student progress supports deeper learning.

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

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

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

Grading Language and Scale

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

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

Our **standards-based grading language and scale** is consistent with the scale that the state uses for the MHSA 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 Parent

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

| Score | Description | For an overall course grade on a report card this means.... | On a classroom assignment this means... |
|----------|-----------------------------------|--|--|
| 1 | Does Not Meet the Standard | A student's body of work has not met the majority of the standards assessed. <i>This is not a passing grade and does not earn course credit.</i> | 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 student has not made an attempt to meet criteria. <i>This is not a passing grade.</i> |
| 2 | Approaching the Standard | A student's body of work has met a majority of the standards assessed, but has just partially met one or more of them. <i>This grade does not earn course credit.</i> | 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. <i>This is not a passing grade.</i> |

| | | | |
|--------------|------------------------------------|--|---|
| 2+ | Very Close to Meeting the Standard | 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. <i>This grade does not earn course credit.</i> | A student's work is very close to meeting the standard. <i>This is not a passing grade,</i> but it lets the student know s/he does not have far to go before meeting the standards being assessed. |
| 3 | Meets the Standard | The student has met (earned a 3) on each and every one of the course standards assessed during the trimester. This does <i>not</i> 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. <i>At the end of a trimester, this grade earns course credit.</i> | A student's work fundamentally and competently meets the standard being assessed. <i>All</i> of the criteria for Meets the Standard (e.g., in the rubric) are demonstrated in the work. <i>This is a passing grade.</i> |
| 3.25 to 3.75 | Partially Exceeding the Standard | See "Between 3 and 4," below. | |
| 4 | Exceeds the Standard | A student's work has consistently and/or lately Exceeded the Standard in each and every course standard assessed up to that point. <i>This grade earns course credit.</i> | 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. <i>All</i> of the criteria for Exceeds the Standard (e.g., in the rubric) are demonstrated in the work. <i>This is the highest grade possible.</i> |

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 1, 2 or 3 may be possible.) On more complex assessments that include rubrics with multiple criteria for a standard, a grade between 3 and 4 is possible. The indicators within the rubric define the qualities a student's work must have in order to earn a score between 3 and 4.

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

3.25: A student's work meets about 25% of the Exceeds criteria.

3.5: A student's work meets about 50% of the Exceeds criteria.

3.75: A student's work meets about 75% of the Exceeds criteria.

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

3.25: Consistently or lately, the student's work has met about 25% of the "Exceeds" criteria.

3.5: Consistently or lately, the student's work met about 50% of the "Exceeds" criteria.

3.75: Consistently or lately, the student's work has met about 75% of the "Exceeds" criteria.

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

Academic Honors

Honor Roll

Meeting the Standards in a course is a significant accomplishment. Although a direct translation to a non-standards-based grading system is not possible or advisable, the GPA translation of 3.0 fairly reflects our rigor. All students who Meet the Standards in all of their classes by the final day of the trimester will:

- 1) Be recognized for achieving Honor Roll
- 2) Have a GPA of at least 3.0

With Honors

Doing work that consistently Exceeds the Standards is an exceptional achievement. It often requires completing not just more work, but different, more sophisticated and rigorous work. 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. This will be designated on their transcripts with an “H.”

High Honors

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

Course Credit

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

Habits of Work (HOW)

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

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

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

Complete homework.

Meet deadlines.

Participate effectively in class activities (includes regular, on time attendance).

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

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

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

~ Jill Roland, CBHS Parent

CBHS Universal Habits of Work (HOW) Traits

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

Work Ethically

*Behave ethically and 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.*

Work Collaboratively

*Work actively and cooperatively to achieve group goals.
Perform a variety of roles within a group.
Fulfill individual responsibilities within the group.*

Be Community

*Participate effectively and positively in class.
Make sure class members 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.
Seek from setbacks and feedback.
Seek challenge and solutions.*

Policy on Late Work

1. Late work will not be accepted for daily formative assessments (page 25) such as reading quizzes (excused absences exempted). Students will receive a HOW grade of “1.”*
2. If a student has missed a formative assessment, he/she can arrange to receive feedback from the teacher at a pre-arranged block 7. If the work is acceptable, the teacher can move the HOW grade from “1” to “2” (a grade of “3” is not possible).
3. Late work will not be accepted for summative assessments (page 25).* However, a student can request to make up the summative assessment by turning in a “Summative Assessment Extension Request Form.”
 - a) The Extension Request Form should be turned in by the assignment due date or earlier whenever possible. Students who fail to complete the Extension Request Form will only be able to make up that assessment in mud/summer school - if otherwise eligible.
 - b) The student and teacher will conference in Block 7 to determine the new deadline and the body of work required to demonstrate readiness (which will likely include many of the daily, formative assessments that might have been missed earlier).
 - c) After the new due date and required work is added to the Request Form, the student will then have the form signed by their parent or guardian, as well as their crew advisor.
 - d) The student must then hand in work on the date specified in the Request Form.
 - e) Students will be allowed one extension form per course per trimester, subject to teacher approval – and NEVER for an expedition culmination (for example: the naturalization ceremony, the “In the Black” symposium, Final Word).
4. Students who fail to meet the extension deadline or who miss more than one summative assessment per trimester must attend mud school or CBHS summer school for another opportunity to make up the standard(s) associated with the missed assessment, if eligible.*

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

Reporting System

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

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

Each student receives a progress report that includes an overall grade for each course.

2. Two Weeks Before The End of the Trimester: *Danger of Not Meeting the Standards Report*

Any student in danger of not passing one or more courses will receive this one-page report.

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

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

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

Students will receive their final trimester grade and HOW grade in each course.

National Honor Society

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

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

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

School Governance

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

Process Summary

Any constituent(s) from the school community can submit a proposal that will go through his/her crew (with the exception of parents who work through their crew equivalent: the Parent Advisory Group). The crew will provide feedback and guidance about the feasibility of the proposal. If the constituent(s) wants to continue with the proposal, the Cabinet will solicit feedback from the crews, and, if relevant, the Parent Advisory Group and the faculty. The Cabinet will prioritize proposals and set deadlines for receiving feedback. When the deadline has occurred, the Cabinet will convene and make a decision based on the feedback and the Casco Bay vision and beliefs. Cabinet membership is as follows: principal (chair), two faculty members, five students, two parents (one from the Parent Advisory Group), as well as a non-voting representative from Expeditionary Learning. All terms will be two years. In past years, the Cabinet has dealt with issues ranging from the school dress code and lunch offerings to full school rituals and academic credit for co-curriculars. In addition, the CBHS student body is represented on the Portland School Board by a CBHS student who is elected each November. Zev Bliss is the CBHS representative through November 2012.

Co-Curriculars

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

Co-Curriculars at Casco Bay

Casco Bay High School (CBHS) offers a growing slate of co-curriculars on our campus. Our offerings currently include: Musical Theater, Drama, House Band, Math Team, a Gay-Straight Alliance, Ultimate Frisbee, One Act Play Competition, Yearbook, Model UN, Robotics, Science Bowl, and the Envirothon. 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 Tech Team, the Graduation Task Force, the Student Ambassadors and the School Cabinet. Students may propose launching a new club or organization if there is sufficient student interest, and it meets existing criteria. See Mr. Pierce with questions or 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, it cannot be changed during the school year. 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 take a bus to DHS and PHS after school each day, but they are responsible for their own transportation home once the activity has concluded.

Co-Curricular Eligibility

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

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

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

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

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

Health Screenings and Physical Examinations

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

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 2:20-3:30. This block is intended for students to use for extra help, for “exceeds” work, for quiet study, or for CBHS co-curricular activities or special events. Each teacher designates at least one Block 7 a week to work with students. Students who stay for Block 7 need to find their own transportation home – or take the city’s Metro bus service. If a student is not staying for one of the Block Seven activities listed above, s/he should take the bus or leave campus at 2:10.

Bus Transportation

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

Lockers

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

Pre-Summer School (AKA Mud Season School)

As part of our commitment to do whatever it reasonably takes to help students meet rigorous, vital standards, we offer Pre-Summer (aka “Mud Season”) School in late March for eligible students to meet any remaining course standards - and earn credit - in a course (or two) from the first or second trimester. Students in grades 9-12 are eligible for Pre-Summer School, only if invited by a teacher, typically because of an “I” or a “2+” as an overall course grade at the end of a trimester, indicating that a student is close to meeting course standards, but has not yet done so. Barring exceptional circumstances, students will be limited to attempting to meet standards in no more than two courses during that time frame. Mud Season School is free for students with a HOW of “3” or an “I.” Since ample opportunities and time and help are offered within the trimester to meet the standards, eligible students who did not earn a “HOW” of 3, will have to pay to participate: \$25 per course – and a maximum of \$50. (Reduced lunch students will pay \$10 per course and free lunch students will pay \$5 per course.)

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). Additionally, CBHS offers Summer Standards Intensives in late June for students to complete remaining standards. These intensives are designed for students who have passed two (but not three) trimesters of humanities, math or sciences. Students who pass one trimester may also be eligible if they earned a 2+ in the other two trimesters or have teacher permission. The intensive will provide individualized support for students as they complete remaining standards. Once students successfully complete their remaining standards, their

intensive is finished. Some students may finish in one day; others may need the entire week. Students may sign up for one, two or three Standards Intensives. Students must provide their own lunch (if relevant) and transportation. CBHS Summer Standards Intensives cost \$100 each, \$25 for students receiving free lunch.

In a spring 2012 district survey, 100% of CBHS faculty agreed with the statement: "My school fosters an environment where every child can succeed."

Social Work/Counseling Services

Beth Babcock is our school social worker. Students also have access to Possibilities Social Worker **Karen Potenziano**, Tuesdays and Fridays, by appointment. **Michael Hale** is our Director of College, Career, and Citizenship. He is available daily for college, school and career counseling. He is assisted by our College & Career Transition Coordinator, **Stephanie Doyle**.

School Nurse and Health Services

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

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

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

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

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

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

Student Rights and Responsibilities

Our code of Student Rights and Responsibilities is grounded in our *Pathways to Success and motto: Get Smart to Do Good.*

Further, we believe:

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

Consequences Chart

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

| <i>Infractions Addressed By Faculty</i> | <i>Recommended Action</i> |
|---|--|
| Tardiness to class | Teacher Consequence |
| Inappropriate Language | Teacher Consequence |
| Refusal to do work | Teacher Consequence |
| Wandering | Teacher Consequence |
| Removal from class | Lunch Detention/ Step 1 |
| <i>Infractions Addressed By the Administration</i> | <i>Recommended Action</i> |
| | <i><u>Shaded infractions will result in suspension. Others are potentially suspendible.</u></i> |
| Unexcused Absence/Repeated Tardiness | Step 1-4 |
| Inappropriate Behavior | Step 1-5 |
| Insubordination | Step 1-7 |
| Plagiarism | Step 2-5 |
| Harassment | Step 2-7 |
| Civil Rights Violation | Step 2-7 |
| Vandalism | Step 2-7 |
| Fighting | Step 4-8 |
| Forgery | Step 4 |
| Habitual Offender | Step 4-6 |
| Theft | Step 4-7 |
| False Alarms | Step 4-8 |
| Weapons | Step 4-8 |
| Alcohol/Drug Possession or Use | Step 6-8 |
| Alcohol/Drug Sale or Distribution | Step 7-8 |
| Bomb Threats | Step 8 |

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

The Step Ladder

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

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

| |
|---|
| <p>Step 1</p> <ul style="list-style-type: none"> •Community Accountability + Detention (1 Unit) or Equivalent Natural Consequences |
|---|

- Crew Advisor Notified

Step 2

- Community Accountability + Detention (2 Units) or Equivalent Natural Consequences
- Crew Advisor Notified, Communication Home

Step 3

- Community Accountability + Detention (3 Units) or Equivalent Natural Consequences
- Crew Advisor Notified, Communication Home

Step 4

- Community Accountability + Suspension (1 Day) or Equivalent Natural Consequences
- Crew Advisor Notified, Communication Home

Step 5

- Community Accountability + Suspension (3 Days) or Equivalent Natural Consequences
- Communication Home and Re-Entry meeting with Crew Advisor/Administration

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

Step 6

- Community Accountability + Suspension (5 Days)
- Communication Home and a Required Re-Entry Plan With Parents

Step 7

- Community Accountability + Suspension (10 days)
- Communication Home and a Required Re-Entry Plan With Parents

Step 8

- Referral to School Board for Possible Expulsion
- Letter to Parents

General Guidelines

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

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

Respect for Community Members

Respect for Cultural Diversity

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

Respect for Individuals

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

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

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

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

Making the Pathways to Success Digital

1) Make sure your online reputation doesn't ruin your "real" reputation. Before communicating digitally about someone else or with someone else, consider...

- a) *Would I and should I say it to the person's face? **Remember The Human** (who receives the communication.)*
- b) *Would I want my parent or my crew advisor to read this? **Remember Your Mom.***
- c) *Would I want my employer or college admissions officer to read this? **Remember My Future.***
- d) *Would I respond the same way if I took a five minute break? **Remember to Breathe.***

2) Stop the virus. Before communicating digitally about or with someone else, consider...

- a) *Is this my business? Am I causing drama? Am I making the situation better? **Remember to Stop the Virus.***

Respect for PATHS Students and Staff – Building Norms

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

CBHS-PATHS Building Norms

1) Two Communities: One Building - Preserve It.

Leave no trace - whether graffiti or trash - that could impact all of our ability to take advantage of this great facility.

2) Every Teacher is Your Teacher.

Treat every staff member in the building, whether a PATHS secretary or a CBHS Crew Advisor, with the same deep respect that you deserve.

3) Each Student is Us.

Treat every student, whether a PATHS senior or a CBHS freshmen, with the same respect you accord a close friend.

4) We Want You Here.

Stay in designated areas unless with a staff member. Be on time and prepared.

5) Two Schools: One Goal - Learning.

We are all here to learn and become the best possible versions of ourselves. Support and celebrate one another.

Respect for the Environment

“Leave no trace” is a fundamental tenet of CBHS stewardship. Every student should also seek ways to be an energy saver. For instance, all laptops should have sleep timers reset to go to “sleep” after three minutes of inactivity or be disconnected. Students should make use of available recycling and composting options daily. Finally, CBHS citizens are encouraged to seek and advocate for ways to make our school more “green.”

Respect for Visitors

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

Attendance

Attendance

Regular, punctual school and class attendance are essential to a student’s educational success. Students are expected to attend school every day unless they have an excused absence. Excused absences are defined by Maine law and School 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 consequences and loss of credit for missed assignments. Upon returning to school following an absence, a student must report directly to the Main Office, with a note from his/her parent or guardian explaining the absence. In the event that a student is absent from school and does not bring a note from his/her parent or guardian, the absence will be marked as “UNEXCUSED,” and the student will be given the opportunity to bring the note in the next day. Students with a note explaining a legitimate absence will be “EXCUSED” for attendance records. All others will be marked “UNEXCUSED.” Students are expected to arrange for and complete make-up work for excused absences. Teachers may establish deadlines for submission of make-up work.

(Planned) Absence Form

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

Absences and Course Credit

School Board policy limits absences per course. A student who is absent for ten days or more in full-year courses shall lose credits toward graduation requirements. A parent can request a waiver of the attendance policy. This request must be in writing and submitted to administration.

Administrators shall have the right to use discretion in cases of:

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

Tardiness

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

- Students who arrive late for the first class of the day should report directly to their first class. For a tardy to be excused, a student must either present to the teacher a signed note by a parent/guardian with a legitimate reason, or the parent/guardian must call the main office. “Oversleeping” will result in an unexcused tardy.
- A student who misses more than half of a class will be considered absent from that class.
- If you are unexcused absent or tardy, any classwork, homework, or formative assessment work missed as a result of this absence or tardy will not be accepted and graded. Feedback and support around that work will only be available during Block 7, and the unexcused class time will be reflected in HOW grades.

- If a student is unexcused (tardy or absent) for a summative assessment, then that work will not be accepted. See the late work policy in the Family Grading guide for more details.
- When there is a pattern of a student being tardy (3 or more) or one unexcused absent (eg: cut) of a class (including crew and academic support), there will be tiered interventions that will begin with phone calls home and escalate with continued recurrence to consequences that could include attendance contracts, parental meetings, detentions, suspensions and/or loss of opportunity for academic credit.

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

In-School Policies

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 wishing to park on campus must first apply for a campus-parking permit. Preference will be given to seniors, then juniors. Any student driving to school should be aware that School Board policy allows for the search of any vehicle on school grounds by an administrator with reasonable grounds. Any violation of student vehicle use or any refusal to allow a vehicle search will result in a loss of driving privileges and/or suspension. Student drivers are asked to refrain from leaving the parking lot while any bus is in motion. Anyone driving themselves or others off campus at unapproved times will lose their driving privilege. Violations of the vehicle use policy will result in the loss of driving privileges for one week. Subsequent infractions will result in the loss of privileges for at least one month.

Cell Phones and Texting

Although students are allowed to have a cell phone in school, ringers should be turned off during the school day. Students may use a cell phone for calls or texting before school, after school or with teacher permission. Texting is also allowed during lunch. During the school day, school phones will be available for student use on a limited basis (e.g., for emergencies, not for social calls). Students who text or use their their cell phone in class without permission will have their phone confiscated till the end of day. Repeated misuse of cell phone and texting will result in a student being banned from having the phone in school.

Dances

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

Dress Code

- 1) Student dress should allow for students to express their views. However, dress that disrespects or attacks others is not allowed.

- 2) Students should not wear clothes that promote illegal behavior.
- 3) Students should not wear clothes that are too revealing. Two examples would be if underwear or a belly button were obviously exposed.

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

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.

Food, Gum, and Drink

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

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

In District Transfers

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

Graduation

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

Leaving School Grounds

Once students arrive on campus in the morning until 2:10pm, 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 and seniors who maintain overall grades and HOW grades of 3 or higher in all courses – and who have parent permission – may sign out and leave campus rather than attend academic support or team support – 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 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 (20 credits or more) or a senior in good academic standing. Other students may also take PATHS with a plan pre-approved by your parent, your crew advisor and the principal. Students must maintain their “academic good standing” in order to remain in a PATHS program. This means, at a minimum, that a student is either on the HOW Honor Roll or that they are meeting standards in every course (including PATHS) but one. Any CBHS-PATHS student not passing more than one course (including PATHS) at the end of a trimester will be on PATHS probation. At the mid-point of the year, a CBHS-PATHS student on probation must be in academic good standing in order to remain in the PATHS program. Any junior who is not in good academic standing after the 3rd trimester will not be able to take a PATHS course the following fall unless they make up missing standards/credits through CBHS or PPS summer school. Seniors may be put on PATHS probation after any progress report if they become in danger of not graduating by the anticipated date.

PATHS Students and Dismissal

PM PATHS courses officially start for Portland students (DHS, CBHS, PHS) at 11:05. PM PATHS students will be dismissed from class/crew at 10:50, so they have time for a break and to get lunch before going to class. PATHS students are responsible for gathering any work or information they miss. CBHS seniors enrolled in PATHS who are in good academic standing are dismissed after the completion of their PATHS program. Juniors in good academic standing may be dismissed with parent permission. See Mr. Hale for the appropriate form. PATHS students remaining on our campus after their PATHS course should report to the library or, if unavailable, to the designated area. No loitering will be tolerated while CBHS classes are in session.

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.

Personal Music, Video and Gaming Equipment

What follows are detailed guidelines regarding personal music, video and electronic gaming equipment (iPods, MP3 players, DVD players, video phones, hand-held electronic games, etc.).

No

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

Yes

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

Sometimes

- During extended independent work and when appropriate, headphones may be worn, but only after receiving teacher permission. Students should not presume that they may wear headphones during independent work. When in doubt, students should ask first.
- Individual students may be denied the privilege of listening to music with headphones if a

teacher decides this action is negatively impacting a student's learning or productivity.

Always

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

Personal Property

The Portland Public Schools are not responsible for safeguarding students' personal property, such as money, musical instruments, audio equipment, 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.

Public Displays of Affection

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

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

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 Mr. Pierce at least one day prior to the visit. Students interested in shadowing a CBHS student may schedule a visit through Ms. Pinard or their current guidance office. Visitors who do not have permission may be asked to leave campus or could be subject to arrest for trespassing.

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

...My observations found Casco Bay students prospering in a challenging learning environment, engaged in ways I rarely observed in... my high school travels... We view Casco Bay High School as a maturing, innovative exemplar of what high school needs to be in these times for today's students."
~ J. Duke Albanese, Director of the Great Maine Schools Project, Spring 2007

Technology

The CBHS Vision for Technology Integration

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

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

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

Appropriate Computer Use

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

- 1. When a student is assigned to use a school computer, the student is responsible for its care and security at all times.**
- 2. School computers should only be used for educational purposes at school.**

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. Network and Internet access is provided as a tool for your education. CBHS reserves the right to monitor, inspect, copy, review, and store at any time, and without prior notice, any and all usage of school laptops, the computer network and Internet access, and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of Portland Public Schools, and no user shall have any expectation of privacy regarding such materials. Any user who violates this Policy may have his or her access to the computer network and Internet terminated, which Portland Public Schools may refuse to reinstate for the remainder of the student's enrollment in Portland Public Schools. A user violates this Policy by his or her own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this Policy if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. Portland Public Schools may also take other disciplinary action in such circumstances.

Inappropriate Computer Use

| | Inappropriate | Very Inappropriate |
|---|--|---|
| What is it? | <u>Examples:</u> Viewing inappropriate websites or images anywhere Playing games Non-educational use at school (e.g.: surfing "Facebook") Wasting school resources (e.g. printing inappropriate or excessive documents) Poor stewardship of a school laptop (e.g.: leaving it unattended) | <u>Examples:</u> Illegal downloads Pornography Threats Distribution of inappropriate materials Use (sabotage) of another's machine Abuse or negligence with a school computer |
| 1 st Offense | Stepladder 1 (after a warning) | Stepladder 4 + loss of school computer privileges for at least a week (and possible referral to law enforcement) |
| 2 nd Offense | Stepladder 3 | Stepladder 4 + loss of school computer privileges for 2 weeks (and possible referral to law enforcement) |
| 3 rd Offense and 4 th Offense | 3 rd Offense: Stepladder 4 (suspension)+ loss of school computer for 1 week & contract 4 th Offense: Stepladder 4 + computer use loss or 2 weeks | Stepladder 5+ loss of school computer privileges for the rest of trimester (and possible referral to law enforcement) |
| Recurrent | Computer use loss for rest of trimester | |

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

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

Family Involvement

Supporting Success

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

| | |
|---|---|
| ...creating an effective learning environment at home | <ul style="list-style-type: none"> • Set a schedule and structure to support your teenager's study, completion of homework, and meeting of standards. • Limit TV and recreational computer time and engage your teenager in other educational activities. Keep books and other reading material in your home. • Set aside a reading time each day. • Let your child see that you are committed to lifelong learning. |
| ...learning about and supporting our school's values and programs | <ul style="list-style-type: none"> • Allow your teenager to participate in fieldwork and extended trips. • Be familiar with and discuss with your child the content of this handbook. • Attend school events and parent meetings as you are able. • Join our parent e-mail list (e-mail kiersd@portlandschools.org), so you can receive CBHS news and updates. • Let a Portland friend or neighbor know about CBHS and Expeditionary Learning. |
| ...staying informed about your child's progress | <ul style="list-style-type: none"> • Attend your child's student-parent-teacher conferences. • Attend events where your child's work is publicly exhibited. • If possible, use online resources to stay informed, such as Infinite Campus, the CBHS website and teacher blogs. • Read teacher communications and respond promptly when asked for input. |

Volunteer Opportunities

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

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| School Projects | Parents at our school may lead or help with volunteer projects ranging from manual labor to school governance. Parent contribution is key to our school's success. Please contact Principal Derek Pierce if you are interested in learning more. |
| Classroom/Library/ Tutoring Help | If you would like to help out in the classroom or library, or if you could volunteer as a tutor, please contact Kathy Cole. |
| Fieldwork | We are often in special need of help on fieldwork days. If you are able to volunteer, please contact your child's relevant teacher or crew leader. |
| Crew Parent/ Hospitality | Each crew has a designated parent who works with the crew advisor to contact or organize the crew families when appropriate. Contact your child's advisor for details. Additionally, parents are sometimes asked to support events by providing food, drink, or related supplies. |
| Professional Services/ Expertise | 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 teaching animation skills, an immigrant discussing their native culture or a war veteran discussing his or her experience. Please contact Kathy Cole or Derek Pierce if you have a service or expertise that you would be willing to share. |

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| Parent Advisory Group | <p>The Parent Advisory Group (PAG) meets monthly with the principal and is open to any interested parent. The purposes of the Parent Advisory Group are:</p> <ul style="list-style-type: none"> • 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. <p>Meetings are held the second Tuesday or Thursday of the month from 5:30-7:00pm. Please contact Principal Derek Pierce for more information.</p> |
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Parent Information

Early Release Days

On Early Release Wednesdays during the 2011-12 school year (October-May), the student day will begin at 8am and end at 1:10. Additionally, on the last Wednesdays (October-May), CBHS students may be dismissed at 11:15am to allow for staff development. Watch for further details.

Emergency Information Forms

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

Immunizations

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

School Cancellation or Delay

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

Student Records

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

Messages for Students

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

School Staff

Leslie Appelbaum, *Humanities (English) and Lit. Coach* (appell@portlandschools.org) - BA from Bowdoin; MA from Iowa

Ms. Appelbaum has taught in schools from Waynelete to Portland Adult Ed.. During her time at the Southern Maine Partnership, she authored a booklet on “instructional differentiation.” Ms. Appelbaum leads our senior team and teaches AP English. She also oversees our library and supports staff in her role as literacy coach.

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

Beth was a highly regarded Day Treatment Clinician at Sweetser before joining CBHS. Beth’s diverse social work experience includes stints with families and adolescents in both schools and residential facilities. Beth’s caring, wisdom and integrity have earned her great respect from both faculty and students.

Becky Bell*, *Nurse* (bellbe@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, Becky's interpersonal and clinical excellence includes expertise in stress management and nutrition. We especially value her warm disposition and collaborative approach.

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 boomerangs to sudoku. At CBHS, Mr. Burke is the originator of both the cardboard boat race and the Junior Journey.

Greg Bussiere*, *Educational Technician* (bussig@portlandschools.org) – SMCC

The former SMCC “student of the year,” Greg manages laptops at PHS and (1 day a week) at Casco Bay. Greg joined CBHS after a successful stint in Brunswick helping to run the public access channel and instructing students in video. Greg is pleased to be back in Portland where he lives and once worked for TV3.

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

Ms. Cole is an experienced partnership developer with deep community connections. She also serves as Portland's Service Learning Coordinator and the partnership developer at Riverton and East End. Kathy bolsters our volunteer corps and enriches the resources our students and staff can access during expeditions.

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

Mr. Croft will once again teach sophomore and senior Humanities. Before teaching at Casco Bay, Mr. Croft taught at a school remarkably similar to us in Arizona, Tuscon's City High School. Mr. Croft gravitated to teaching after a career as a professional musician. Mr. Croft and his family are new homeowners.

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

Ms. Doane co-teaches Humanities 3 as well as leading AP US History. A former colleague lauds her “enthusiasm for teaching and learning” and her “boundless energy,” concluding, “She is an intelligent and talented person who strives to learn more everyday.” Ms. Doane's passions span from the law to tennis.

Ben Donaldson, *Science* (donalb@portlandschools.org) – BA from Bates; MAT from Lewis and Clark

Mr. Donaldson worked in environmental science before teaching in Oregon. Previous to joining our science faculty, Mr. Donaldson taught at Thornton Academy's start up middle school. Mr. Donaldson will again lead the freshmen teacher team this year, teaching biology. Mr. Donaldson is a talented carpenter and hoopster.

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

Ms. Doyle will assist our juniors and seniors with developing and enacting plans for life after CBHS. Ms. Doyle's counseling experience encompasses work at Portland High, Fair Harbor Shelter and the Center for Grieving Children. She's also taught first grade in Costa Rica. Ms. Doyle's talents include yoga and ultimate.

Mark Ford, *ELL and Humanities* (fordm@portlandschools.org) – BA from University of Utah; MA from St.

John's College

Mr. Ford started teaching in Texas before migrating to Maine. Prior to CBHS, Mr. Ford taught at Portland High. Mr. Ford will be focusing on juniors and seniors this year, teaching Senior Humanities and Reading Workshop. His expertise ranges from Foucault to web design.

Nancy Hagstrom, *Spanish* (hagstn@portlandschools.org) – BA from Gettysburg and ETEP at USM
Ms. Hagstrom joined us with a stellar background in Spanish, outdoor adventure and progressive education. A former colleague from Scarborough HS asserts, “I have never met a more talented, dynamic, organized, well-respected and beloved teacher.” Ms. Hagstrom became a proud new mother this past summer.

Michael Hale, *Dir. of College, Career, and Citizenship* (halem@portlandschools.org) - BA from Neb. Wes.; MS from USM

Mr. Hale worked previously as the Gear Up Post-Secondary Advisor at King, and as a special education teacher at Lyman Moore. His myriad talents include team building, theater, video, and music. Michael’s experience running summer camps help in his role as the coordinator of our Crew and 504 programs.

Eric Hoover, *ELL* (hoovee@portlandschools.org) – BA from Wesleyan

Mr. Hoover joins us from Lewiston High School where he was a lead ELL instructor. His previous experience includes a tenure as the service learning coordinator at Providence College. Mr. Hoover is fluent in Spanish and has worked and lived in both Peru and Ecuador. He will work with 9th and 10th graders this year.

Deb Kierstead, *Administrative Assistant* (kiersd@portlandschools.org)

Ms. Kierstead has been invaluable in the successful launch of CBHS. Her competence and integrity are impeccable. She once was a mainstay in the Jack Elementary office, and more recently she worked for the Portland Partnership. Most every year, Ms. Kierstead ascends Mt. Katadhin and attends a Broadway show.

Anne Loughlin, *Science* (lougha@portlandschools.org)- BS from UMass.; MS from USM

Ms. Loughlin has been teaching science in Portland Schools since 1991. Prior to CBHS, she was at King Middle School. In 2003, Ms. Loughlin earned recognition as one of the nation’s top teachers by winning the prestigious Milken Award. Ms. Loughlin is excited to once again be teaching physics this fall.

Bri Markoff, *ELL Student Coach* (markob@portlandschools.org) – BA from Vassar

Bri will be our AmeriCorps Member this year after just successfully completing an AmeriCorps tenure with Goodwill Industries where she recruited volunteers and taught computer classes to adults. Bri will be coaching a cohort of ELL students and overseeing our “After Ours” program.

Patricia McClure, *Educational Technician* (mclurp@portlandschools.org)- BA from UMass Amherst

Ms. McClure joined us after a winning tenure working with special education students at Portland High School. She bring her passion for working with teenagers and expertise in areas ranging from the law (she has a law degree) to gardening. Pat's daughter, Annie, graduated from CBHS last year and is off to college.

Susan McCray, *Humanities (English)* (mccras@portlandschools.org) - BA from Yale; Ed.M. from Harvard

Ms. McCray was involved in one of the first Outward Bound high schools and was a former course instructor in North Carolina. Ms. McCray is one of our founding faculty and she was named to the “2008 Starting Nine” in the Maine Teacher Hall of Fame. Check out Ms. McCray's curricular videos on www.edutopia.org.

Jacob McNally, *Humanities (Soc. Stud.)* (mcnalj@portlandschools.org) - BA from Carleton; MA from USM

Before coming to CBHS last year, Jake taught at Deering where he earned National Board Teacher Certification and served as the Cluster Coordinator. Jake has earned accolades from students and colleagues for his deep content knowledge and wry humor in courses – from World Civilizations to AP Psychology.

Albert Morales, *Spanish* (morala@portlandschools.org) - BA from Boston College

Mr. Morales's career includes successful stints teaching English and Spanish at a start-up NYC high school, a Boston charter middle school, and most recently, Deering. Mr. Morales will teach Humanities 2 this fall - as well as a section of Senior Humanities. His passions include jazz, poetry, basketball and ultimate frisbee.

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 meditation to basketball, from technology to bad jokes. A past colleague notes, “Kevin has a wonderful rapport with students. He is an invaluable resource for teachers.”

Nathan Nichols, *Math* (nichon@portlandschools.org) - BA from Cal State

Nate Nichols returned to Maine after two years at Venice High School in Los Angeles. Mr. Nichols worked in the school’s New Media Academy and taught web design – as well as math. Prior to teaching, Mr. Nichols was a computer programmer, musician and filmmaker. Mr. Nichols will again teach Math 3 and Calculus this year.

Bill Nusom, *Special Education* (nusomb@portlandschools.org) - BA from Elmira College; MA from USM

Mr Nusom has been working for more than 30 years in special education. Within Portland Public Schools, Mr. Nusom started at West, but he also worked at Deering and Moore before joining the CBHS faculty. Mr. Nusom is passionate about helicopters.

Derek Pierce, *Principal* (pierced@portlandschools.org) - BA from Brown; Ed. M from Harvard

Mr. Pierce is the proud, founding principal of CBHS and was formerly the principal at Poland Regional High School. He has taught English, theater and American Studies in schools from Los Angeles to Gorham. He has lived in Portland with his family since 1993. He remains, some say tragically, a Mets fan.

Linda Pinard*, *Registrar-Receptionist* (pinarl@portlandschools.org) – AS from Cape Cod Comm College

Ms. Pinard was recommended to CBHS by three former mayors of Portland who each lauded her skills and professionalism in executing critical office tasks. Ms. Pinard began her career in the financial office at Smith College and is excited to be back working in schools.

Peg Richard*, *Art* (richape@portlandschools.org) - BA from UMO; MA from Lesley

Ms. Richard has taught art to Portland students for well over 15 years. Her affinities range from watercolors to bookmaking. Ms. Richard art career includes a stint directing the Ram Island School of Dance and another as a costumer for the Boston Ballet. Ms. Richard splits her time between CBHS and Portland High.

Scott Shibles, *Director of Student Life/Wellness* (shibls@portlandschools.org) - BS from Castleton; Ed. M from UMO

Prior to being our first wellness teacher, Mr. Shibles was the athletic director at Deering for a decade. Mr. Shibles has created our outdoor education program, including annual winter camping and rafting expeditions. Scott’s experience includes stints as a college coach, a whitewater guide, a ski instructor and a trainer.

Brooke Teller, *Science* (telleb@portlandschools.org) - BA from Smith College; MS from Central CT State

Ms. Teller was nominated as “Teacher of the Year” by her colleagues in Connecticut. Ms. Teller has taught chemistry for over ten years, most recently at two start-up high schools. Her last principal lauds her by saying, “I have yet to meet other teachers who have Brooke’s vast repertoire of instructional techniques.”

Helen Weigel, *Math* (weigeh@portlandschools.org) - BSME from UVM and ETEP at USM

Helen Weigel designed jet engines at GE and was a Lead Engineer at BIW before turning her focus to math teaching. Ms. Weigel’s last supervisor said, “the combination of her deep content knowledge and her desire to create an engaging mathematics classroom appear to be a perfect fit for your school.” We agree.

Susan Young, *Humanities (English)* (youngsu@portlandschools.org) – BA from Harvard; MA from Notre Dame

Prior to coming to CBHS last year, Ms. Young was at Deering where she coordinated the Deering Coaching program. She taught previously at Hyde where she was department chair and eventually Director of Studies. At Hyde, she became enamored with an interdisciplinary, collaborative, expeditionary approach.

Other PPS part-time staff include: Marge Mehler (Special Education Team Leader) and **Jane Mack** (speech and language).

Alison Perkins (ELL) is on leave for the 2012-2013 school year.

*denotes part-time faculty and staff for 12-13

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. They were never taught how to speak their minds and are usually not allowed to say how they feel. It is my generation's job to speak for them. I live in two worlds. I am the bridge between." ~ Ekhlal Ahmed, 2009

"It wasn't until I was running barefoot through the middle of a busy intersection somewhere in Nicaragua late at night, playing soccer, when I thought, 'My school really is awesome.'"
~ Eliot Felde, 2011

"I have a confession to make. I fell IN love. Yes I fell in love with a place that I hated with my heart and soul. I fell in love because of you. Because all of you." ~ Abde Ahmed, 2011

"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

"There has been nothing more painful and difficult than trying to grasp the concept that my community will soon be scattered. And I do not want to leave you. But I cannot wait to see what each and every member of my class, every friend, teacher, and family member is able to achieve. I hope that all of us follow our dreams, and that we continue to be there for each other, to try to make even a fraction of the impact that Casco Bay has had on all of us, on the world."
~ Emma Robinson, 2011

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

"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

EXPEDITIONARY LEARNING
OUTWARD BOUNDING

