



CBHS Family Guide

2024-2025

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

Course of Studies & Student Handbook

GET SMART TO DO GOOD

Table of Contents

Welcome	3
Part One: <i>Course of Studies</i>	
School Philosophy	4
Graduation Requirements	7
Crew	11
Academic Program	13
Course Offerings	17
Intensives	29
Assessment	30
Family Grading Guide	31
Family Involvement	35
Part Two: <i>Student Handbook</i>	
Daily Schedule	40
Staff Directory	41
CBHS Character Framework/Responding to Misbehavior	47
Academic Procedures and Accountability	53
Attendance	59
Co-Curriculars	61
Student Services	62
School Governance & In-School Rules and Procedures	64
Technology	72
Final Word	75
School Calendar	76

196 Allen Avenue
Portland, Maine 04103
PH (207) 874-8160 • Fax (207) 797-5437
<http://cbhs.portlandschools.org/>
Follow CBHS on X and Instagram @cascobayhs
Like us on Facebook

Welcome

Welcome to the **twentieth edition** of our Casco Bay High School (CBHS) Family Handbook. Our goal remains sustainable excellence, where students “*Get Smart to Do Good.*”

Our faculty motto remains: “**Preserve, Deepen and Grow.**” Our commitment is to preserve what is exceptional about our community, to deepen our best practices and to continue to innovate and learn in ways that accelerate and expand student achievement. We are proud of the accomplishments of our first nineteen years. **Last year, 100% of our June graduates were accepted to college.** In 2021, we were re-credentialed by the national school reform organization, EL Education for “our remarkable outcomes in all three dimensions [of student achievement]: mastery of skills and knowledge, character and high-quality work.” We have been recognized as one of Maine’s (and the nation’s) top high schools by media ranging from *US News and World Report* to *The Washington Post*. The National Education Policy Center recognized CBHS as one of six “Schools of Opportunity” in 2019. More importantly, **our students have consistently completed excellent 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** (e.g.: as a “Deeper Learning” school). Still, we know much work remains to be done if we are to meet our long-term school target: to co-create a more just, equitable, kind community which maximizes learning and growth for all and which catalyzes excellent work that betters our community and world.

This handbook represents our best thinking, blending the design principles of EL Education, the mission and priorities of Portland Public Schools, and our lessons learned. We are a great option for any Portland teen because of our profound commitment to **our 3 R’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 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.

The Portland Public Schools (PPS) – *Prepared and Empowered*

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.

The Portland Promise

Achievement: All PPS students will be prepared for college and career and empowered to pursue a productive postsecondary path.

Whole Student: All PPS students will develop the skills, habits and mindsets they need to engage in and contribute to our diverse city and ever-changing world.

Equity: PPS is vigilant in supporting each and every student’s particular path to achieving high standards, rooting out systemic or ongoing inequities.

People: Portland Public Schools attracts, supports and retains talented and diverse people who use their strengths to achieve our shared goals.

PART ONE: COURSE OF STUDIES - School Philosophy

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

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

~Scott Hartl, President and CEO of EL Education

EL Education's Design Principles

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

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

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

10. Service and Compassion: We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of our school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

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

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

Relevance

At Casco Bay High School, relevance means:

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

Relationships

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

- We are intentionally small, no more than 100 students per grade level, and most all 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.

The CBHS Vision for an Equitable, Anti-Racist School

All students and staff will invest in the work to narrow the gap between this vision and our current reality. In this process, we commit to examine our own flaws and celebrate our achievements, candidly and with grace.

School Culture: *A school culture where each student and each staff member...*

- Each day can experience joy.
- Each day can experience respectful challenge.
- Is known well, is supported to be their full selves and is inspired to pursue their particular greatness.
- Is safe, free of bias and harassment.
- Has access to resources and groups, such as BSU and A to Z Alliance, which support healing and wellness as needed.
- Reflects on their own identities and how they inform their perspective.
- Is supported in learning and evolving; has permission to stumble and make mistakes with the understanding that they will be supported in further growth - while making amends as necessary.
- Recognizes intersectionality and that different aspects of a person's identity may combine to impact how one experiences privilege and discrimination.
- Is supported to engage in Courageous Conversations by speaking their truth and listening to the truth of others, by being comfortable with discomfort and accepting non-closure.

School Curriculum: *A school curriculum that...*

- Provides both windows into understanding the experiences of people different from you and mirrors that reflect your own experience, history and possibilities.
- Provides frequent opportunities for students to learn about and grapple with systemic racism, uncomfortable historic truths, equity and other vital social justice issues.
- Empowers students to take action to dismantle inequities and injustice based on their informed perspectives.

School Community: *A school community where....*

- Whiteness is not privileged.
- We routinely reflect on our practices and policies with an equity lens and reform and eliminate those that are not consistent with this vision.
- Student leadership, parent leadership and staff reflect the demographics of the entire school community.
- Each student has the resources needed to capitalize on learning opportunities, from ample food to working technology.
- We hold ourselves and our community members accountable when harm is done, and we use education and restorative justice to fairly make amends.
- Neither race nor economic class nor gender nor any identifier is a predictor of academic outcomes.
- Multilingual families are fully integrated, and all families are partners in this on-going work.
- There are meaningful measures of progress in our path towards our vision and where we are responsible for steady improvement, recognizing both the urgency for progress and the need to sustain and nurture our resolve for the long-term.

This document was first created by student and staff leaders in January 2021 as a part of the annual Equity Summit. It is a living document and is reviewed at least annually.

Graduation Requirements

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

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

Required units of proficiency are as follows:

4 years of English	8 UPs
3 years of Social Studies	6 UPs
3 years of Mathematics	6 UPs
3 years of Science	6 UPs
1 semester of Health	1 UP
1 year of Physical Education	2 UPs
1 year of Fine Arts	2 UPs
Elective Courses	10 UPs
Total for Graduation	41 Units of Proficiency

Students earn two UPs for meeting standards in a yearlong course. Since 2022-23, Casco Bay High has had a quarter-based academic calendar, and students typically earn one-half UP (.5) for each course successfully completed. (Prior to the 2022-23 school year, CBHS had a trimester-based calendar, and students typically earned .67 UPs per course, each trimester.) Humanities courses meet every day, all year, and so are worth four UPs per year, two UPs in English and two in social studies. Intensives are typically worth .5 UPs.

What does it take to be ON TRACK for a 4-Year Graduation?

- 1) Meet Standards in at least 5 Courses + Crew Each Quarter (earn 2.75 UPs per quarter)**
- 2) Meet Standards in English Each Quarter**

ADDITIONAL DIPLOMA REQUIREMENTS

In accordance with Portland Public School Board policy to earn a diploma, a student must also:

- 1) Complete a capstone and/or milestone project demonstrating in-depth research, presentation, and technology integration skills.** *CBHS students will meet this expectation through their Public Policy Presentation and/or Senior Expedition (p 20).*
- 2) Complete an individualized post-secondary success plan.** *CBHS students will complete this requirement through Senior Crew.*

“At this school in Maine, the entire state is the classroom.”

~ December 2019 Washington Post profile of CBHS as a “National School of Opportunity”

- 3) Demonstrate proficiency in meeting district graduation standards in English language arts (ELA), math, science, social studies, health, physical education and the arts.**

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

Art

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

English Language Arts

- Writing Arguments
- Presentation
- Discussion
- Reading
- Interpretation Writing
- Narrative Text

Health

- Health Concepts
- Health Information Products and Services
- Health Promotion and Risk Reduction
- Influence of Health
- Advocacy, Decision-Making and Goal-Setting Skills

Math

- Number and Quantity
- Algebra
- Functions
- Geometry
- Statistics and Probability

Physical Education

- Movement, Motor Skills and Knowledge
- Physical Fitness Activities and Knowledge
- Personal, Social Skills and Knowledge

Science

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

Social Studies

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

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

A student graduating from Portland Public Schools is expected to be:

- A clear and effective communicator
- A self-directed and life-long learner
- A creative and analytical problem solver
- A responsible and involved citizen
- An integrative and informed thinker

At CBHS, students will have opportunities to demonstrate their competencies in the Guiding Principles through learning expeditions (p 13), course work and periodic reflections.

For more details on the School Board's graduation policy, please go to the "policy" link at the district website (<https://go.boarddocs.com/me/portland/Board.nsf/Public>) and view the following: Graduation Policy -IKF

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

The Maine Guiding Principles and the CBHS Pathways to Success

The Pathways to Success were drafted in our first year when student Joel Daley (09') challenged us to devise a set of precepts that focuses on how young people should act (instead of what they should not do). The Pathways have evolved over time and are now used as descriptors for the state's Guiding Principles. **The Pathways to Success (italicized below)** represent the cross-disciplinary skills and dispositions that Casco Bay High School strives to have all students achieve before graduation; they define what it takes to "Get Smart to Do Good." **The first two Guiding Principles and their related Pathways are the core of our behavioral expectations and aspirations: the CBHS Character Pathways. The final three describe the purpose and outcomes of our curriculum: the CBHS Scholarship Pathways.** Students will routinely reflect upon aspects of the Pathways – and their individual progress and achievement - during conferences, expeditions and school meetings.

CBHS Character Pathways

1) Self-Directed and Lifelong Learner

- Be Accountable (*Academic Accountability*)
- Work Ethically
- Persevere
- Be Well
- Pursue Personal Best

2) Responsible and Involved Citizen

- Be Accountable (*Communal Accountability*)
- Work Collaboratively
- Build Community
- Take Action to Better the World

CBHS Scholarship Pathways

3) Integrated and Informed Thinker

- Attain Knowledge
- Make Meaning from Texts and Experiences
- Investigate Deeply
- Evaluate Multiple Perspectives

4) Creative and Practical Problem Solver

- Generate Meaningful Questions
- Access Appropriate Resources
- Enact Original, Effective Solutions

5) Clear and Effective Communicator

- Convey Meaning in Disparate Media
- Craft Excellence and Beauty

CBHS graduates (2009-24) have been accepted to hundreds of colleges and universities. CBHS graduates have enrolled at institutions in the UMaine system as well as many of the nation's most selective colleges and universities, from Bowdoin to Brown to Stanford.

STEM Diploma Endorsement

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

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

To earn a STEM Endorsement on the PPS Diploma, a student must:

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

A student who does not pursue this typical path must have their individualized plan pre-approved by the conclusion of their junior year. Students will be responsible for planning, documenting and reflecting on their progress

towards their STEM endorsement annually, beginning in the spring of their sophomore year. At the end of junior year, in order to be officially “on track” for their STEM endorsement (and to be able report this out for college admissions), a student must have earned at least 16 UPs and 30 hours of STEM learning (or the approved equivalent).

“We are delighted to announce that Casco Bay High School has been awarded a 2018-2019 Gold Recognition by the Schools of Opportunity high school recognition program... [O]ur team has been particularly impressed with the broad and rich learning opportunities that Casco Bay offers all students, and the myriad ways you extend students' learning options through authentic, community-focused activities, meaningful assessments of students' understanding, and relevant, inquiry-based professional development for your staff.”

~National Education Policy Center, May 2019

Seal of Biliteracy

The Seal of Biliteracy is a formal recognition awarded by the Portland Public Schools and the state of Maine to high school students who have attained proficiency in English and one or more languages by graduation. The recognition of attaining biliteracy becomes part of the high school transcript and diploma. Students earn college credit along with a medal and certificate.

How can you earn the Seal of Biliteracy?

- Be a high school senior or junior
- Demonstrate proficiency in English*
- Demonstrate proficiency in another world language**
- Write a Global Competence Reflection (in English)

Why earn the Seal of Biliteracy?

- To gain recognition of biliteracy skills
- To provide universities with a method to recognize and give credit to applicants for attainment of high level skills in multiple languages
- To provide employers with a method of identifying people with language and biliteracy skills

*Proficiency in English is typically met through the completion of high school graduation requirements.

**Proficiency in another language is demonstrated by scoring at an Intermediate Level 1 or higher in all domains on the ACTFL standards. For Arabic and Chinese, a score of Novice Level 4 or higher is required.

In the Class of 2024, around 20% of our graduates earned the Seal of Biliteracy..

Connect with Ms. Orth if you would like to learn more or to pursue the Seal.

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

Crew

Each student at CBHS is a member of a crew. We strive to have student crews stay together for four years, often with one faculty advisor for grade 9, another for grade 10 and a third for grades 11 & 12. Crew advisors are also frequently their advisees' classroom teachers.

The Purposes of CBHS Crew

- To have each student persistently consider and deepen their answers to the questions: Who am I? How am I doing? What are my plans for the future?
- To build a reliable, welcoming, inclusive, anti-racist community where each member matters, and where the individual and collective needs are effectively balanced.
- To connect students to themselves, one another, and their largest purposes and possibilities.
- To provide a constructive space to process and discuss the most important issues of the day.
- To strategically teach students the social and emotional learning targets necessary to be well and do good.
- To commit to support a group of diverse, fellow humans on their particular journeys.
- To offer a consistent means for students to learn about the functioning and philosophy of the school.
- To connect students with opportunities for service, joy, ritual, physical activity, and adventure.

The Role of the CBHS Crew Advisor For Each Advisee

- To know each advisee well.
- To be a reliable source of comfort, compassion, advocacy and information for each student.
- To be the student's academic and well-being case manager and mentor.
- To be the student's chief cheerleader and chief nudger.
- To be the primary liaison between the school, the family, the student's teachers and the student.

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.
Civic Dialogue	<ul style="list-style-type: none"> ● Each crew provides feedback on proposals for school change. ● Crew hosts "courageous conversations" led by student-facilitators about student-generated "hot" topics. ● Crew is the heart of CBHS student democracy.
Service	<ul style="list-style-type: none"> ● Crews identify needs in their crew, school and community and serve as needed. In the journey of school (and life), we are Crew, not passengers.
Portfolio and Passage	<ul style="list-style-type: none"> ● Students routinely reflect on their overall learning and progress in crew. ● Students present their conference portfolio, the Freshmen Finale and the Sophomore Passage to an audience that includes the advisor - and often fellow crew-mates and parents.
Adventure and Wellness	<ul style="list-style-type: none"> ● Crew offers opportunities for team-building, adventure, fitness and wellness, guided first by the crew leader and then, when appropriate, by students.
Post-Secondary Preparation	<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"> • School communication and logistical tasks are often accomplished during crew, from surveys and announcements to course sign ups.
------------------------------	--

Crew is a required, one UP course and typically meets daily for thirty minutes. Each quarter, a student must meet all Crew standards, including regular attendance, to meet proficiency. This includes preparing for and leading student-parent-advisor conferences, one in the fall and one mid-year.

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, Civic Dialogue, Portfolio, and Adventure/Fitness. In the first quarter, 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. Each ninth-grader will also be paired with a senior buddy from their “buddy crew.” Advisors will regularly check in with advisees to monitor progress with academics, habits of work, and character. Crew members will learn about their responsibilities to the broader school community and the power of their voice in the school governance process. In late September, students will complete a team-building mini-expedition, the Casco Bay Quest, with crew mates. In the spring, crew members will share with their peers and advisor what they have learned about themselves and what they need to be successful through the Freshmen Finale.

Tenth Grade Crew

Tenth grade crew will address the three overarching questions by focusing primarily on “How am I doing?” and the Crew Elements of Relationships, Post-Secondary Preparation, Portfolio, and Passage. In the first quarter, crew members will focus on welcoming new sophomores and re-connecting as crews and as a class. Advisors will continue to regularly check in with advisees to monitor progress with academics, habits of work, and character. Sophomore crews will routinely engage in team-building and friendly competitions with other crews. At the end of the year, crew advisors will help sophomores complete a comprehensive look at their growth and achievement through the Sophomore Solo and Sophomore Passage process.

Eleventh Grade Crew

Eleventh grade crew will address the three overarching questions by focusing primarily on “What are my plans for the future?” and the Crew Elements of Relationships, Post-Secondary Preparation, and Service. Advisors will continue to regularly check in with advisees to monitor progress with academics, habits of work, and character. In the second half of the year, crew members will begin the college search process, drafting a post-secondary plan, a résumé and a college list as well as interviewing with a college expert.

Twelfth Grade Crew

Senior crew will address the three overarching questions by focusing primarily on “What are my plans for the future?” and the Crew Elements of Adventure and Fitness, Relationships, Post Secondary Preparation, and Service. In September, crewmates will participate in a multiple-day Senior Quest, either backpacking or kayaking. They will also serve as an informal mentor to a ninth-grader. Throughout the year, advisors will regularly check in with advisees to monitor progress with academics and habits of work as well as the college application and post high school transition process. Along the way, seniors will create and revise a post-secondary plan. Crew will also serve as a place where seniors receive support and guidance in matters concerning the particular stressors of senior year, including graduation and life after high school.

"Casco Bay High School is a resilient school because of the relationships and connections and conversations that happen within its walls."

~ Gary Chapin, Next Gen Learning , November 2020

Academic Program

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

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

~ The Education Development Center, March 2016

The CBHS Instructional Compass

1. **Homeplace** *Each student belongs and can bring their full, authentic self to the learning.*
2. **Engagement** *Students are doing most of the talking, work and thinking.*
3. **Rigor** *Students experience a respectful level of challenge and persist.*
4. **Relevance** *Students can tell you what they are doing and why.*
5. **Relationships** *Students support peers in their development as scholars and people.*
6. **Empowerment** *Students make choices, take risks and grow from feedback and "not yet's" to create their best work.*
7. **Voice and Impact** *Students do quality work that matters to themselves and their world.*

... In Pursuit of Equity and Excellence for Each Student

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 climate justice for the Penobscot to bioethics, from global migration issues to the gap between rich and poor; they investigated questions from "How and why do I change the world?" to "What is the impact of a generation?"

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

Rigorous Academics and Focus on College Preparation

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

Respectful Level of Challenge

At the core of our Vision for an Equitable, Anti-Racist School (p 6) is providing a "respectful level of challenge" each day to each student. The best way for teachers to demonstrate our respect for students is to ask each student to

do hard work that matters, work that maximizes learning.

Work at a “respectful level of challenge” is...

- **MEANINGFUL** -Students work on tasks and material that is engaging and matters, work that is clearly connected to crucial knowledge and skill and/or issues.
- **RIGOROUS** - Students work as independently as possible on tasks that are hard but achievable. It requires serious effort and can be completed successfully with time and support.
- **RESULTS IN SIGNIFICANT LEARNING** - As a result of the challenge, students discover and deepen their knowledge and/or skills.
- What constitutes a respectful level of challenge will be different for each student. Achieving a respectful level of challenge requires an intentional partnership between teacher and students. Our teachers are committed to the professional learning necessary to improve their skills in providing a consistent, respectful level of challenge. See page 53 for more on what students can do to ensure a respectful level of challenge.

Social Justice Curriculum

Our curriculum and learning expeditions often ask our students to become educated about the big issues of the day, from climate change to racial injustice, and then grapple with what should be done. Social Justice Curriculum is curriculum that focuses on a wrong in the world and/or efforts to redress it. Ideally, it will inform, inspire and empower CBHS students to pursue our ultimate Character Pathway, Take Action to Better the World. Each year our faculty updates and shares our social justice curriculum so CBHS students and families can know which topics/issues are studied and when.

Building Character and an Ethic of Service

Students learn that values such as collaboration, perseverance, and craftsmanship are essential to the production of high quality work. Casco Bay's paramount values - best represented in the Pathways to Success (p 9) - are routinely assessed, reflected upon and taught. Service to the community is an ethic that permeates CBHS. Students will experience authentic service to the community as an important element of their academic work, including expeditions. At CBHS, we are all crew, not passengers. Each year has its own theme designed to build character by providing numerous opportunities to learn, practice and demonstrate the trait. **9th Grade: Community 10th Grade: Stewardship 11th Grade: Service 12th Grade: Leadership**

Portfolios

Students will periodically use digital 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 adventure in ninth, tenth and twelfth grades. As sophomores, each student develops a personalized “wellness plan” that may be monitored and revised throughout high school.

Fieldwork and Transformative Learning Experiences

CBHS students frequently work in the field. Our students have worked with scientists, writers, politicians, businesspeople, graduate students, actors, documentarians, inventors, and more. Off site fieldwork has ranged from documentary film-making in Detroit to snow-shoeing in northern Maine. When in the field, students are active investigators, using the research tools, techniques of inquiry, and standards of presentation used by professionals. In addition to having students conduct research outside the school, teachers bring experts from the community into the classroom. These experiences maximize students’ motivation to learn and achieve. Each year, *health and safety conditions permitting*, students also participate in overnight **transformative learning experiences**. These extended fieldwork opportunities for all students are designed to expand students’ sense of what is possible for themselves and their world. They are unique to Casco Bay and are often the experiences which alumni recall as most impactful.

Grade 9 – 9th Grade Quest (p 27)

Grade 10 – Sophomore Solo (p 16)

Grade 11 – Junior Journey (p 17)

Grade 12 – Senior Quest (p 27)

Use of Primary Sources

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

High Quality Work

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

Learning is Public and Collaborative

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

9th Grade and Sophomore Year

TYPICAL 9TH GRADER COURSE LOAD	TYPICAL SOPHOMORE COURSE LOAD
Humanities 9 (<i>Some may also opt for Exceeds Reading Seminar 9.</i>)	Humanities 10 (<i>Some may also opt for Exceeds Reading Seminar 10</i>)
Geometry (<i>Some may also opt for Exceeds Math.</i>)	Sophomore Algebra or Sophomore Pre-Calculus (<i>for students with requisite algebra skills</i>)
Biology	Physics
Visual Arts	Wellness (Health and PE)
ONE of the following: French (1-5), Spanish (1-5), Chinese (1-2), Academic Language 1, FAST 9 (Academic Strategies)	ONE of the following: French (1-5), Spanish (1-5), Chinese (1-3), Academic Language 2, ELL Supported Study, FAST 10 (Academic Strategies)
9th Grade Crew	Sophomore Crew
Elective Intensives (Casco Bay Quest, Winter Intensives, and Spring Intensives)	Elective Intensives (Winter Intensives and Spring Intensives)

9th graders 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 9th graders and sophomores take math, science, humanities (English and social studies), and crew. In addition, all 9th graders take Visual Arts, and all sophomores take a year of an integrated health and physical education course entitled Wellness. For a sixth course, 9th and 10th graders take Spanish, French, Chinese, Academic Language (for ESOL students), or, for some students with an IEP, Academic Strategies 9 or 10.

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 they are where they want to go
- reflect on growth
- develop presentation skills
- share (and develop) talents and passions

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

Junior and Senior Year

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

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

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

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

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

TYPICAL JUNIOR COURSE LOAD	TYPICAL SENIOR COURSE LOAD
Humanities Eleven	Senior Humanities
Junior-Senior Algebra, The Code, Pre Calculus, Statistics or AP Calculus	Junior-Senior Algebra, The Code, Pre-Calculus, Statistics, Advanced Coding or AP Calculus
Chemistry	Engineering, or USM Env. Science or Science of Spinning or Electronics & Robotics

Junior Journey	AP English or AP US History or Creative Writing or I Am From Many Worlds
French (1-5), Spanish (1-5), Chinese (1-3), Academic Language 3 or Supported Study	French (1-5), Spanish (1-5), Chinese (1-3), Academic Language 4 or Supported Study
Junior Crew	Senior Crew, Senior Quest
Electives: USM and SMCC College Courses, CBHS Electives and AP's, Advanced Art, PATHS Courses, Common Schedule Offerings, Winter Intensives	Electives: USM and SMCC College Courses, CBHS Electives and AP's, Advanced Art, PATHS Courses, Common Schedule Offerings, Winter and Spring Intensives

Special Learning Opportunities for Juniors

As their Spring Intensive, all juniors will participate in the Junior Journey. The mission of the **Junior Journey** is to involve CBHS juniors in a one-week, cross-cultural learning experience that will expand students’ sense of both their world and who they are through service and adventure learning. Previous junior classes have engaged in service and documentary study in Biloxi, Detroit, New York City and rural West Virginia. **Health and safety conditions permitting**, this year's juniors will again travel to Maine’s Schoodic Institute and Acadia Park to engage in environmental field work, service and adventure. Juniors will complete service and citizen scientist projects to assist the region and learn from locals. Our aim is for all juniors to participate in this transformational learning experience. Juniors engage in fundraising to help make this possible.

Special Learning Opportunities for Seniors

All seniors will design and complete their own **Senior Expedition** focused on the intersection between a personal passion and a need in the world. Seniors will be coached through this process in **Senior Humanities**, publicly presenting their learning. One requirement of Senior Humanities will be that **each senior complete an application for a college or post-secondary program as well as a post-secondary plan**. Senior Humanities teachers will support students through this process– with regular assistance from crew advisors and our guidance counselors. Senior year curriculum features **Senior Quest** (p 27) in the fall and ends with the **Final Word** (p 75).

“At Casco Bay, an entire wall of the school’s ‘Great Room’ is plastered with senior photos and summaries of their expedition projects. Their goal is to offer a ‘slice of the solution’ on issues ranging from hunger in Maine to jump-starting the state’s aquaculture industry to Portland’s need for affordable housing.”

~ The Washington Post, December 2018

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 block 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, Arabic, AP Biology and Forensic Science through the “Common Block.” Enrollment is subject to class size and logistics. Given the number of required team core courses for 9th Graders and sophomores, common schedule offerings are more likely to be an option for juniors and seniors. Please contact a CBHS guidance counselor for more information.

Early College – U. Start Ahead

CBHS is thrilled to offer the opportunity for each student to take a college course – tuition free – before s/he graduates from high school. This is a crucial part of our pledge to prepare each student for college, for career and for citizenship. We call it **U. Start Ahead**. USM Education Professor Lynne Miller notes that “freshmen who arrive on campus with 3 - 6 college credits gain momentum and increase the probability of graduating from college on time.” We are able to offer at least one USM or SMCC course to all interested and eligible juniors and seniors. 9th and 10th graders may also be eligible for USM courses.

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. 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. See a guidance counselor for more details, including the extensive list of potential courses. **In the Class of 2023, 62% of graduates earned college credit before graduating, either through a college course (from Women's Studies to Oceanography) or by earning a 3 or higher on an AP exam. With SMCC, in 2024-2025 on our campus, we will be offering Introduction to Psychology and English Composition in the fall and another course in the spring (on Wednesday afternoons, following typical dismissal).**

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

CBHS is proud of our global community and follows an inclusive model of education for our multilingual learners. Our ELL staff provide multilingual students with additional, substantive support within mainstream classes. In addition to our Academic Language courses, we offer our ELL students the possibility of a **supported study** as well as the extended day learning and mentoring opportunities of the **"Make It Happen!" program**. Seniors in ELL Supported Study will also receive targeted support in the college process and general college readiness. For English language learners who either lack foundational content-area knowledge or who score between a 1-3 in the literacy composite of the ACCESS test, teachers may provide alternate coursework and assessments, aligned to students' existing background knowledge and language level. These students will strive to meet appropriately modified standards and the successful student will receive elective credit. The modified course will be noted on transcripts with an altered title (e.g.: Language and Concepts of Biology).

Academic Language One, Two, Three and Four

The Academic Language courses are designed to develop the literacy skills and academic English needed to succeed in content area classes, with particular emphasis placed on the key academic language and background knowledge integral to grade-level expeditions. Academic Language One focuses on supporting Humanities Nine and other Grade 9 courses, while Academic Language Two supports the sophomore curriculum. Academic Language Three and Four are designed to support upper grade courses and expeditions as well as increasing students' college knowledge and readiness. Academic Language One, Two, Three and Four are year-long courses worth two elective UPs (units of proficiency).

Humanities

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

Humanities Nine

A central theme of Humanities Nine is oppression and resistance. We seek to learn from those who have resisted oppression historically and today in order to build our understanding of the various ways to disrupt oppressive systems and to take action to resist oppression in our world today. We will begin the year by exploring ourselves, our new CBHS community, and our homeplaces. Following this, we will engage in our fall expedition, We Are On Indigenous Land, in which we will dive deeply into the history and culture of Wabanaki peoples. Throughout this expedition, we will strive to better understand the experiences of Indigenous peoples in this region and the resilience that Wabanaki peoples have shown in the face of systemic racism and genocide. Following this expedition, we will explore global genocides and look at the role and construction of narrative and story. Our spring expedition, Facing the Past, Forging the Future, is a deep study of the Atlantic slave trade and abolitionist movements. This expedition asks students to consider the lessons we can learn from abolitionists of the past and how we can apply them to creating a more just society today. Throughout the year, in Humanities Nine, we engage in a variety of case studies, sometimes during expeditions and sometimes outside of expeditions, all of which consider various factors that influence communities we live in today and the role we can play in taking action to better the world. Each expedition or learning experience will have its own texts, writings, activities, 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 Nine is worth four UPs, two in English and two in social studies.

Humanities Ten

This four UPs course integrates the study of social studies with English language arts. Throughout we will read literature and primary sources and focus on close reading and developing evidence-based claims. In English, the first quarter begins with a unit on creative writing, focusing on the craft of writing short stories and poems. In social studies we will learn about the political and social revolutions throughout the Atlantic world of the 19th century. Our study of this era will culminate with a study of the role of women in transforming our world. In the second quarter, we will examine modern global inequalities, immigration crises, and human rights in relation to colonialism, imperialism, and neo-colonialism in the Beyond Borders Expedition. Students will focus on the idea of home and its connection to our identity. Students will research a country that is currently experiencing political, economic, and migration crises to discover how colonialism and/or imperialism has shaped the country as it exists today. The expedition will culminate with students presenting their work in a public forum. In the third quarter, students will investigate how literature from around the world is shaped by and shapes culture. In social studies, students will learn about the transformational events of the 20th century with an eye towards how those events shape our lives today. In the fourth quarter, the focus will be on the cultural and political history of African Americans to discover and learn from antiracist movements. It will consist of a close look at the history of revolts during slavery, the Civil War, the Abolitionist movement, the Reconstruction Era, the Civil Rights movement, and the present-day Black Lives Matter movement.

9th and 10th Grade Exceeds Reading Seminar

Students have the opportunity to “exceed” the standards in all courses. This often means taking on additional or more sophisticated challenges. For 9th and 10th graders, there is an Exceeds Reading Seminar. During this weekly offering, students will explore literary theories, devices and philosophical ideas in conjunction with reading literature above and beyond what’s required in Humanities Nine and Ten. Students will be expected to attend weekly and keep up with the syllabus. Each quarter will be a new literary adventure, so students may attend one, two, three or all four quarters for academic enrichment. The Exceeds Reading Seminar may be dropped at any time without consequence. At the end of each semester, students who’ve met standards for the previous two quarters will receive a grade (3, 3.25, 3.5, 3.75H or 4H) and earn .25 UPs in English.

Humanities Eleven

Our junior year in humanities is focused on understanding how to effect positive change through human story, policy work, and active citizenship. Humanities, a 4 UPs course, continues the integrated study of social studies with English language arts, with a focus on economics and the historical development and current implementation of US public policy. The year is driven by the questions, “How do we as a capitalist democracy ensure prosperity, opportunity and equality for all?”, and “How do we live a moral life in a capitalist society?” We will start the year building background knowledge and investigating questions about housing, land use and ownership. Our primary objective will be to understand how government works, how policy is shaped and made, and how basic issues in economics influence societal decisions. We will then embark on our Public Policy expedition, which will focus on climate change and involve further investigation into our relationship with and use of the land and environment. After conducting extensive research, each student will craft a policy proposal that they will then present publically. We will next shift into our English-led expedition focused on assessing and understanding the dynamic ways human story effects social and political change. First, students will develop documentary skills and work in teams to interview inspiring people in the Portland area who have shown immense courage, resilience and strength in the face of hardship or injustice. Ultimately, students will culminate by creating and presenting original theater that works to bring these stories to life as well as to provoke thinking about larger social and political issues. All in all, we hope the year helps us to better understand how to work towards equity and a moral life in the face of economic disparity and climate change. Throughout, we will also read literature and focus on close reading and literary analysis. The Junior Humanities program emphasizes a variety of skills, including: researching, reading informational texts, drafting evidence-based claims, writing for a variety of purposes, mastering rhetoric, inferring, synthesizing, and interviewing.

Senior Humanities

This course (four UPs) is a coordinated study of English and social studies. Our focus for the year is leadership and how best to chart our journeys into the world beyond Casco Bay. Students grapple with a pair of essential questions: What is my passion and how can it meet a need in the world? Students’ journeys begin with Senior Quest and the college essay, continue with Senior Expedition, and close with the Power of Words Expedition. Informed and engaged citizenship is the year-long focus in social studies which centers on our interdisciplinary Senior Expedition. In English, seniors chart personal journeys through reflective Senior Quest Journals, college essays, and our study of contemporary memoir. In social studies, students will begin the year with the research phase of Senior Expedition. Students will research their chosen Senior Expedition issue, interview experts and analyze the solutions others have attempted. The research product will be an expert paper due in late fall that will inform the next phase of Senior Expedition in English. We will then continue the journey toward informed and engaged citizenship as adults by exploring the concept of rule of law in the US, then shift to a more in depth exploration of the most fundamental area of US law - constitutional law. During winter English classes, students culminate Senior Expedition and four years working toward our school-wide goal of “getting smart to do good” by designing their Slice of the Solution action project. In February, seniors give a Casco Talk to the school: a TED-style talk about their Senior Expedition journey as a change maker. In social studies, seniors explore the US legal system at a more in-depth level. They will examine the US criminal justice system to better understand the strengths and weaknesses of this system and the role it plays in our sense of social justice, then explore the concept of civil justice. Seniors end the year in social studies by exploring legal topics they might encounter as young adults, such as contract law (lease agreements) and financial liability (student loan and credit card debt). The Power of Words Expedition will close the year in English with study of three artistic genres: poetry/spoken word, short story and memoir to develop and revise a publication-quality piece in the genre of their choice to read at our Café Night culmination. In the final quarter, students will write and present their "Final Word" (p 75).

Advanced Placement (AP) English Literature and Composition

Advanced Placement English Literature and Composition (yearlong, 2 UPs in English) 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 works from the 1400s to the present day, including (but not limited to): *Under the Feet of Jesus*, *Beloved*, and *Hamlet*. Students will explore a variety of genres, and they will analyze the works in a comparative fashion, exploring how authors choose to converse with the world and why. Students will apply background knowledge about the authors and their eras to

the texts to better understand the authors' original intent, and students will compare this intent with the interpretations readers apply to the text today. Composition assignments for this course will include formal journal responses exploring a student's close reading of a passage or a poem as well as formal essays --personal, expository, and persuasive. As a culmination of the course, students are required to take the AP English Literature and Composition Exam given in May. A 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

The primary objective of this two UPs social studies course is to prepare students for successful performance on the Advanced Placement United States History Test administered in May. A secondary objective would be to enjoy, as an individual and class, the deep and thorough chronological study of American History topics. 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 and American studies. With chronology as our guide, we will use a mix of rich primary and secondary sources as we explore America's past. Throughout the year students will analyze historical evidence, make historical connections, develop a sense of chronological reasoning and investigate multiple historical perspectives. Class discussions and activities will be designed to help students analyze the past as true historians, using historical inquiry and analysis. In order to prepare for the A.P. U.S. History Exam in May, throughout the year students will be asked to respond to document-based, free response and short answer question essays as well as complete historical era unit tests.

Creative Writing (Spring Semester)

This college-preparatory English course is semester-long and worth one UP. Students will explore and experiment with many forms of expressive writing, including stories, poetry, creative non-fiction and playwriting. Using mentor texts to inform and inspire us, we will learn about the characteristics of good writing and develop our skills. Emphasis will be placed on the writing process, especially drafting, providing and receiving feedback and revision. By the semester's end, students will have a portfolio of polished, highly revised writing pieces.

Reading the World (Fall Semester)

This English course is semester-long and worth one UP in English. Our global syllabus includes poetry, novels, short stories, and memoir from almost every continent. Class will be run as a reading lab. There will be time provided to read great books, journal about them, and participate in small-group text-based discussions and reading conferences. Assessment will consist of daily grades on reading, writing, speaking, and listening standards rather than long-term projects / essays. The course is designed both for students who love reading and for students who struggle with it. Strong attendance and commitment to spending time reading are essential ingredients to success in this course. We will also think beyond books about what "reading the world" signifies. Half of student homework will be designing or participating in adventures outside of class time to better get to know our local world--both the Portland community and the woods, rivers, beaches and fields where we live. Each month every student will document one cultural adventure, one outdoor adventure, and one important conversation that they have planned or participated in. The other half of our homework assignments will be reading.

Independent Study

The CBHS Independent Study is an opportunity for juniors and seniors to study in-depth a topic that is not available through our regular courses. It requires significant initiative and follow through, and interested students must have their Independent Study proposals approved in advance. (See an administrator or a counselor for the appropriate form.) Participating students will initiate and complete 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 often 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 UP), but may be extended with teacher approval.

Math

As Galileo notes, the language of the universe is mathematics. CBHS mathematicians learn this language through rigorous study of the essential concepts and their authentic applications. CBHS mathematicians must master fundamentals but often make use of technological tools to allow for more complex problem-solving and modeling as well as more sophisticated mathematical products. Our math curriculum sequence is designed to facilitate rich connections with our sequence of science courses. As a part of most of our math courses, students also engage in self-paced computer-aided instruction for the purposes of skill-building, remediation and/or acceleration. All math courses are year-long and are worth two UPs.

Geometry

Most ninth-grade students at Casco Bay High School will take this course. The standards and rigor will be differentiated to accommodate the skills and needs of the students. We will utilize the Illustrative Math curriculum to develop crucial geometric understandings and mathematical reasoning through inquiry, productive struggle and authentic application. The geometry course will also intersect with, and amplify, grade level expeditions when appropriate. Students looking for additional rigor and in-depth problem-solving opportunities can enroll in a weekly **Exceeds Math Seminar** that will prepare students to take Pre-Calculus as sophomores. Students will be expected to attend weekly and keep up with the syllabus. The Exceeds Math Seminar may be dropped at any time without consequence. At the end of each semester, students who've met standards for the previous two quarters will receive a grade (3, 3.25, 3.5, 3.75H or 4H) and earn .25 UPs in math.

Sophomore Algebra

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

Sophomore Pre-Calculus

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

Junior-Senior Algebra

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

The Code: Introduction to Programming

The Code is an introduction to computer programming using the JavaScript programming language and the App Lab programming environment. Students will learn JavaScript programming syntax by designing graphics and simple animations. They will progress to learning the core features of the JavaScript programming language while incorporating user interactions into their programs. Students will gain experience connecting their programs to databases and Application Programming Interfaces. Ultimately students will use App Lab to create their own original, web-based apps

that fulfill a need in our community. Throughout this process, students will explore how computers and the internet work and will contribute to a computing culture that is collaborative and equitable. No prior experience is necessary to be successful in this course. This course is designed to give students their first significant exposure to programming.

AP Computer Science

AP Computer Science is an exploration of object-oriented programming using the Python programming language. Students will write mini-programs and solve challenges to gain skill in the use of Python data structures, control flow, and classes. Students will use their knowledge to solve problems in data science, develop programs using Application Programming Interfaces (APIs), and create games using the pygame module. Throughout this process, students will gain insight into the tools and techniques of computer programming and will contribute to a computing culture that is collaborative and equitable. This course is intended for students who have completed The Code or have equivalent experience with programming. Emphasis will be on developing effective problem-solving skills, learning effective programming patterns, and building the foundation for continuous learning in computer science.

Statistics

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

Junior-Senior Pre-Calculus

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

AP Calculus AB

AP Calculus AB is designed to be the equivalent of a first-semester college calculus course. It focuses on the topics of limits, differentiation, and integration. Students will use these core calculus concepts to analyze functions that are important in biology, ecology, economics, epidemiology, engineering and other scientific and quantitative fields. Students will learn to use definitions and theorems to build mathematical arguments and justify conclusions. Emphasis will be placed on clear communication of methods using multiple representations of real-world functions. Students will solve problems that include a mix of skill building exercises and real world applications and can expect significant work outside of class. It is expected that students will take the AP Calculus AB exam that is administered in May. A score of 3 or above on this exam is a strong indication of significant achievement in mathematics and will qualify students to be granted credit at many colleges and universities.

PATHS

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

Automotive Technology
Automotive Collision
Technology

Biomedical Health Science
Careers in Education
Carpentry

Commercial & Advertising Art
Cybersecurity
Culinary Arts

Dance
Food Services
Landscape & Gardens
Marine Service Technology

Masonry
Music
New Media
Plumbing & HVAC

Welding Technology
Woodworking
Outdoor Education (Spring)

Science

CBHS scientists learn scientific knowledge and processes which enable them to understand how our world does work and could work. All of our science courses have a significant lab component. Each course is year-long and worth two UPs (except STEM Investigations). Our science sequence meets college expectations and creates possibilities for rich and deep curricular integration, especially with math in 9th and 10th grades. The typical sequence is as follows though students may choose to take on two science courses a year as juniors and seniors.

9th – Biology > 10th – Physics > 11th – Chemistry > 12th – Engineering, or USM Env Sci or STEM Topics

Biology

9th Graders 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 the ethical implications of science and technology. Topics will include cells, microbiology, genetics, ecology and evolution. Students will develop problem-solving skills, participate in scientific fieldwork, learn to complete labs, and communicate as scientists.

Physics

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

Chemistry

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

Introduction to Engineering

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

STEM Topics 2024-25 Course Descriptions

STEM Topics is a series of semester courses. These courses are offered independent of one another so that juniors and seniors can select courses based on personal interest, schedule limitations and/or graduation requirement needs. These courses meet during Academic Support on Mondays and Thursdays. Additionally students enrolled in these courses also meet with Ms Loughlin during Team Support Time on Fridays. The topics for these courses change from one school year to the next to provide the opportunity to earn up to 4 credits/UPS for students over the course of grades 11 and 12. The topics for 2024-25 are listed and described below.

Astronomy (First Semester)

In this course we explore the universe beyond our solar system. We will learn about how scientists discover and explain how the universe works using different kinds of light. There will be hands-on labs, digital image production as well as opportunities to meet on-line with astronomers working in the fields of XRay, Radio and Infrared Astronomy.

Sound Engineering (Second Semester)

In this course we will work to understand the properties of sound. We will work to create sound both mechanically and digitally. We will look at how our ability to engineer sound has evolved from basic recording to 8-bit sound and to the latest in digital editing. The course will conclude with the creation of one of a kind digitally engineered ringtones for students' phones.

USM Environmental Science

The goal of the USM 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. **USM Environmental Science is a full-year course the equivalent of a one-semester, introductory college course in environmental science at USM.** This course is interdisciplinary covering a variety of sciences, including geology, biology, environmental science, chemistry, and geography. USM Environmental Science is a rigorous science course that stresses scientific principles and analysis. This course includes a laboratory component and is taught concurrently with the lecture. This course is concurrently enrolled at the University of Southern Maine in partnership with Professor Karen Wilson. It earns a total of four college credits (3 credits for the lecture and 1 credit for the lab portion). In order to earn the college credit students must complete the online enrollment process through USM, instructions; support for this process will be provided during the first week of class in September.

Special Education

*Casco Bay High School welcomes Special Education students! Our faculty is highly skilled at differentiating curriculum and instruction to meet diverse learners' needs, and our percentage of special education students is reflective of the district; however, we do not currently have the resources to staff self-contained behavioral or academic programs. Many of our 9th Graders and sophomores with IEP's do access the courses described below and some may access our Learning Lab for specialized support. Additional academic support is available for juniors and seniors as well (Guided Study), but the focus is less on skill development and more on helping students be successful in core academic classes (and this support is not credit-bearing). CBHS has a **Breathe Support Program**. This is a school-based program that provides therapeutic interventions to increase successful inclusivity and learning for students who may struggle due to social-emotional challenges to persist and participate effectively in academic settings. This program is not a separate course, but the program provides ongoing support so Breathe students can be successful in their mainstream courses. Breathe Support will be led by Ms. Lindsey with .5 assistance from Ms. Dolce. **Note:** In accordance with their IEP, some special education students (with academic achievement at grade level 2-5) may work toward modified course standards in mainstream core courses at the "Foundation" level (e.g.: Foundations in Biology).*

Elements of English & Reading

This elective course is worth two UPs and is designed for students who require reading intervention, Tier 2 or Tier 3 literacy specially-designed instruction (SDI) and/or who are eligible for foundational literacy credit. Each of these qualifiers are included in students' IEPs. This course provides students access to reading intervention on a consistent schedule which allows for research-supported reading programs to be implemented with fidelity. Elements of English allows students to be fully included in the general education setting, while receiving direct SDI in the special education setting. Students will still receive differentiated instruction, scaffolds, accommodations and, where appropriate, modifications per their IEP. Students who do not receive reading intervention, but who would benefit from receiving their literacy SDI in this setting, may have a double session of literacy SDI or have one literacy session and a Humanities homework session.

Academic Strategies 9 & 10

Academic Strategies will focus on the skills most 9th and 10th grade students with IEPs need to lead their own learning and succeed in high school (and life!). Students will learn about their disabilities; read, understand and contribute to their IEPs; identify challenges and build strategies to improve their executive functioning skills. Academic Strategies supports students as they independently learn to manage their academics and themselves. These courses are worth 0.5 Elective UP's per quarter.

Algebra Foundations

This two UPs course is for students with IEPs who need additional support and skill development to meet core math standards. The course focuses on building up math confidence and competence through developing numeracy skills, problem-solving, and lagging skills. Math foundations will include a close study of whole numbers, fractions, decimals, percentages, integer operations, inequalities, linear models, exponents and polynomials as well as fundamental algebra and/or geometry. Math Foundation courses may be offered in algebra and/or geometry.

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

Visual and Performing Arts

The arts can provide a new window into one's self and one's world. Most all 9th graders strive to complete the district arts requirement through the yearlong Visual Arts course. In addition, music and the arts are often integrated into Humanities courses, school performances and cross disciplinary expeditions. During winter and spring Intensives, music and the performing arts are inevitably featured. Each year, CBHS students stage a musical, perform a full-length play and enter a student-written entry into the state's one act play festival. CBHS students also access arts courses through the district's common offerings, PATHS, USM and MECA.

Introduction to Visual Art

Student artists will develop a comprehensive understanding of the elements of art and principles of design as well as how these factor into the aesthetic of creating an artwork. Experimenting with a variety of media in order to practice and master the art making process will be emphasized throughout the year. Additionally, student artists will work both collaboratively and independently while exploring a visual historical timeline, relationships through art to other subjects and cultural connections throughout the world. Student artists will work to develop their own unique visual voice while learning how art can incite change and/or tell a story as well as foster creativity and problem solving. When possible, visual art is connected to 9th grade learning expeditions to explore important social issues and expand understanding of critical questions. This course fulfills the art requirements for graduation, is worth 2 UPs and is a prerequisite for both Advanced Art and PATHS Commercial Art.

Advanced Art

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

In the 2021 TNTP survey of faculty, 100% of CBHS staff agreed, “There are many teachers at my school who set an example of what highly effective teaching looks like.” & “My school is a good place to teach and learn.”

Portland Public Schools' Orchestra

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

The CBHS House Band

This vocal and instrumental ensemble meets twice weekly after school in the PATHS music studio and is designed for students with some vocal or instrumental experience. The house band will meet regularly to listen to, study, and rehearse instrumental music from various contemporary 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. Performances will be determined by the ensembles and the instructor. Students who successfully meet course standards in either course will earn .5 UPs in the arts each semester.

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. In addition to what's listed below and what's offered during intensives, students may earn .5 UPs in physical education by participating in periodic after-school fitness offerings, such as Yoga and Personal Fitness.

The 9th Grade Casco Bay Quest

The 2024 9th Grade Quest consists of two days and one night on Cow Island in Casco Bay focused on kayaking, writing and leadership. As 9th Graders 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? In a typical year, 9th graders 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 and Casco Bay High School. In 2023 the Quest is significantly subsidized by grants and the CBHS Parent Advisory Group. 9th Grade Quest is worth .5 physical education UPs.

The Senior Casco Bay Quest

Seniors crews will participate in a four day, three-night kayaking or backpacking expedition via Rippleffect and Hurricane Island. Kayakers will use Casco Bay's Cow Island or Penobscot Bay's Hurricane Island as an embarkation point for an adventure 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 whether on the water or on the trails. Their experience and musings will be recorded in writing through facilitated workshops primarily before and after the Quest. In 2023 the Quest is significantly subsidized by grants, a GoFundMe, and the CBHS Parent Advisory Group.. Senior Quest is worth .5 physical education UPs.

Wellness

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

World Languages

All world language courses at CBHS introduce the student to both the target language and target cultures as they relate to Portland, Maine and the world. Students are expected to use the target language in their classroom interactions, and interpersonal communication is a major focus. Vocabulary and grammar concepts are introduced in context and linked to real life situations. World language courses will focus on speaking, listening, reading, and writing while students gain an appreciation for the power of language as a catalyst for making connections to other people. All world language courses are year-long and worth two UPs.

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.

Spanish Two and French Two

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

Spanish Three/Four/Five and French Three/Four/Five and AP Spanish

Upper level language courses will focus on refining and practicing communication skills gained in previous language experiences and courses. Levels three and four are structured around a language expedition, providing students with an opportunity to engage in the target language in a real-world setting and take a stance on a current issue. Through the preparation for, execution, and completion of the expedition, students will read authentic texts, speak with native speakers, write first person narratives and persuasive essays as well as hone various language skills in order to practice proficiency in the target language. Spanish and French Five will focus heavily on using literature from the Spanish and French speaking world in order to discuss a variety of topics relevant to the lives of students and our society. AP Spanish is intended for those students who have already shown proficiency in the standards Spanish 5 and who wish to pursue a rigorous curriculum in spoken and written language, syntax, and Spanish literature.

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

Intensives

Intensives are mini-expeditions: one week, elective courses that occur once in winter and once in spring. Students choose among about fifteen course offerings and engage in in-depth study, all day (8:20am-2:50pm) for five days. Intensives are designed to provide opportunities for compact, in-depth learning experiences with compelling topics for all CBHS students.

One intensive that is offered twice a year is **Career Exploration (.5 elective UPs)**. In collaboration with staff and community partners, students design an internship in a field of interest and receive essential job skills training. After the internship, staff helps students reflect on their experience and synthesize their learning. With staff approval, some students may elect to complete the Career Exploration intensive out of state or even during an alternate time, such as over the summer. All students are encouraged to complete the Career Exploration intensive at least once before they graduate.

Other current and past Intensive courses include:

Afro Beat Dance	Journalism	Robotic Sculpture
Beat-Making	Personal Finance	Rocketry
Black Holes	Philosophy of Love	Soccer
Fiber Arts	Playwriting	Songwriting
Forensic Chemistry	Pottery	Snowshoeing
Graphic Novels	Queer Art and Activism	Junior Journey (p16)

“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. All students enrolled in an intensive will receive a course grade, a HOWL grade and have the opportunity to earn .5 units of proficiency. Intensives offerings will be finalized with students and staff during the school year, and both intensive slates will include at least one offering within the following subject areas: the visual arts, the performing arts, the humanities, fitness, math & science, and the natural world. In recent years, several Spring Intensives have been co-led by seniors and staff as a culmination for senior expeditions. Grades in intensives count towards GPA, and also towards all Honor Rolls for the quarter in which the intensive occurs.

Independent Intensives

10th-12th graders may propose an independent intensive or alternate course of study (e.g.: an internship or double session of PATHS); these options require administrative approval and must be proposed in writing by the student (with crew advisor and home support) at least two school weeks prior to the start of intensives.

“Overall, the [EL Education] approach gets good academic marks. After three years in an expeditionary learning school, students outpaced traditional school peers by seven months in reading achievement and 10 months in math”

~ The Washington Post, December 2018

Assessment

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

Formative Assessment – a range of smaller stakes learning tasks (e.g.: quizzes, teacher observations, entrance tickets, exit tickets and journal entries) designed to give teachers and students a sense of where they are on progress towards meeting short-term or long-term learning targets (p 32) in the midst of an instructional unit. The results of formative assessments should help inform students and teachers what to do next in order for students to master the target: *Assessments for Learning*.

Summative Assessments – higher stakes learning tasks (e.g.: end of unit tests, final draft essays, culminations) which are designed to measure whether or not students have mastered long-term learning targets or course standards (p 32) 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. 9th and 10th graders will engage in standardized “interim” assessments in reading to assess progress on key standards. All sophomores will complete the NWEAs in math and reading, once in the fall and once in the spring, as part of the state assessment system. All CBHS juniors will typically complete the PSATS, the SATs and the state science test. Upperclassmen may also take AP exams as well as the Accuplacer, a college placement test used at institutions, such as USM and SMCC.

In April 2019, CBHS juniors' scores on the state assessment again surpassed district, state and national averages in both reading/writing and math. Average SAT scores were 27 to 31 points higher. During the decade when the SATs were the state test (2008-2019), the percentage of CBHS students meeting the standards in reading, writing and science was about 12% higher than state and district averages – and 7% higher than district averages in math.

Culminations

A culmination is a public demonstration or exhibition that often occurs at the end of an expedition and which lets students show parents, teachers, and members of the community what they are learning. Culminations often involve education of the broader public and a call to action. The exhibit may be artwork, research, results from an experiment, written work or other projects; it may involve performances or presentations. The culmination is a type of summative assessment that can demonstrate what has been learned more clearly than just a grade on a report card can. It also gives other students ideas that will help them improve their own work and helps to set a standard for excellent work from all students. In expeditions, the combination of a high stakes audience, purposeful work, teacher support and focused revision can lead a student to creating professional quality work that even s/he did not think possible. The public sharing is an important way to both celebrate work and to hold students and the school accountable to parents and others who care about our school. Recent culminations include the 9th grader's “Bio-Ethics Symposium” for local scientists and policymakers, the seniors' pop-up museum exhibit exploring the

relationship between Israel and Palestine and *Detroit: Inside Stories*, a documentary premiere at the Nickelodeon of the juniors' oral histories about the unsung heroes in Detroit's renaissance. Seniors can design their own culminations as part of the Senior Expedition.

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

~ Bangor Daily News Editorial, March 6, 2014

Casco Bay Family Grading Guide

Our Grading Principles & Practices:

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

Principle: Grades should 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 as part of Habits of Work & Learning (HOWL).*

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

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

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

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

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

Practice: *Students receive both academic grades (based on course standards) as well as Habits of Work & Learning (HOWL) grades for each class.*

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

Practice: *Students receive additional time after the quarter has ended to meet course standards if they have a “3” or above in Habits of Work & Learning.*

Principle: All students should have the opportunity to excel.

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

Principle: Multilingual students acquire academic English most successfully through integrated language and content instruction. Consequently, English language learners may require access to language-rich content instruction adjusted for their language proficiency.

Practice: *Many courses use language-based learning targets. ELL students are also supported to be successful in core classes through Academic English and ELL Supported Study courses.*

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

Practice: *We formally report progress 10 times a year through report cards, progress reports and conferences. Infinite Campus, our on-line grade book, is updated frequently by teachers and is always open to parents. Almost all courses and crews have a Google Classroom which students and parents can access for updated information on courses and assignments.*

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

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

Grading Language and Scale

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

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

Our **standards-based grading language and scale** is 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

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

	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 a Unit of Proficiency (an UP)</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 a 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 several of them. <i>This grade does not earn an UP.</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 an UP.</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 quarter. 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 quarter, this grade earns an UP.</i>	A student's work fundamentally and competently meets the standard(s) 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 3.5	Exceeds the Standard	See “Between 3 and 4,” in the following section..	
3.75 to 4	Exceeds the Standard, With Honors	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 an UP and an “Honors” (H) designation.</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. All or Almost All of the criteria for Exceeds the Standard (eg., in the rubric) are demonstrated in the work. <i>These are the highest grades 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 of 1, 2 or 3 may be possible. On more complex assessments that include rubrics with multiple criteria for a standard, a grade between 3 and 4 is possible. The indicators within the rubric define the qualities a student’s work must have in order to earn a score between 3 and 4.

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

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

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

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

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

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

~ MaryAnne Lloyd, CBHS Alumni Parent

Habits of Work and Learning (HOWL)

Habits of work and learning (HOWLs) delineate habits and skills that, when regularly practiced, promote students’ academic growth and success in high school and beyond. The high schools in Portland will each teach, assess and provide feedback on two common, vital HOWL standards: **preparedness and engagement**. Each school may also utilize additional HOWL standards to promote reflection and learning. Quality Habits of Work & Learning are an essential part of students’ Pathways to Success. Our goal is to coach and support students towards exhibiting these behaviors consistently (which earns a HOWL grade of 3), or even, almost always (which earns a HOWL grade of 4). Students receive a separate HOWL grade in each course. **There is a clear correlation between quality HOWL, academic achievement and learning.** The better one’s Habits of Work & Learning, the more s/he will achieve and learn. Habits of Work & Learning are grounded in elements of the Pathways to Success, such as “Be Accountable” and “Pursue Personal Best.” See the CBHS Character Framework for a more detailed description of the HOWLS that correspond to each Pathway (p 47). HOWL is regularly assessed in each course and each marking period, using the same grading scale (1-4). There is a HOWL Honor Roll for all students who earn a 3 or higher for a HOWL grade in every class and a HOWL High Honor Roll for students with a HOWL GPA of 3.75 or higher across their courses, including crew. “HOWL Students of the Week” are recognized at School Meeting.

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

~ Bob Moore, CEO, Dead River Company, July 2016, Portland Press Herald

To Earn a HOWL of 3 in a Course, Do the Big 3.

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

- 1) Complete homework (*Preparedness*).
- 2) Meet deadlines (*Preparedness*).
- 3) Participate effectively in class activities, including regular, on time attendance (*Engagement*).

How do you earn a 2 in HOWL? Do the Big 3 *some times, but not consistently*.

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

A student with a HOWL of “3” cannot receive a quarter grade of 1 or 2. At the end of the quarter, a student with a HOWL of 3 or higher who has not met standards will receive an Incomplete. This means that the student will be granted additional support and time, two weeks, to meet remaining standards. If a student has a HOWL grade lower than 3 and is not meeting academic standards, the student will receive a 1 or 2 on the report card.

“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.”



Black and white photo of a portion of a color mural created by CBHS students during Winter Intensives Week in January 2022

Family Involvement

In the 2023 district parent survey, once again, the percentage of CBHS parents who would recommend us to a friend or neighbor exceeded the score for “excellent.” 57% of parents rated us a 9 out of 9.

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:

...Create an effective learning environment at home

- Set a schedule and structure to support your teenager’s study, completion of homework, and meeting of standards.
- Enact reasonable limits on screen/personal electronics 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.

<p><i>... Learn about and support our school's values and programs</i></p>	<ul style="list-style-type: none"> ● Allow your teenager to participate in fieldwork and extended trips. ● Be familiar with this handbook, the Parent Field Guide and the school website. ● Attend school events and parent meetings as you are able. ● Review weekly updates for families from the principal (sent via School Messenger). ● Follow CBHS on Facebook, Instagram and/or X (@cascobayhs) ● Let a Portland friend or neighbor know about CBHS and EL Education.
<p><i>... Stay informed about your child's progress</i></p>	<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 and Google Classroom. ● Read teacher communications and respond promptly when asked for input.

Volunteer Opportunities

Parent volunteers both enrich the life of our school and provide vital support for our programming. We appreciate any time you spend supporting our school. Please note that classroom volunteers must complete the Portland Public Schools' volunteer screening process. Find a link to a volunteer application on the PPS website (PPS Homepage >>"Get Involved">>"Volunteer for Our Schools"). Contact Liz Meahl for more information (874-8160).

<p>School Projects</p>	<p>CBHS parents may lead or help with volunteer projects ranging from school beautification to governance. Parent contribution is key to our school's success. Please contact Principal Priya Natarajan if you are interested in learning more.</p>
<p>Classroom/Library/Tutoring Help</p>	<p>If you would like to help out in the library, please contact Leslie Appelbaum (appell@portlandschools.org). To tutor in our Make It Happen program (supporting English language learners), please contact Jolie Semuhoza (semuhj@portlandschools.org).</p>
<p>Fieldwork</p>	<p>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.</p>
<p>Crew Parent</p>	<p>Each crew may have 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 crew events by providing food, drink, or related supplies.</p>
<p>Professional Services/ Expertise</p>	<p>Oftentimes, a parent's special skill, expertise, experience, hobby, etc., can be brought into the classroom or contribute to an expedition. Examples of classroom contributions include a nurse's aide providing feedback on a student's health care presentation, an artist hosting a junior intern, a recent immigrant discussing their native culture or a veteran serving on a</p>

	Vietnam panel. Please indicate any service or expertise you are willing to share on the annual Parent Involvement survey.
Parent Advisory Group	<ul style="list-style-type: none"> ● The Parent Advisory Group (PAG) meets monthly with the principal and is open to any interested parent. The purposes of the Parent Advisory Group are: ● To advise the principal on select issues. ● To facilitate communication between the school and the parent body (and the broader community). ● To promote parent involvement at Casco Bay High School. ● To lead efforts to appreciate CBHS staff. ● To provide feedback on school initiatives. ● 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 generally once a month on Tuesdays from 5:30-7:00 pm. Dates can be found on the CBHS public calendar. Please contact PAG chair Jes Ellis (ellisj@portlandschools.org) for more information. Find a link to PAG’s website on the CBHS homepage.</p>

Parent Information

Communication Between Parents and CBHS Staff

CBHS staff will strive to respond to parent communications (e-mails or phone calls) within 48 hours - and absolutely within a week. Even if the staff member does not have a concrete answer to the question, the staff member will respond with a communication, such as, “I received your message. Thanks. I don’t have an answer to your request yet, but I will get back to you by ____ with more information.” If multiple teachers are cc’d on a communication (and it is not otherwise obvious), the student’s crew advisor will be the lead respondent. Students and parents may email staff whenever it is convenient, but please expect that staff are likely to respond within normal working hours (weekdays, 8am-3pm) and in accordance with existing guidelines. School email remains our preferred communication method for parents and students with a staff member unless the staff member has explicitly noted otherwise.

Expectations for Outreach to Parents from Crew Advisors

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

In 2019, 100% of CBHS faculty agreed that “Teachers at my school actively work to establish positive, trusting relationships with students’ families.” (vs. national average of 82%)

Drop-Off and Pick-Up

After 8am on school days, CBHS families are encouraged to do student drop-offs in the bus loop to avoid parking lot

congestion. They are encouraged to do student picks-up after 2:50 in the bus loop. Bus traffic should be minimal at these times. If the bus loop is full of buses at any time, please use the parking lot for drop-off and or pick-up. All PPS high school students may take the Metro Bus for free to and from school. Contact the Metro details about schedules.

Early Release Days

On Early Release Wednesdays, the student day will begin at 8:20am and end at 1:50. Seven times per year, CBHS also has Early Early Releases (11:50 am). These dates are: 11/1, 11/22, 12/20, 1/24, 2/14, 3/21, and 4/4..

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 contact our Main Office staff as soon as possible whenever you have a change in address, telephone number, place of employment, or emergency contact person. Thanks!

Immunizations

PPS Students enrolled in grades PreK through 12 are to be immunized against diphtheria, tetanus, pertussis, measles, mumps, rubella, polio and varicella. Additionally, all students enrolled in grades 7-12 must be immunized against meningococcal disease. In May of 2019, LD 798 was signed into Maine law which removes both philosophical exemptions and religious exemptions from the exceptions to immunization requirements. Medical exemptions are still allowed, and there is an exception for those students with an Individualized Education Plan who had either a philosophical or religious exemption that was in place prior to September 1, 2021. A medical exemption is to be provided by the parent/student and must be a written statement from a licensed physician, nurse practitioner or physician assistant that in their professional judgment, immunization against one or more of the diseases may be medically inadvisable.

School Cancellation or Delay

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

Student Records

Students' rights of confidentiality and protection from improper disclosure of their records are respected by Portland Public Schools in accord with the Federal Family Educational Rights and Privacy Act of 1974 and with Maine law. For more details please go to the "policy" link at the district website (<https://go.boarddocs.com/me/portland/Board.nsf/Public>) 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 typically be given to the student during a non-academic time (eg: lunch). If the message is urgent, the student will be called to the office. As possible, please avoid texting or calling your child - or expecting a response from them - during class time.

"By creating opportunities for students to bring their whole selves into discussions of difficult topics, Casco Bay teachers support students to become not just effective learners, but also ethical individuals who contribute to building a more just, equitable world."

~Educational Leadership, April 2020

Note to Students and Parents

Students and parents/guardians are responsible for reading and following the rules in this handbook. CBHS reserves the right to change the terms of the handbook at any time and without prior notice when it is in the best

interests of the school. Any change will be communicated to the school community. Course offerings are subject to change due to the evolutionary nature of our work (and resources). This handbook has been developed within the framework of the Portland Public School Board Policy Manual. In case of a conflict between a School Board policy and the rules in this handbook, the School Board policy will prevail. The handbook is provided solely for the convenience of students, parents and staff; the Portland Public Schools, to the extent permissible by law, expressly disclaims any liability that may be incurred. If you have any questions about this handbook, please contact the principal.

Equal Educational Opportunities

The Portland Public Schools are committed to the concept and implementation of equal educational opportunities, as required by federal and state laws, for all students, regardless of race, sex, color, national origin, ancestry, religion, disability, or sexual orientation. Students or parents/guardians should direct any questions or concerns to Principal Priya Natarajan, the CBHS Title IX Coordinator, or Tyler Schwaller, the PPS Student Equity Officer (207) 810-6562).

Edutopia on Casco Bay High School

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

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

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

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

PART TWO: STUDENT HANDBOOK - Daily Schedule

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

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
85 min classes	85 min classes	80 min classes	85 min classes	80 min classes
Block 1/4 8:20-9:45	Block 1/4 8:20-9:45	Block 1/4 8:20-9:40	Block 1/4 8:20-9:45	Block 1/4 8:20-9:40
Crew 9:50-10:20	Crew 9:50-10:20	*Block 3/6 9:45-11:05	Crew 9:50-10:20	*Block 3/6 9:45-11:05
Block 2/5 10:25-11:50	Block 2/5 10:25-12:00	Crew Lunch 11:05-11:40	Block 2/5 10:25-11:50	Team Support 11:10-11:50
Lunch 11:50-12:20	Lunch 12:00-12:30	School Meeting 11:45-12:25	Lunch 11:50-12:20	Lunch 11:50-12:20
ACAD 12:25-1:20	ACAD/ X Block 12:25-1:20	*Block 2/5 12:30-1:50	ACAD 12:25-1:20	*Block 2/5 12:25-1:45
Block 3/6 1:25-2:50	Block 3/6 1:25-2:50	Early Release	Block 3/6 1:25-2:50	Crew 1:50-2:50

* indicate a switch from the typical sequence of blocks

- CBHS-PATHS students will attend the PM PATHS session from 11:05am and 1:25pm and then return to CBHS for BK 3/6 Mondays, Tuesdays and Thursdays as well as for Crew on Fridays.
- **Block 7** is a time for students to receive academic help outside of class time: it occurs Monday, Tuesdays and Thursday from 3 to 4pm; Each teacher offers Block 7 (at least) once a week on a designated day. Students who are behind on academic work can be required to attend Block 7, but it is typically optional.

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

Staff Directory

George Aponte Clarke, Science (apontg@portlandschools.org) - BA from St. Lawrence; MS from UMich
Mr. Aponte Clarke will be returning as our physics teacher. Mr. Aponte Clarke was our physics teacher during the pandemic and has recently been teaching environmental science and earth science at Deering High School, Mr. Aponte Clarke is the long-time coach of the PPS Nordic ski team and an expert in water policy.

Leslie Appelbaum*, Humanities (English) and Librarian (appell@portlandschools.org) - BA from Bowdoin; MA from Iowa
Ms. Appelbaum is a founding member of CBHS. This year, Ms. Appelbaum will work part-time, teaching Exceeds Reading and AP Literature as well as coaching our Humanities faculty and overseeing the library. Ms. Appelbaum is the advisor for our literary magazine, *The Blue Heron*. She is Nationally Board Certified.

Eleven CBHS staff members have received state or national awards for excellence as educators.

Becky Bell*, Nurse (bellre@portlandschools.org) – BS and MSN from St. Joseph's
Nurse Bell's expertise and leadership have been especially crucial in helping CBHS safely navigate the last several years. Nurse Bell holds a National Certification in School Nursing, and she spearheads our food pantry program; her hobbies include singing, swimming, biking and rowing.

Mahamoud Boeuh, Educational Technician - (boeuhm@portlandschools.org) -BA from USM
Mr. Boeuh worked previously at Lyman Moore as a substitute and as a support for the administrative team before joining CBHS last year. He has also worked locally as a French and Somali language facilitator. Mr. Boeuh hails from Djibouti where he had a career in customs, both as a manager and trainer.

Matt Bernstein, Humanities (Social Studies) (bernsn@portlandschools.org) - BA from Bowdoin
Mr. Bernstein student taught at CBHS and will now be starting his tenth year with us, again teaching Humanities Nine. He has also taught 9th and 10th grade social studies at the Greene School, an EL Education school in West Greenwich, RI. Mr. Bernstein is the 2023 Maine Teacher of the Year!

Jenn Conway, Humanities (Social Studies) (conwaj@portlandschools.org) BSW from Salem State and MST from USM. Ms Conway will be teaching the Social Studies component of Humanities 10. She started her teaching career at CBHS as an intern for Ms Doane in 2017-2018. Ms Conway comes to us from Westbrook High School where she taught Social Studies and was on the district's Equity Leadership Taskforce. Ms Conway became interested in the classroom after careers in Social Work and International Education.

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

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

~ CBHS Parent, Spring 2017 District Survey

Jennifer Crowley, Science (crowlj@portlandschools.org) - BS from UNE; MST from USM
Ms. Crowley begins her tenth year of teaching Biology at CBHS after starting her career here as an intern. In between, Ms. Crowley was a science teacher and curriculum leader at Bath Middle School (another EL Education school). Ms. Crowley advises our Outing Club and co-created the "Questions of Conscience" expedition.

Suzanne Dodson, ESOL (dodsos@portlandschools.org) - BA from Colby; MA from NYU

Ms. Dodson taught in Ithaca, Old Orchard Beach and at Deering before joining CBHS. At DHS, she was the ESOL department chair. At CBHS, Ms. Dodson has helped to advise both the One Act Play and the service club. This year, Ms. Dodson will teach Academic English One and Two and lead a 10th grade crew.

Chloe Dolce McDonald, Social Worker (dolcec@portlandschools.org) - BA from U of New Mex.; MSW from West. New Mex. Univ.

Ms. Dolce joined us in 2002 from Albuquerque where she was an English and ESOL teacher (and teacher leader) before transitioning to social work. She interned at the same middle school where she was a revered teacher. At CBHS, she will be full-time this year, working primarily with grades 9 and 11 and students in the Breathe program.

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

Ms. Doyle assists our students, especially seniors, with developing and enacting plans for life after CBHS. Ms. Doyle's counseling experience encompasses work at Portland High, Fair Harbor Shelter and the Center for Grieving Children. She returned to CBHS in the fall of 2018 after a year in Costa Rica with her family.

In 2019, 96% of CBHS faculty agreed “Teachers at my school share a common vision of what effective teaching looks like.” The national average on this question was 69%.

Mark Ford, Humanities (Soc. Studies) and Art (fordm@portlandschools.org) – BA from U. of Utah; MA from St. John's College

Mr. Ford has taught in Taiwan, Texas and at Portland High. He will be teaching Humanities Twelve and Advanced Art this year as well as serving as Model UN advisor. Mr. Ford is a practicing artist and photographer who is also passionate about philosophy and politics. He is the first recipient of the Faculty Navigator award (chosen by alums).

Sarah Furman*, Social Worker (furmas@portlandschools.org) - BA from Bates and MSW from BC

Ms. Furman has run her own psychotherapy practice for adolescents, adults and families for over a decade as well as having similarly deep experience practicing in school settings, from day treatment settings to high school. Ms. Furman will be working with primarily 9th and 11th grade students this year.

Heather Giese, Educational Technician (gieseh@portlandschools.org) - B.S. from The University of New Hampshire, M. Ed. from The University of Vermont

Ms. Giese is rejoining CBHS after a foray into the medical world, teaching at Baxter Academy, and supporting students in other local, Southern Maine school districts. Previously Ms. Giese was a revered Student Support Teacher and Crew Advisor at CBHS. She is thrilled to once again be supporting students as they engage in deeper learning and exploring real world problems. Ms. Giese enjoys doing anything outside and has recently discovered a love of bodyboarding in the summertime!

Mallory Haar, ESOL (haarma@portlandschools.org) - BA from Hollins; MA at USM

Ms. Haar launched our after-school ELL program before rejoining our staff as an ELL teacher. Ms. Haar has earned National Board certification and served in Colombia on a Fulbright fellowship. Ms. Haar's excellence has earned her both the O'Toole Teacher Leadership Award and Bowdoin's "Education for the Common Good" prize.

Michael Hale, Guidance Counselor (halem@portlandschools.org) - BA from Neb. Wes.; MS from USM

Mr. Hale is one of six founding CBHS faculty members (out of thirteen) still on staff. Mr. Hale's myriad talents include team-building, theater, technical theater, music and VR. In addition to his counseling duties, Mr. Hale will lead the senior crew team and oversee our RTI and 504 programs.

In a spring 2015 survey of our faculty, 100% “strongly agreed” with the statement: “I have a positive and productive relationship with the teachers with whom I work most closely.” In

Portland Public Schools as a whole, this figure was 62%.

Elizabeth Hampton*, *High School Completion Coordinator* (hampte@portlandschools.org) – BA from Christopher Newport University; MA from Radford University

Ms. Hampton relocated to Maine after eleven years as a counselor in Virginia. Elizabeth was also on the faculty at William and Mary as a supervisor of aspiring counselors. Ms. Hampton oversees our summer programming, leads a ninth grade crew and serves as our Transformational Learning Coordinator.

Kerry Herlihy, *Humanities (English)* (herlik@portlandschools.org) - BA from UMass; MST from the New School and MFA from USM

Ms. Herlihy was beloved by students and staff at Gorham High for many years before joining CBHS in 2022. Ms. Herlihy has also taught in Boston, Louisiana and South Central Los Angeles - in addition to having her own writing published. She will be teaming with Mr. Bernstein on Team 9 this year.

Matt Hosmer, *Math* (hosmem@portlandschools.org) - BA and ETEP from USM

Mr. Hosmer was a beloved intern with Mr. Leque in 2017-2018. Since then he had a stint teaching pre-calculus at Scarborough, and he's been an 8th grade math teacher at Noble. At Noble, Mr. Hosmer was a leader in DEI work as well as the cross-country and track coach. Mr. Hosmer will be teaching math to all 10th graders.

Hermance Kouame, *Data Specialist & Receptionist* (kouamh@portlandschools.org) - BA from Côte D'Ivoire

Ms. Kouame was the administrative assistant to a CEO and worked in HR for several years before emigrating from Cote D'Ivoire to the US in 2017. Hermance joined CBHS after a stint with Cheverus Food Services where her supervisor described her as "my absolute best" employee. Hermance is fluent in French and English.

Will Leque, *Math* (lequew@portlandschools.org) - BA from U of Washington; MA at USM

Mr. Leque has over 20 years of teaching experience as a math teacher and will be working with 11th and 12th grade Math electives this year as well as an 11th grade crew. He is also an officer in the U.S. Navy with over 27 years of service holding a range of leadership positions supporting operations worldwide. Mr. Leque will be finishing his military leave this September and will return to us in early October.

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

Ms. Loughlin has been teaching science in PPS since 1991 and is CBHS's founding science teacher. Ms. Loughlin earned recognition as one of the nation's top teachers by winning the Milken Award. Ms. Loughlin created our Digital Fabrication lab and will be teaching Engineering, STEM Investigations and USM Environmental Science.

Rebecca Lynch Nichols, *Spanish* (nicholre@portlandschools.org) - BA from Marlboro; MA from Middlebury

Ms. Lynch Nichols has taught Spanish at the high school, middle school, and elementary levels, beginning in the Boston Public Schools in 1998. A local expert in Comprehensible Input (CI) methodology, she has lived in Costa Rica and Spain. Her non-classroom passions include ceramics, dance and travel.

Jen Lindsay, *Special Education* (lindsj@portlandschools.org) - BA from USM

Jen Lindsay joined Casco Bay to run our Breathe Support program for a small cohort of our students with special needs. Ms. Lindsay started at King as an ed tech and was a classroom teacher there for 20 years. Previously she worked in the elementary Breathe program at Rowe.

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 in 2013 she received the first ever Klingenstein Award for the nation's outstanding teacher of EL Education. This year, she will be teaching seniors.

Jake McNally, *Math* (mcnalj@portlandschools.org) - BA from Carleton; MA from USM

Mr. McNally rejoined CBHS after three years as a Software Engineering Team Lead at Tyler Technologies. Previously, Mr. McNally was a revered social studies teacher at CBHS and Deering. Mr. McNally is proficient in

numerous programming languages, and will be teaching AP Calculus, AP Computer Science, and the Code..

Jack Meahl, *Special Education Ed Tech* (meahlk@portlandschools.org) - BA from Tufts

Mr. Meahl will be our educational technician in the Breathe classroom. In the past years, Mr. Meahl was the junior/senior math teacher and was a dedicated substitute teacher, including long-term stretches in math and French. His previous work experience includes UNUM customer service and organic farming in New Zealand.

Liz Meahl, *Lead Administrative Assistant* (meahle@portlandschools.org) - BA from Trinity

Ms. Meahl joined CBHS in 2021 after serving as the lead administrative assistant at King. Ms Meahl also worked at Longfellow for 20 years in roles including classroom teacher, ed tech, technology coordinator and community coordinator. Our community is indebted to Ms. Meahl for her prodigious interpersonal and problem-solving gifts.

Craig Haims, *Dean of Students* (haimsc@portlandschools.org) BS from University of Rhode Island. MAT Pacific University. Mr. Haims has been a teacher and educational leader in alternative learning in Maine for 20 years. He has also worked as an educational consultant specializing in restorative practices and positive school climate development. Mr Haims started his career as an Outward Bound instructor and is super excited to get back to learning as an adventure. Mr. Haims will have a 9th grade crew.

Kevin Murray, *Special Education* (murrak@portlandschools.org) - BA from Puget Sound; MS from USM

Mr. Murray came to CBHS after five years as a top special educator at Poland Regional High School. His passions range from fitness and student leadership development to meditation, kale and bad jokes. This year, Mr. Murray will be working primarily with Team 11 and leading a senior crew.

Alberto Morales, *Assistant Principal* (morala@portlandschools.org) - BA from Boston College; MA from USM

Mr. Morales served last year as our inaugural Dean of Students after serving from 22-23 as an Assistant Principal at Portland High. Alberto is a former CBHS English teacher and was a founder and inspiration for our Community Council and one of the authors of the district's "Educators of Color Insight Report."

Priya Natarajan, *Principal* (natarp@portlandschools.org) - BA/BS from Ohio University; M. Ed. from Harvard University

Ms. Natarajan is proud to be the second principal of Casco Bay High School after serving as its first Assistant Principal last year. She is a former (and forever) math teacher and was the recipient of the 2017 PAEMST Excellence in Math Education award for the state of Maine. She was also a founding faculty member of Boston Arts Academy, math teacher at Deering High School, PPS math instructional coach, a USM lecturer in mathematics, and is the mom of a CBHS alum. She is the faculty advisor for the Asian Student Union and enjoys teaching 9th grade Exceeds Math and her Senior Crew.

Gwyneth Nicholson, *English* (nichog@portlandschools.org) - BA and MA from UMaine

For a second year, Ms. Nicholson is on our English faculty this year, teaching 11th grade English as well as leading a junior crew. She taught theater in Kennebunk for 7 years before moving to Saco Middle School as a Humanities teacher in 2008, where she co-created a project-based learning team.

Gashim Nyapir, *Educational Technician* (nyapig@portlandschools.org) - SMCC

Mr. Nyapir is an alumnus of CBHS and renowned for his positivity and sage advice. Mr. Nyapir is an expert rock climber and mentors aspiring teen climbers in the summers. Mr. Nyapir is ever ready to assist a student (or staff member) in need. He is the faculty advisor for the Black Student Union.

Study.com has published its 2019 list of the Top 50 Blended Learning High Schools and has recognized CBHS as one of the best blended learning high schools in the country (#17).

Annemarie Orth, *Spanish* (ortha@portlandschools.org) – BA from Tufts; Ed. M from Harvard

Ms. Orth came to Casco Bay after thirteen wonderful years at King. Ms. Orth's vast expertise includes leading

(traveling) learning expeditions, directing Outward Bound courses, technical rock-climbing and singing. After seven years as the district's WL Specialist and working part time at CBHS, she will be teaching full time, including the newly offered AP Spanish course.

Mary Ellen Randall*, *Ed Tech/Media Asst.* (randam@portlandschools.org) – BA from Coll. of New Rochelle
Ms. Randall came to CBHS with deep experience in both tutoring and libraries. After 14 years as a clerk in the Portland Public Library, Ms. Randall began dedicating more time to working with learners in settings from elementary schools to prisons. Ms. Randall has a particular affinity and aptitude for teaching literacy.

Kelly Regan, *Special Education* (regank@portlandschools.org) - BA and MS from USM
Ms. Regan joined us after a stint at Auburn MS where she taught literacy and math in addition to being a case manager. Prior to that, Ms. Regan was a beloved special ed tech at Greely Middle School. Ms. Regan's interests include photography, birding, the environment and gardening. She will again be a part of Team 10 this year.

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

CC Robinson*, *Humanities (English)* (robinc@portlandschools.org) - BA from Yale; MA from Middlebury
Ms. Robinson will teach an English elective for juniors and seniors this year. Ms. Robinson has had a distinguished career teaching English at schools from Phillips Andover Academy to El Puente Academy for Peace and Justice. She holds National Board Certification and was inducted into the Sea Dogs' Teacher Hall of Fame.

Judith Rowley, *French* (rowlej@portlandschools.org) BS and M.Ed. from Louisiana State University; MA from Middlebury
Ms. Rowley is joining us this year as our new French teacher, after 18 years of French teaching in Louisiana, including at a New Orleans Bilingual School, the Waldorf School of New Orleans, and St. Martin's Episcopal School, where she served as the World Language Chair. She will be teaching French 1-5 and Crew 11.

Allison Sample, *Math* (sampla@portlandschools.org) - BS from Susquehanna and MS from USM
Ms. Sample joined our math faculty and Team 9 after teaching (and designing) a myriad of math and science courses at Baxter Academy. Her roles at Baxter ranged from DEI team member to Science Olympiad advisor. In college her passions, in addition to math and science, included film, computer science and lacrosse.

Scott Shibles, *Wellness* (shibls@portlandschools.org) - BS from Castleton; Ed.M from UMaine
Mr. Shibles returns this fall to his original role at Casco Bay this fall - Wellness teacher - after over a decade of distinguished service as our Director of Student Life. Mr. Shibles has created our outdoor education program, including annual winter camping expeditions. Mr Shibles' previous experience includes Deering High School AD.

Alexandra Taraschi, *Visual Arts* (tarasa@portlandschools.org) - BA from U. of Phil and MAT from U. of the Arts
Before becoming an invaluable part of Team 9 in 2021, Ms. Taraschi taught in a large Philadelphia high school, leading courses from Introductory Art to AP Art. She co-organized the school Art Festival and was a member of her school's Equity team. As an undergrad, she studied art at Pratt and in Milan. She is the CBHS yearbook advisor.

Rebecca Turkewitz, *Humanities (English)* (turker@portlandschools.org) - BA from Wesleyan; MFA from Ohio State
Ms Turkewitz was the department chair at Baxter Academy before joining Team 10 at CBHS. At Baxter, she mentored students in year-long projects and oversaw Baxter's literary journal. Previously, Ms. Turkewitz taught at the Coastal Studies for Girls. She is the author of the new, haunting short story collection, *Here is the Night*.

Amanda Vickerson, *Special Education* (vickea@portlandschools.org) - BA from Colby; MS from USM

CBHS Character Framework

The two charts that follow describe our expectations and aspirations for student behavior, in our community and in our classroom. Faculty will support students in their efforts to consistently demonstrate these Pathways and the related HOWL targets. This may involve explicit teaching, individual coaching and periodic opportunities for self-reflection. The targets listed in italics and with an asterisk (*) are more aspirational than expectations, but all students will be pushed to develop and demonstrate their best selves.

The Pathway to Success as a Responsible and Involved Citizen

CHARACTER PATHWAY	HABIT OF WORK AND LEARNING
Be Accountable (Civic Accountability)	<ul style="list-style-type: none"> • Treat each person with respect and kindness, in all settings. • Know and adhere to school and classroom rules and norms. • Leave no trace. Be a good steward of school resources. • Accept responsibility for personal decisions and actions. • Make amends when needed.
Work Collaboratively	<ul style="list-style-type: none"> • Fulfill individual responsibilities towards group goals. • Cooperate effectively with diverse individuals. • Perform a variety of roles within a group. • Capitalize on the skills and strengths of the group.
Build Community	<ul style="list-style-type: none"> • Foster inclusivity. Make sure others in the community feel safe and comfortable. • Create space for others' contributions and talents. • Serve your community when needed. • Listen and learn from those who are different from you. • <i>Work to dismantle inequities.*</i> • <i>Model stewardship.*</i> • <i>Lead how and when needed by your community.*</i>
Take Action to Better the World	<ul style="list-style-type: none"> • Share your informed voice and perspective on issues that matter to you and the world. • Serve your cause(s) when needed. • Follow-through on your plans to make change. • <i>Cultivate and organize allies.*</i> • <i>Lead how and when needed for your cause(s).*</i>

The Pathway to Success in Your Work: Becoming A Self-Directed and Lifelong Learner

CHARACTER PATHWAY	HABIT OF WORK AND LEARNING
Be Accountable (Academic Accountability)	THE BIG THREE 1) Complete homework. 2) Meet deadlines. 3) Participate effectively, including regular on-time attendance.
Work Ethically	<ul style="list-style-type: none"> • Complete your share of group work. • For independent work, submit work that is yours and represents your learning and understanding.

	<ul style="list-style-type: none"> ● Give credit when you have received assistance from others. ● Use citations in research appropriately and whenever necessary.
Persevere	<ul style="list-style-type: none"> ● Keep going when things are hard. ● Access appropriate resources (peers, notes, texts and/or staff) to solve problems and get “unstuck.” ● Complete revisions when necessary.
Be Well	<ul style="list-style-type: none"> ● Be attentive to your physical and mental health. ● Seek adequate sleep, nutrition and exercise. ● Seek help with your wellness whenever necessary.
Pursue Personal Best	<ul style="list-style-type: none"> ● Seek out a respectful level of challenge. ● Make a quality effort the first time. ● Take constructive risks; try new activities and approaches. ● Use feedback and setbacks to ever grow. ● <i>Seek solutions.*</i> ● <i>Keep expanding your sense of what you can do and achieve.*</i>

Responding to Student Misbehavior

CBHS students are supported to become a Responsible and Involved Citizen by learning and practicing the four related Pathways to Success: *Be Accountable (Civic Accountability)*, *Work Collaboratively*, *Build Community* and *Take Action to Better the World*.

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

~ Humanly Magazine, 2016

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

Our response to misbehavior will often involve all impacted community stakeholders in a restorative process: student, victim(s), parents, crew advisors, student body, and/or administration. By addressing misbehavior in a thorough, non-confrontational manner, we can help students to **make amends**.

Civic and academic accountability means students are responsible for their behavior and:

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

As defined by experts from Dominique Smith to Marisol Quevedo Rerucha, **Restorative practices** are a framework for understanding and responding to the actions of members in our community. It provides community members with the space and structure to connect with each other through reflection, listening, and dialogue. This approach promotes a healthy learning environment by building a culture of equity, emphasizing the importance of building community and developing healthy, positive relationships while restoring relationships when harm occurs.

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

~ CBHS Student, Spring 2017 District Survey

Community Council

The Community Council is composed of adult advisors and student volunteers who are trained to help community members take responsibility when they have done something wrong, and repair the harm that’s been done. It is designed to be a space to heal from harm. The ultimate aim is to teach rather than punish. Just as we as educators do not leave the acquisition of reading or mathematics skills to chance; we engage in explicit, systematic, and intentional instruction to ensure that learners progress socially and emotionally. We strive to move away from the traditional tools for addressing behavioral issues among students-rewards and consequences, shame and humiliation, suspensions and expulsions; at Casco Bay High School, we believe that these do not result in lasting change or a productive learning environment and thwart the development of empathy in our students. Our Community Council members see problematic behaviors as a signal that a student lacks skills for responding appropriately to difficult situations and strive to hear all sides, identify the harm caused, who was impacted, and how amends and repair can be made. Students may be referred to the Community Council by CBHS staff and administration or seek out their services for support in conflict resolution with peers.

The Three Levels of Response to Student Misbehavior

The three levels described below reflect that consistent adult responses to low-level challenging behaviors (e.g., non-compliance, disruption etc.) produce a positive school climate in which more serious infractions will be infrequent.

LEVEL 1

Student Behavior	Possible Responses
<ul style="list-style-type: none"> *Off task behavior(s) *Minor to moderate disruption *Inappropriate verbal interactions *Non-responsive to teacher direction *Inattention to classroom work *Unprepared for class *Tardy to class *Wandering 	<ul style="list-style-type: none"> *Appropriate apology *In/out of class break *Any missed work completed during Acad., Block 7 *Verbal behavior plan *Loss of privileges *Parent notification/involvement *Behavior reflected in HOWL grade *Restorative conversation

LEVEL 2

Student Behavior	Possible Responses	Automatic Responses
<ul style="list-style-type: none"> ❖ Any Level 1 behaviors continue unabated during one class or over a period of classes. ❖ Student behavior causes a major disruption to others’ learning or safety. 	<ul style="list-style-type: none"> ❖ Development of individual behavior plan with teacher and crew advisor ❖ Loss of privileges ❖ Any missed work completed during Acad., Block 7 ❖ Behavior reflected in HOWL grade ❖ Meeting with school administration ❖ Community Council referral 	<ul style="list-style-type: none"> ❖ Appropriate apology ❖ Parent, Crew Advisor and Administrator Notification ❖ Restitution

LEVEL 3

Student Behavior	Administrative Actions	Responses
<ul style="list-style-type: none"> ❖ Chronic violation of school or classroom rules ❖ Verbal aggressions or threats ❖ Possession, use or sale of alcohol/drugs or paraphernalia ❖ Damage to school or community property ❖ Physical altercations or assault ❖ Weapons possession or use ❖ Harassment ❖ Hate Speech ❖ Theft/Forgery ❖ Civil rights violations ❖ Plagiarism ❖ False alarms 	<p><u>Automatic</u></p> <ul style="list-style-type: none"> ❖ Ensure the accused student “due process,” hearing their perspective as well as gathering information and evidence from all relevant parties. <p><u>Possible</u></p> <ul style="list-style-type: none"> ❖ Notify Superintendent ❖ Seek assistance from Student Support Team ❖ Refer for functional behavioral assessment and behavior intervention plan ❖ Participate in any parent conferences and re-entry meeting ❖ Refer to Community Council 	<p><u>Automatic</u></p> <ul style="list-style-type: none"> ❖ Appropriate apology and making amends ❖ Meeting with Parent/Guardian, Crew Advisor and Administrator ❖ Restitution <p><u>Possible</u></p> <ul style="list-style-type: none"> ❖ Interagency referral such as Youth Court, substance abuse counselor or community service ❖ Mediation with victim(s) ❖ Time out of community for the remainder of the block or day ❖ Written reflections and/or research on issues related to the offense ❖ In school suspension ❖ Out of school suspension ❖ School community service ❖ Consideration for alternative educational programming ❖ Recommendation for expulsion ❖ Notify Portland Police

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

For details on the School Board's student discipline policies, please go to the “policy” link at the district website (<https://go.boarddocs.com/me/portland/Board.nsf/Public>) and view: Student Discipline (JK), System-Wide Student Code of Conduct (JIC), Student Suspension (JKD) and Drug and Alcohol Use by Students – Procedures (JICH-R)

“I can’t say enough about the students here. Just being around them was really inspiring.”
~NGLC Visiting Educator, March 2023

For the last two years, Casco Bay High School has been chosen as one of two schools nationwide to host the the NGLC’s (Next Generation Learning Challenges) “Innovative Schools Learning Excursions.” During the 2023-24 school year, CBHS hosted over 100 visiting educators eager to learn from our students and staff.

Civic Accountability

Respect for Diversity

Our community is fortunate to include people from diverse backgrounds and perspectives. Students have the opportunity to learn from their peers – and that opportunity extends to matters of language, race, gender, sexual orientation, class, religion, disabilities and cultural traditions. Students are expected to offer the same kind of respect they deserve to receive from others - and will face disciplinary consequences if not. In 2018, PPS was proud to enact a school board policy (JB) affirming the rights of our transgender and gender expansive students.

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. 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.**
 - a) *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.**
 - a) *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.**
 - a) *Treat every student, whether a PATHS senior or a CBHS 9th grader, with the same respect you accord any friend.*
- 4) **We Want You Here.**
 - a) *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 Individuals – Freedom from Harassment and Discrimination

All students have the right to attend school free from discrimination and harassment, including hate speech, sexual harassment, assault, and misconduct. We acknowledge that historical and societal biases shape our school policies, culture, and interpersonal interactions. Portland Public Schools (PPS) affirms our intention to create a climate of respect, inclusion, and equity for all. Respect, at a minimum, means an environment free from harassment.

Harassment is conduct or speech which is unwelcome, intimidating, derogatory, hostile and/or offensive, and which unreasonably interferes with a student's ability to learn or a staff member's ability to work. Bullying, cyber bullying, and hazing are forms of harassment. Harassment may be student-to-student, staff-to student, student-to-staff, or staff-to-staff. Harassment may be offensive to a person for a variety of reasons, including their 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. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. Under Title IX, discrimination on the basis of sex includes pregnancy discrimination, sexual harassment or sexual violence, such as rape, sexual assault and sexual coercion.

Reporting Harassment and/or Discrimination

Any individual who has experienced or witnessed discrimination or harassment, including sexual harassment, assault, or misconduct, based on a person's race, ethnicity, gender, sexual orientation or other protected category is encouraged to report the incident to PPS staff. All PPS faculty and staff are considered mandatory reporters under Title IX regulations or school board policy, which means they must report incidents of discrimination, harassment,

or sexual harassment to a CBHS administrator (Ms. Natarajan or Mr. Morales), the CBHS Title IX liaison or the PPS Title IX Coordinator and Student Equity Officer, Tyler Schwaller ((207) 810-6562). These staff members can provide guidance and support to any party seeking to report an incident of discrimination, harassment, or sexual harassment. The Portland School Board has adopted a policy “Harassment and Sexual Harassment of Students” as well as complaint procedures (ACAA-R). More details about the policy and complaint procedure can be accessed here: <https://go.boarddocs.com/me/portland/Board.nsf/Public>. If an individual would like to access confidential support or information before reporting to PPS (or instead of it), many community resources are also available, including SARSSM and Through These Doors. Please visit the Students Speak Up website (<https://speakup.portlandschools.org/home>) for more community resources. Harassing or discriminatory behavior is subject to disciplinary consequences up to and including expulsion. Repeat offenders can expect escalating consequences, It may also be grounds for legal action and consequences through the justice system.

CBHS Social Media Guidelines: 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...

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

2) **Do no harm to others.** Before communicating digitally about or with someone else, consider...

- *Is this my business? Am I causing drama? Am I making the situation better?*
Remember to Do No Harm.

Guideline for Group Chats

The following guidelines were designed by Cabinet and Community Council in 2022-23.

Do's	Don't's
<ul style="list-style-type: none"> ● Think about the impact the message might have on the recipient. Would you say it in person to them? ● Think about how someone else could read or interpret your text differently - before sending it. ● Put your phone down if drama is happening ● Leave a toxic chat. ● Say it in person (especially if the communication is complex). ● Be mindful that contacting someone over social media is a “mask;” when you don't have to face someone, you may be more likely to say something that you know would be wrong to say in person. ● Use group chats to lift each other up. ● Be kind ● Include people. 	<ul style="list-style-type: none"> ● Don't gossip or backbite. If they are not in the group chat, don't talk about them. ● Don't bring people into a group chat to attack them (or show them others' attacks). ● Don't assume what the tone is of a text someone else has written. ● Don't escalate. Don't fan the flames of others' drama. ● Don't say something you know will provoke or tick others off.

Respect for the Environment

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

Respect for Visitors

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

In a 2019 parent survey, 97% of CBHS respondents report “This school has high expectations for students.” The national average on this question is 82%.

Advocates and Allies

In spring 2018, the Cabinet synthesized feedback from crews’ Courageous Conversations to create the following guidelines below for being an effective advocate and social justice ally. The guidelines for allyship were updated after a Courageous Conversation in spring 2023.

Being an Effective Advocate

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

Being an Effective Social Justice Ally

1. Listen.
2. Learn as much as you can about the cause, group, or person you are trying to advocate for so that you know what you are standing up for, how to stand up for it, and how to educate others about this.
3. Reach out to the advocates to figure out what help is needed.
4. Elevate the people in the group you are supporting; do not speak for them, give them voice.
5. When you make a mistake (and we all will), own your mistake and make amends.
6. Avoid comparing any oppression you might have experienced with someone else’s.
7. Offer to connect those in need with support services, professionals and/or experts if necessary.

Academic Procedures and Accountability

Academic Accountability

What can a student do to ensure a respectful level of challenge? (See page 13 for a definition.)

CBHS teachers are committed to providing each student a respectful level of challenge. It’s part of the CBHS Instructional Compass. But there’s a lot each student can do as well.

Pursue Your Personal Best

- Recognize that struggle and hard work is OK; in fact it’s necessary for real learning.
- Be well. Attend to the wellness factors within your control (eg: eating well, sleeping adequately, fitness), so you can maximize your learning.
- Pursue personal bests with summative assessments.
- Take on Exceeds opportunities whenever possible.

Find and Use Support When Needed

- Ask questions of a peer or teacher whenever a task is unclear and persist until it is clear.
- Incorporate feedback from peers and teachers that leads to better work.
- Take advantage of second (and third) chances when possible.

Seek to Work as Independently as Possible

- Use models, examples and rubrics to push your work to the next level.
- Use “3 before me”: consider how to get help from peers and/or seek additional resources when stuck before asking the teacher.
- Be aware of what you need to learn/do next in order to advance your skills and knowledge.
- Be open to feedback that encourages independent work.

Seek Ways to Invest Yourself More Deeply into Your Work

- Capitalize on choice when offered to increase your motivation and investment to do hard work
- Seek ways to find and create joy within tasks.
- Consider why we are doing the work and how it matters to you (i.e.: personally, to the school community, to your future hopes and/or to the world).
- Consider how completing your best work will benefit your relationship with your peers, your teacher(s) and others you care about.

Communicate Your Needs.

- Communicate openly and proactively with the teacher when class work feels too easy or too difficult.

Academic Units of Proficiency (UPs) and Honors

Units of Proficiency and Course Load

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

College Grades

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

Honor Roll and High Honor Roll

Meeting the standards in a course, earning a quarter grade of 3, 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 quarter – while attempting at least five courses (excluding Crew) – will be recognized for achieving Honor Roll and have a GPA of at least 3.0. Intensives do not count as one of the five courses, but Intensives grades do count towards GPA and honor roll during the quarter in which they occur. Students who receive an INC are also eligible for Honor Roll if they earn a 3 or higher within two weeks of quarter’s end. Students with a GPA of 3.75 or higher for a quarter achieve the High Honor Roll. The HOWL grades required for a spot on the HOWL Honor Roll are parallel to the academic Honor Roll (all grades of 3 or higher). To earn a place on the HOWL High Honor Roll, a student must have a HOWL GPA of 3.75 or higher in all courses, including Crew.

With Honors

Doing work that consistently Exceeds the Standards with Honors is an exceptional achievement. It often requires completing not just more work, but different, more sophisticated and rigorous work. Students who complete the quarter with an overall grade of 3.75 or higher will be said to have completed the quarter “**With Honors**” in that course. This is noted on transcripts and reports cards with an “H” (eg: 3.75H).

Dropping a Course

After the first week of school, any student wishing a schedule change must complete a schedule change request form. This form requires a brief rationale as well as supporting signatures from the impacted teachers, the crew advisor and a parent/guardian. Courses that are dropped before the midpoint of a quarter will not show up on a student’s transcript. Courses dropped after the midpoint but before all quarter standards are met, will appear on a student’s quarter report card and permanent transcript with a grade.

National Honor Society

The National Honor Society recognizes students for exemplary scholarship, service, citizenship and character. *The following are the minimum NHS requirements for scholarship and character:*

- Starting with the Class of 2026, Honor Roll for 11 or more quarters and at least 3 times junior (or senior) year. (*For the Class of 2024, this standard will be 6 trimesters and 3 quarters. For the Class of 2025, this standard will be 3 trimesters and 7 quarters.*) In addition, NHS members must meet the standards in each and every course taken at CBHS (including common block courses).
- Achievement with “Honors” (3.75 or higher as a course grade, an “A” in a college course, 96 or higher from a HS transfer Honors course) at least 25 times – not including Intensives.
- HOW Honor Roll for 6 or more times and at least twice junior (or senior) year.
- No suspensions in the last year and no more than one suspension.
- 20 hours of documented service to the school (e.g.: tutoring)

To be eligible for application to the Casco Bay chapter, a student must be in attendance at CBHS for at least a semester. Students who transfer to Casco Bay High School as members of NHS in their previous school may be added to the CBHS chapter of NHS as soon as they earn a spot on the Casco Bay Academic and HOWL Honor Rolls and presuming they otherwise uphold the four pillars of NHS: service, citizenship, character and scholarship.

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

National Honor Society and StudyAbroad/Semester Schools

If a CBHS student chooses to study abroad or domestically for a semester or a year, s/he may not have enough time at CBHS to meet the NHS eligibility Academic Honor Roll and HOWL Honor Roll requirements. In that case, if the student has met standards in all courses during their study program, and if s/he has qualified for the Academic and HOWL Honor Roll during each trimester or quarter while at CBHS, and if the student has met all other NHS requirements, then the NHS eligibility Honor Roll requirement will be considered fulfilled.

Graduation Honors

The following academic honors will be noted in the graduation program and announced at the Senior Awards Assembly: STEM Endorsement, Seal of Biliteracy, National Honor Society and Latin honors (Cum Laude, Magna Cum Laude and Summa Cum Laude). To qualify for Latin honors, seniors must meet the following criteria.

CBHS

Cum Laude 3.25 GPA

Magna Cum Laude 3.5 GPA

Summa Cum Laude 3.75 GPA

Membership will be determined after senior year third quarter grades, but it will not be official until graduation. Any student who graduates in fewer than four years may qualify for Latin honors if their cumulative GPA meets the requirements above at their time of completing graduation requirements.

Special Report Card and Transcript Designations

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

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

Homework

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

Late Work

- 1) Late work may not be accepted for daily formative assessments (p 30) such as reading quizzes (excused absences exempted). Students will receive a HOWL grade of “1.” *
- 2) If a student has missed a formative assessment due to an excused absence, he/she can arrange to complete the missing work and potentially receive feedback from the teacher at an Acad or Block 7. If the work is acceptable, the teacher will update the HOWL grade. A grade of “3” may not be possible if the HOWL targets included being prepared for class or meeting deadlines.
- 3) Late work will not be accepted for summative assessments (p 30) * without the prerequisite HOWL work first completed and pre-approval from the teacher. Students should not expect to turn in work outside the revision window (2 weeks).
- 4) Late summative assessments are not guaranteed a revision or Exceeds opportunity.
- 5) If a student turns in a summative assessment late, students are responsible to communicate via email or in person with their teacher to:
 - a) Request the late submission AND
 - b) Inform the teacher when the work is submitted (eg:during BK 7 or Acad).

Performance-based summative assessments (eg:Beyond Borders presentation, the Public Policy symposium, Final Word) might not be accepted late or be able to be revised.

** Students who have IEPs, 504s, RTIs, MET plans (for ESOL students) may have mandated plans which allow for extended time on assignments without penalty.*

Revision

Once any summative assessment is returned, for qualifying students who have not yet met the standard, there is a two-week revision window. The class two-week revision window opens when the teacher hands back the assessment to the students. Qualifying students either:

1. Have a HOWL of at least 3 OR
2. Meet teacher expectations for a HOWL of 3 on pre-requisite HOWL work related to that assessment during the revision window.

Any qualifying student is allowed 1 revision opportunity (minimum) during the revision period. This means that students who turn in work late will likely not have the full two weeks of revision and multiple revision opportunities are **not** guaranteed. Any student who thinks they need more than the teacher feedback on the returned work in order to improve their work to “meets” should make an appointment to meet with their teacher for further guidance during Academic Support or BK 7. Any standards not met at the end of that two-week revision period needs to be met through a subsequent summative assessment, if possible, or through recursive standards.

Teachers will communicate if the highest possible grade for a revision is a 3 for certain assignments or if consequences have been imposed due to repeated academic dishonesty. Otherwise, all other grades can be revised during the window.

Performance-based summative assessments (eg: Beyond Borders presentation, the Public Policy symposium, Final Word) might not be accepted late or be able to be revised.

** Students who have IEPs, 504s, RTIs, MET plans (for ESOL students) may have mandated plans which allow for extended time on assignments without penalty.*

Reporting of Grades

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

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

Each student receives a progress report that includes an overall grade for each course. In the winter, this is replaced by a conference report including narrative feedback from each teacher.

2. During the 2nd and 3rd Quarters: *Student-Led Conferences* Students will present to their parents and crew advisor about their current level of achievement. Conference participants will review progress, strengths, and needs – and establish steps for moving forward. In 2024-5, Fall Conferences will take place November 18th & 19th, and Spring Conferences will occur March 18th & 19th.

3. Within Two Weeks After the End of Quarter: *Quarter Report Card*

Students will receive their final quarter grade and HOWL grade in each course.

Working Ethically

One of our “Character Pathways” is “Working Ethically.” ***What does this mean?***

I use technology in class for an appropriate educational purpose.	I do not use technology to waste class and learning time.*
When working collaboratively, I do my share of group work and contribute to the group’s success.	I do not let down my peers.*
I make appropriate use of peers and other resources to further my learning as permitted by the teacher.	I do not cheat by presenting others' learning and knowledge - or AI - as if it is my own.

I am honest with myself and others about what I have learned and what I have not.	I do not cheat by turning in work that contains answers obtained elsewhere that I do not understand or that misrepresents what I have learned.
Even when I am unusually stressed or behind, I turn in my own work and accept any consequences for late work.	I do not take immoral short-cuts to try to “catch up” or “get it done.”
When I am asked to complete an “on demand” and/or independent assessment, I show what I know and can do.	I do not cheat by giving or receiving unauthorized assistance from others..
When doing research, I make clear what is my own thinking and use citations for ideas and information that came from others. I give credit for any work that is not my own and when necessary, I seek the creator’s permission ahead of time.	I do not include copyrighted material or others' intellectual property in my products without the proper credit and/or permission.

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

In the Working Ethically table, shaded and bold indicates cheating or plagiarism and will result in both academic and disciplinary consequences. To plagiarize is to use and pass off the ideas or writing of another as one’s own. It is a form of stealing. When a teacher determines that a student has plagiarized, s/he will first determine if the student’s actions were knowing or ignorant; did the plagiarism occur before or after a related research skill has been taught? If the plagiarism is deemed inadvertent (e.g.: improperly cited sources), the student will be educated. If the plagiarism is deemed flagrant (e.g.: an essay copied from the Internet or a repeated offense), disciplinary and academic consequences will ensue. With confirmed incidents of cheating and plagiarism, consequences begin with a grade of “1” on the assignment and a conversation between the student, parent/guardian(s), and the principal. In cases of standard grades, the student may be asked to show proficiency on a different assessment at teacher discretion. Consequences will escalate if students repeatedly plagiarize and could include writing reflective essays, completing assessments in a proctored environment, not being able to revise/complete an assignment, or an in-school suspension.

Artificial intelligence, while an incredible invention that helps to make our daily lives better in many ways, also can prevent students from working ethically and learning to their full potential. The district has developed a set of guidelines that help students and staff maintain academic integrity with an understanding that sometimes, generative AI can be a valuable tool for learning. The guidelines can be found [here](#) and in School Board policy [JJCD, revised in June 2024](#). Teachers who suspect that a student is using generative AI in the “zones” that were prohibited on that assignment should consult the principal for appropriate measures, which could include conversations with the student and parent, re-education about generative AI, receiving a grade of 1 for the assignment, and likely being required to show proficiency on the standard on the same or different assignment, at teacher discretion. We encourage students to realize that lapses in academic integrity can affect National Honor Society, Honor Roll and HOWL Honor Roll, or recommendations for college, and/or other consequences as determined by the principal per board policy.

“Participants overwhelmingly praised Casco Bay’s ability to foster a strong community (both within the four walls of school as well as the larger community) and noted how special/unique this is. They also noted that CB offers support systems not readily available in college.”

~ Dr. Deb Sawch in her 2017 report after interviewing CBHS alumni

Attendance

The educational research is clear; regular, punctual school and class attendance is essential to a student's educational success. Students are expected to attend school every day unless they have an excused absence.

What's It Take at CBHS to Be ON TRACK for College and Career Success?

- 1) At Least 90% Attendance &***
- 2) Earning a Spot on the HOWL Honor Roll***

Excused Absences

Excused absences are defined by Maine law and School Board policy as follows: personal illness; an appointment with a health professional that must be made during the school day; observance of a religious holiday; a family emergency; or a planned absence for a personal or educational purpose which has been approved in advance by the school. *Other absences are considered unexcused and may result in disciplinary and academic consequences.*

Please report an excused absence by calling our attendance line (207-874-8270) or emailing cbhsattendance@portlandschools.org. Students may also bring a written note to the Main Office when returning to school. Students with a note, phone call or email 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.

Unexcused Absences and Academic Courses

Any unexcused absence negatively impacts your learning (and your HOWL grade); it can also be a detriment to your classmates who benefit from your perspective and collaboration. Finally, it creates an additional burden on teachers who need to figure out how to catch you up on missed instruction. Any student who has 5 or more unexcused absences in an academic course during a quarter will not be able to earn UPs in that course without 1) meeting all course standards and 2) completing an Attendance Remediation Contract. Students who meet course standards but have 5 or more unexcused absences will receive a grade of 2. The Attendance Remediation Contract must be successfully completed within the Incomplete Period that lasts two weeks after the quarter's conclusion or the 2 will become permanent. Attendance Remediation Contracts are available outside the principal's office.

Crew Attendance

Crew is, fundamentally, about being there for one another, every day. Consistent attendance is the core of the Build Community Course Standard in Crew. Your presence in crew matters and is essential to both your ability to contribute to the building of community in crew and to your benefitting from it. Consistent attendance in crew will help you function effectively on a team, develop productive relationships, and acquire the social and emotional skills necessary for lifelong success. Consistent Crew attendance helps to earn .25 UPs toward graduation each quarter. Any student with 5 or more unexcused absences to Crew in a quarter will not earn UPs in crew for that quarter. If a student meets other Crew standards, but not the Build Community standard, they would earn a 2. If all other Crew standards are met, a student may strive to earn crew UPs through an Attendance Remediation Contract one time only.

Intensives Attendance

If a student has one excused/unexcused absence during intensives week, it is still possible for a student to meet standards for the week. If a student has two excused absences, then they can either:

- a) Participate in the rest of the Intensive and not receive a grade.
- b) At teacher discretion, when appropriate, work out a plan to meet remaining standards within an agreed upon time period (2 weeks maximum). These students receive a grade of INC in the interim.

Students who miss more than one intensive day unexcused will not be able to meet standards.

Unexcused Absences that Should Be Excused Absences

If a staff member determines that an absence labeled unexcused really fits the definition of an excused absence, but that the student's family is unable to communicate that (eg: because of language or resource barriers), then the staff member will inform an administrator that the coding of the absence should be changed. If a staff member would

like to request that a series of unexcused absences should be changed, then the staff member would seek approval first from an administrator who will convey any approved changes to the registrar.

Unexcused Absences With Extenuating Circumstances

If a staff member determines that a student's unexcused absences are related to extenuating circumstances beyond their control (eg: family problems, living in abusive households, familial obligations, mental health, homelessness, etc), then the staff member can propose to an administrator that the absences in question be considered as equivalent to excused absences. The administrator will then convey any approved changes to the registrar. Unexcused absences within a student's control (eg: sleeping in, skipping school, not parent approved) will continue to carry academic consequences.

In 2023 the New Teacher Center profiled Casco Bay students in a video designed to depict what our “culture of being known, seen, and celebrated feels like, and how their academic and life goals have been impacted.”

(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.

Tardiness/Leaving Class

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

- Students who arrive late for the first class of the day should report directly to their first class. For a tardy to be excused, a student must either present to the teacher a signed note by a parent/guardian with a legitimate reason, or the parent/guardian must call the main office. “Oversleeping” will result in an unexcused tardy.
- A student who misses more than half of a class will be considered absent from that class.
- If you are unexcused absent or tardy, any classwork, homework or formative assessment work missed as a result of this absence or tardy will not be accepted and graded. Feedback and support around that work will only be available during Block 7, and the unexcused class time will be reflected in HOWL grades.
- If a student leaves class without permission and/or is out for more than 10 minutes unexcused, then the students will receive a HOWL grade of 1 and any missed work can only be made up during Block 7.
- If a student is unexcused (tardy or absent) for a summative assessment, then that work will not be accepted. See the late work policy above for more details.
- When there is a pattern of excessive tardiness, missed class time (3 or more) or unexcused absences (2 or more) of a class, including crew and academic support, there will be a tiered intervention strategy, which will always begin with communication home from class teachers and/or crew advisors. If initial interventions do not change the student's attendance pattern, then the grade-level team may ask for escalated consequences and involvement from the Student Support Team, which could include attendance contracts, parent/guardian meetings, required Block 7's, Community Council referrals, loss of extracurricular eligibility, and/or loss of academic credit.

For more details on the School Board's related student absence policies, please go to the “policy” link at the district website (<https://go.boarddocs.com/me/portland/Board.nsf/Public>) and view the following: Student Attendance/Absences/ Tardiness (JEAA) and Student Absences and Excuses (JH)

Co-curriculars

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

Co-Curriculars and X Block at Casco Bay

Casco Bay High School offers a full slate of co-curriculars on our campus. Our offerings currently include: Musical Theater, Mock Trial, Drama, House Band, Math Team, the Gay Straight Alliance, Ultimate Frisbee, Improv, One Act Play Competition, Yearbook, Model UN, DIY Club, Asian Student Union, Interact (Volunteer) Club, Black Student Union, Green Team, the Muslim Student Association, the Jewish Student Association and many more.

Most all students participate in at least one co-curricular each week – from Fitness to Literary Magazine – during our Tuesday X Block (p 40). Students can choose from over twenty X Block activities each quarter.

Students may stay in the same X Block activity for the year or switch at the beginning of a quarter. In addition, there are numerous opportunities for students to serve their school through groups such as the Junior Journey Leadership Team, Community Council (p 49), Teacher Aides, the Student Ambassadors and the School Cabinet (student government). Students may propose launching a new club or group if they see a need and there’s sufficient interest. See Mr. Morales for a proposal form.

Co-Curriculars at Deering and Portland

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

In a 2023 survey, 97% of CBHS parent respondents agreed: “the school encourages me to be an active partner in the education of my child” and “I feel welcome at this school.”

Co-Curricular Eligibility

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

1. All athletic teams, including any CBHS ultimate frisbee team.
2. Theatrical groups, math, music, and clubs when competing under MPA rules.
3. Cabinet members serving in governance positions.
4. Any other activity determined so by the School Board and administration. Students must be passing the minimum load of classes to be academically eligible to participate in athletic or co-curricular activities. Casco Bay High School students must take and pass five academic classes per quarter, excluding Crew. Eligibility and progress will be checked approximately once a month. When a grade check occurs while a quarter is still in progress, a student with a 2+ in a course and a HOWL of at least 3 will have this grade count positively towards his/her eligibility. A schedule of check-in dates will be determined annually. For 10th through 12th graders, eligibility for activities which begin in the fall will be determined by grades checked the previous June. Please note that a student’s 504 or IEP does not alter eligibility requirements.

Academic Ineligibility Process

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

athletic teams, with the exception of any required safety equipment).

- B. If a student continues to be ineligible at the end of the three-week Academic Probationary period, they will be placed on Level 1 Academic Ineligibility for an additional three weeks. During this time, the student cannot participate in any practice, games, scrimmages, competitions, tournaments, exhibition games, and/or other team/club activities. The student will not be allowed to travel with the team/club. The student is required to develop a specific plan to become academically eligible and must provide a copy of the plan to the Athletic/Co-Curricular Administrator.
- C. If a student remains ineligible at the end of the Level 1 Academic Ineligibility period, they will be placed on Level 2 Academic Ineligibility and be ineligible for the rest of the season or the duration of the activity. ***Please see the PPS Co-Curricular Handbook on the district website for further details about this policy and other co-curricular rules and issues.***

For more details on the School Board's co-curricular policies, please refer to "Co-Curricular and Extracurricular Activities" (JJ and JJ-R) after clicking the "policy" link at <https://go.boarddocs.com/me/portland/Board.nsf/Public>.

Student Services

Block Seven

On Monday, Tuesday, Thursday and (sometimes) Friday, all students are encouraged to stay for Block Seven, from 3:00-4:00pm. This block is intended for students to use for extra help, "exceeds" work, quiet study, CBHS co-curricular activities or special events. Each teacher designates at least one set Block Seven a week to work with students. Students who stay for Block Seven may use the METRO or find their own transportation home. If a student is not staying for one of the Block Seven activities listed above, they should take the bus or leave campus at 3:00pm.

Bus Transportation and Student ID's

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

Lockers

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

Lunch and Snacks

CBHS students are offered the same school lunch menu as other students in the district. Limited breakfast, snack, a la carte, salad bar and drink options are available free to all students in 2024-25. When the weather is appropriate and there is teacher supervision, students may eat outside in the front field, by the greenhouse or the basketball court. Otherwise, students eat inside, on the 2nd floor. Juniors and seniors may eat off-campus with permission. See "Off-Campus Privileges – Lunch" for details (p 68).

PPS Summer School and CBHS Summer Offerings

Portland Public Schools and CBHS offers summer school courses in English, math, social studies and science for interested students, whether they are motivated by further learning or additional UPs. The courses run weekdays in July, often for one week, similar to our Intensives. In summer 2024, over 240 students participated in summer enrichment, from Intro to Precalculus and History of the Atomic Bomb to outdoor intensives at Hurricane Island

and Burnt Island.

CBHS is “creating spaces where young people can be heard and valued for all their unique experiences. Through relationships, these young people work together with adults, co-creating an environment that fosters belonging, invites vulnerability, and enables both adolescents and adults to grow. Feeling safe, heard, and valued, in an environment rich with mutually respectful relationships, appears to foster young people’s capacity to engage in meaningful learning experiences.”

~From “All of Who I Am” by the Center for Promise (2020)

Social Work/Counseling Services

Our school social workers are **Sarah Furman** (for grades 10 and 12) and **Chloe Dulce** (for grades 9 and 11). Students also have access to Greater Portland Health counselor **Jennie Yamartino** by appointment. **Michael Hale** and **Stephanie Doyle** are our guidance counselors. They are available daily for college, school and career counseling. **Elizabeth Hampton** is our School Completion Coordinator and focuses her support on students who may need additional support to graduate.

Health Services and Procedures

We share our two part-time nurses, **Becky Bell** and **Linda Raymond**, 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 or Ms. Raymond 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 Liz Meahl will supervise self-administration of the medicine – once the appropriate permission form has been completed. Students who arrive at school with prescription medication should turn it over to the school nurse as soon as possible. Vision screening is conducted in grades 9 and 11. Vision or hearing screenings may be conducted upon request.

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

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

For more details on the School Board's related student services policies, please go to the “policy” link at the district website (<https://go.boarddocs.com/me/portland/Board.nsf/Public>) and view the following: Student Bus Code – Discipline Process (JICC-R), Student Transportation Services (EEA), Student Searches (JIH) and Administration of Medication to Students (JLCD, JLCD-E1, E2)

“Fantastic students solving problems in a supportive learning community with adults who respect all learners = CBHS!!!”

~ Maine Commissioner of Education Robert Hasson, December 2016

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, **our student governance body, the Cabinet**, will solicit feedback from the crews, and/or, if relevant, the Parent Advisory Group and the Faculty Leadership Team. The Cabinet will prioritize proposals and set deadlines for receiving feedback. The Cabinet will convene and make a decision based on the feedback and the Casco Bay vision and beliefs. Cabinet membership is as follows: principal, ten student representatives, one student chairperson, up to two faculty members, and up to two parents (one from the Parent Advisory Group). All terms will be one year except for a cabinet chairperson if elected as a junior. In past years, the Cabinet has dealt with issues ranging from the school dress code and lunch offerings to full school rituals and academic credit for co-curriculars. In addition, the CBHS student body is represented on the Portland School Board by a CBHS student who is elected each November.

In-School Rules and Procedures

Bikes, Roller Blades, and Skateboards

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

Bomb Threats

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

Cars and Student Parking

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

Dances

Dances will be held periodically during the year (*health and safety conditions permitting*), often in connection with a grade-level expedition or their fundraising needs. When and if guests are allowed, potential guest names must be submitted to the office by Thursday at 12:30 before the dance. Guests must be age appropriate and students in good standing at their own school. Students under suspension or with outstanding disciplinary consequences are not allowed to attend dances.

Dance Norms and Rules

The following norms and rules were developed in the fall of 2017 by students and faculty and later approved by

the Cabinet with the goal of ensuring dances that are safe and fun for all, including both students and chaperones.

Dance Norms

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

Dance Rules

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

Dress Code

The dress code was devised in 2016 after input from students and staff from all PPS high schools. The intent was to craft a dress code that is clear and consistent across schools and to avoid a code that is gender-biased or punitive. For many, clothes are an important part of self-expression. And we respect and celebrate the different choices of our students with their clothing. However, all students must abide by the following parameters: Student attire should include a top and a bottom (or a dress) as well as a form of footwear. Underwear is not to be exposed; bra straps are acceptable. Chests and midriffs are to be predominantly covered.

1. If part #1 of the Dress Code is violated, the individual will be asked to avoid wearing the article to school again. If the article is worn after the initial request, the student will be given school clothing and asked to alter their outfit accordingly after instructional time. If this behavior continues, it shall be considered an act of insubordination and will be disciplined as such.
2. Genitalia, nipples, and buttocks are to be covered at all times.
3. No clothing will be allowed that promotes illegal behavior, violence, gang material (i.e. colors) or drug/alcohol use or which includes discriminatory language, offensive language, or pornographic material.

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

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

Fieldwork

CBHS students often learn in and from the community. Whenever students are in the field, they are school ambassadors and are expected to represent themselves and CBHS appropriately. All school rules remain in

effect. Misbehavior on fieldwork will result in disciplinary consequences, including, potentially, losing the privilege to participate in future fieldwork. All relevant paperwork and/or permissions must be obtained in order for students to participate in field work.

Fire Drills and Other Emergency Practice Procedures

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

Fliers and Educational Exhibits

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

Food, Gum, and Drink

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

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

Gender Neutral Bathrooms

The 2nd floor bathrooms are gender neutral as of September 2018. Designated male and female bathrooms remain on the first and third floors. The Cabinet and the A to Z Alliance (an affinity group that’s been renamed the GSA) crafted the following guidelines for using the Gender-Neutral Bathrooms.

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

In-District Transfers

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

Grade Placement

Forty-One Units of Proficiency (UPs) are required for graduation in Portland Public Schools (p 7). To be on track for an on-time diploma, a student should earn at least ten UPs a year. The following describes the absolute minimum which a student must achieve in order to advance to the next grade level.

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

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

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

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

Graduation

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

Leaving School Grounds

Once students arrive on campus in the morning until 2:50pm, 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.

“N-Word” Guidelines for Students

The N-Word is the most egregious example in America of hate speech. Hate speech is a form of harassment. The use of any hate speech is a violation of our Character Framework and Civic Accountability, in particular the HOWL target: “treat each person with respect and kindness in all settings.” Because of the word’s uniquely brutal and complex history, we have devised these additional guidelines.

- The N-word when used by any non-Black person, even with positive intent, can be experienced as hate speech and will be treated as such with significant consequences. Depending on the context, consequences can range from a letter of apology to impacted parties and a research paper on the history of the word to a Community Council referral and/or suspension.
 - The N-word when used by a Black American towards another Black American is categorically different, but it is still not language appropriate for a high school setting, so students will be reminded by staff to avoid the word at school. (Our teachers will not say to a Black student who’s uttered the “n-word”: “You cannot use that word,” but they will say something such as, “Please use school appropriate language. Thanks.”)
 - We recognize that the N-word appears often in popular music. It is not school appropriate language and should not be played publicly at school by students, including at school dances.
 - If you are impacted by another member of our community using the “n-word,” please let a staff member know as soon as possible, just as you should with any kind of verbal harassment. The staff member will follow the guidelines above. The subsequent process might involve disciplinary consequences, administrators, parents, peer mediators and/or a restorative conference with the impacted parties. Any victim(s) will have the opportunity to be heard at the appropriate time and place. Do not “confront” other students about what was said, especially while still heated; seek the help of a staff member. Minimize drama; maximize justice.

“N-Word” Guidelines for Staff

- The “n-word” should not be uttered by any CBHS staff member under any circumstances. Depending on the context, consequences can range from a formal apology to required diversity training or dismissal.
- The “n-word” is an important, if despicable, part of American history. Our faculty believes it’s important for us to face history’s hard truths and issues. Consequently, the “n-word” may appear in a text or be said in a film as part of classroom study. Before this occurs, teachers will first prepare students by explaining their purpose and the context of the text and the “n-word” usage. No student will be asked to say the full “n-word” as part of a class activity.

Further “N-Word” Guidelines for Students

Why is the n-word, even when used as a term of endearment among “consenting” Black Americans, not OK for school?

1. CBHS is a place of learning, designed to prepare you to succeed in the diverse contexts outside of these walls. In most of these settings (e.g.: a college classroom, a job interview, a doctor’s office), a Black American using this word publicly would be perceived as inappropriate by the adults present. It would not be helpful and could count against that person. (And if a non-Black American used that term, they could face dire consequences.) We want every student to know and practice the cultural moves that will allow you better access to your dreams.
2. We think it’s important for all students to learn that the language you use may need to vary depending on your audience, setting and/or context. Some language that is acceptable in private and with your close friends that may not be OK in public or with a wider demographic of people. Most everyone uses a different vocabulary with their parents or in their place of worship than they do with their friends, for example. The language you use in school should reflect your more formal language.
3. We are a public school, and you never know who might be in ear-shot of your conversation - a teacher, someone’s grandmother, a college representative or a person of color who feels tense and hurt whenever hearing the n-word - so you have to “know when to say and when not to say it.”

Recognition that Language and Language Norms Evolve

We recognize that language, including a word’s meaning and how it is perceived, is ever-evolving. The guidelines above may not make sense ten years from now or one-hundred miles from here in another community. But we do think these guidelines make sense for the CBHS community right now - and that abiding by these guidelines will lead to behaviors and dispositions that will have great worth in the world beyond our community. We also commit to reviewing these guidelines as needed to make sure they continue to adequately reflect school values and the best of social mores.

Off-Campus Privileges – Academic Support

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

Off-Campus Privileges - Lunch

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

PATHS Eligibility

CBHS encourages students to take advantage of the many wonderful course offerings at PATHS. CBHS students who attend PATHS have the added challenge and responsibility of being a part of two school communities. Students can take a PATHS course as long as they are a junior or a senior in good academic standing (p 67). Other students may also take PATHS with a plan pre approved by a parent/guardian, the crew advisor and the principal. Students must maintain their “academic good standing” in order to remain in a PATHS program. This means, at a minimum, that a student is either on the HOWL Honor Roll or that they are meeting standards in every course (including PATHS) but one. Any CBHS-PATHS student not passing more

than one course (including PATHS) at the end of a quarter will be on PATHS probation. At the midpoint 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 4th quarter will not be able to take a PATHS course the following fall unless they make up missing standards/UPs through CBHS or PPS summer school. Seniors may be put on PATHS probation after any progress report if they become in danger of not graduating by the anticipated date.

PATHS Students and Dismissal

CBHS-PATHS students will attend the PM PATHS session from 11:05am and 1:25pm and then return to CBHS for BK 3/6 Mondays, Tuesdays and Thursdays as well as for Crew on Fridays. On Wednesdays, PATHS students are dismissed from their PATHS programs. 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 when leaving early from a CBHS course.

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 or repeatedly may lose sign-out privileges or be required to carry a special pass.

Personal Technology

Managing the use of cell phones, headphones (air pods) and other personal electronic devices is a part of communicating effectively. Your attention is precious, and we want it focused as much as possible on your learning and on IRL connecting with classmates and teachers, especially during classes and crew. Strive to be present and attentive to other members in the community and to recognize the impact personal technology can have on your connections to your community.

Cell Phones

- Cell phones may be used before school, between classes, during lunch, after school, but, otherwise **only** with explicit teacher permission prior to use.
- Cell phone ringers must be off during the school day.
- Parents and guardians are requested to avoid texting and calling students during the day as there can sometimes be an internal struggle for students about whether or not to answer the phone. We highly recommend emailing your students, both to decrease the immediacy of the phone request and to get students in the habit of checking email frequently. If there is an emergency, please let the office or admin know and we will assist in letting the student and teacher know that a brief phone use might be necessary.
- A cell phone is not to be visible during ANY instructional time - without explicit teacher permission first. Cell phones should be put away in a bag (not pockets) and turned off before class begins. Instructional time includes crew, school meeting and field work and may also include academic/team support.
- Students who use their phones during instructional time (e.g. in the hallways or in the restroom) should be careful to arrive back to class within the appropriate amount of time. Students should be aware that looking at their phones while “on break” often leads them to lose track of time and be significantly late to class. Students who repeatedly use their phone outside the classroom during instructional time and cannot arrive to class on time can expect similar consequences as described below, including giving the device to a staff member for the day or being required to turn in their phone to the classroom teacher before any future break.
- No photos or videos should be taken or posted by students anywhere on campus without clear permission by the subjects first.
- It is a student’s responsibility to bring their school-issued laptop and charger to school with them each day. Teachers are strongly advised not to allow students to do homework or other assignments on their phones if computers are not working. Brain breaks should also not involve phone use (e.g. Kahoots).

Headphones and AirPods

- Rules for their appropriate usage are similar to cell phones.
- AirPods (and other headphones) should not be visible. We ask students to remove them and put them away before the start of any class, including crew. (Pockets are OK for airpods.) They may only be used in class after first receiving explicit teacher permission:
 - 1) during independent work time, or
 - 2) when listening to course materials.
- AirPods may also be used before school, during lunch, after school or, with teacher permission during academic support. *Note: Due to their size and style, airpods are often lost or confused for one another. We know they are expensive, and we encourage you to leave them home or in your backpack while at school. If one or more airpods do go missing, please know that the school is not responsible for helping you to track them down.*

If a personal electronic device is used inappropriately:

- A student's HOWL grade for the class will be impacted. If the incident occurs during an assessment, it is possible that the student will be asked to come at a different time in order to complete the assessment.
- *First Offense:* The teacher will be given the device and will keep it until the end of that class time or block.
- *Second Offense:* The device will be given to the teacher and held by the teacher or an administrator until the end of the day. The teacher will also inform the student's crew advisor.
- *Third Offense:* The device will be given to the teacher who will pass it on to an administrator—who will return it to a family member once a plan is devised with the student to avoid future issues. The student will engage in a community council mini-circle with the teacher and peers to discuss responsible technology use.
- ***If a student refuses to turn over a personal electronic device (eg: phone, airpod) to a teacher when required to do so,*** the teacher will notify an administrator who will retrieve the device that day and keep it until the end of the day.
- If this happens a second time, then the administrator will return the device to a family member once a plan is created with the student to avoid future issues.
- If a student refuses to turn over a device to an administrator when required to do so, then the student will not be allowed to have the device at school until a suitable plan is created with the student, crew advisor and their family. This might involve turning in the device each day to the main office at 8:20 and picking it up at 2:50.

Personal Property

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

Prayer in School

Students are allowed to pray in school. For Muslim students wishing to pray during school hours, CBHS Muslim student leaders in concert with Dr. Ahmed and the principal will publish a set of prayer times to follow.

On occasion, if a student has conflicts during the typical prayer window, they may request to miss 15 minutes of class time within the larger prayer window. If a teacher has concerns that a student is missing class time too frequently for prayer, they should schedule a meeting with that student's crew advisor to problem-solve. Any student leaving class should follow the teacher's typical sign-out procedures and should check in with the teacher about any missed activities. The specific prayer window will be reviewed annually by staff and interested students to make any adjustments needed related to the Muslim calendar or school's daily schedule. Any CBHS student using the Prayer Room created by Fatimah Lamloom '22 as part of her senior expedition (adjacent to the Make It Happen room)) must abide by the guidelines for its use that were devised by the CBHS Muslim Student Association and are posted in the space. Students may pray independently. According to a Portland imam, males are encouraged to pray together in groups of three on Friday, but otherwise interested students are encouraged to pray independently.

Public Displays of Affection

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

“We learned about numerous examples of robust student learning at Casco Bay High School... When we spoke to students at Casco Bay, these community focused projects seemed to be the highlight of their schooling experiences.”

~Jayson Richardson et al in their book *Leadership for Deeper Learning* (2021)

Use of Physical Restraint and Seclusion

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

U. Start Ahead Students – Late Arrival or Early Dismissal

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

Weapons in School

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

Visitors and Shadowing

Although we welcome both young people and adults to view all dimensions of our school, no student may invite a visitor without the explicit permission of the school administration at least one day prior to the visit. Students interested in shadowing a CBHS student may schedule a visit through the CBHS main office or their current guidance office. PPS 8th graders typically have a designated time to visit PPS high schools in January. 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 (<https://go.boarddocs.com/me/portland/Board.nsf/Public>) and view the following: *Walking and Biking to School – Administrative Procedures (JLID-A)*, *Bomb Threats (EBCC)*, *Student Searches (JIH)*, *Student use of Cellular Phones and Other Electronic Devices (JFCK)*, *Student Dress Code (JICA)* and *Weapons, Violence and School Safety (JICIA)*.*

In a spring 2015 survey of our faculty, 100% “strongly agreed” with the statement: “I have a positive and productive relationship with the teachers with whom I work most closely.”

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. They 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 digital 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, healthy 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 their technological aptitudes.
- Practice healthy ergonomics and habits of computer usage.

"Your program is inspiring, and the students we met are amazing!"

~ Martha Harris, Chair of the Maine State Board of Education, December 2016

Appropriate Computer Use

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

1. **When a student is assigned to use a school computer, the student is responsible for its care and security at all times.** *A student who loses or destroys a school computer (or charger) will be responsible to pay for its replacement cost.*
2. **School computers should only be used for educational purposes at school.**

Student Chromebook Classroom Norms

1. Chromebooks should be stored in the case provided when not in use.
2. Chromebooks should be stored safely and should not be out when entering a classroom.
3. Chromebooks should only be taken out in class when the teacher gives permission.
4. Chromebooks should be put away when requested by the teacher.
5. When in use, Chromebooks should be kept flat on the desk. It should never be used in the student's lap during class.
6. Chromebooks should be "lids down" until the teacher says otherwise.

Inappropriate Computer Use

Our expectation is that school computers, including Chromebooks, are used primarily for learning, and during academic times, exclusively for learning. Please note: *All rules and procedures in this "Appropriate Computer Use" section related to PPS chromebooks also apply to students who choose to use their own personal laptop. Students who use a personal laptop at school and habitually or egregiously violate PPS rules for appropriate computer use may be required to use a PPS chromebook when 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. CBHS reserves the right to monitor, inspect, copy, review, and store at any time, and without prior notice, any and all usage of school devices, the computer network and Internet access, and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of Portland Public Schools, and no user shall have any expectation of privacy regarding such materials. Any user who violates this Policy may have his or her access to the computer network and Internet terminated, which Portland Public Schools may refuse to reinstate for the remainder of the student's enrollment in Portland Public Schools. A user violates this Policy by his or her own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this Policy if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated.

- 1) **Voluntary Restrictions:** Students who recognize that they are currently too distracted by the non educational capabilities of their Chromebook are encouraged to work with their advisors to put appropriate restrictions on their devices. This might include eliminating access to certain websites. The length and extent of these restrictions would be negotiated between the student and advisor (and potentially parent(s)).
- 2) **Involuntary Restrictions:**
 - a) **Misuse of Chromebooks in Class:** A student who is found by a teacher to be using his/her Chromebook for non-educational purposes during academic time will receive one warning. A second violation will be considered an offense and result in restrictions placed on the student's Chromebook by his/her advisor.

Depending on the issue, this might include eliminating access to certain websites. 1st offense: 2 weeks of restrictions 2nd offense: 1 month 3rd offense: remainder of year

- b) **Habitual Misuse of Chromebooks:** Students who are determined by evidence from teachers, advisors and/or parents to be having their learning significantly and negatively impacted by the non educational use of their Chromebooks in school and/or at home will have restrictions placed on their devices by their advisors. Evidence might range from poor course grades and HOWL grades to teacher and parent reports. Depending on the nature of the concern, restrictions might include eliminating access to certain websites and/or eliminating home access. This category of restrictions will be reviewed monthly by relevant parties, including the advisor and advisee. Before any restrictions are lifted, students must get a plan approved by their advisor about how they will avoid further misuse.
- c) **Major Offenses:** Certain student offenses with a Chromebook will result in significant disciplinary actions consistent with our Three Level Behavior System (p 49). These offenses include illegal downloads, accessing pornography, making cyber-threats, distributing inappropriate materials as well as sabotaging, abusing or being negligent with a school device. Depending on the offense, consequences may include a Community Council referral, suspension, a referral to the School Board for possible expulsion and/or referral to law enforcement.

Casco Bay High School is one of ten schools with its own chapter in the book, Schools of Opportunity (2023) edited by Adam York, Kelvin Welner and Linda Molner Kelley. The book “shares stories of public high schools engaging in the long-term and demanding work of expanding educational opportunities for all of their students... Casco Bay embraces active, inquiry-based learning and a challenging interdisciplinary curriculum that centers instruction on real community needs and the passions and interests of its diverse student population.”

The Final Word

The Final Word is a culmination to the CBHS experience. Each senior crafts and delivers 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, one adult and one peer 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

“I want to be the view when the sun is setting behind the expansive sea. Do I want to be just fine?... No... I want to be incredible.” ~Amin Mohamed, 2023

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

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

“Through... trials and moments of paradise, we grow and cast a web of connections which make up ourselves and others. We become part of each other. [I]n crew we created connections, pressuring and refining our bonds until they were complete and unseverable. Casco recognized that hardship is the best way to learn, and experiencing hardship with others is the best way to grow. [That] is why they threw us into the ocean twice.” ~ Noah Wickenheiser, 2019

“When I pack for college, I'll make sure to fill my luggage with my relationships I've had during high school that I know will last a lifetime. I'll stuff in the heart-warming memories of Movin' On Ups and sharing stories with my crew over a campfire. And I'll fold up and tuck into a front pocket the wonderful skill that Casco has taught me above all else, the skill that reminds me I will be okay no matter how far away from my family I might be - how to make a home.” ~ Maya Denkmire, 2021

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

“My advice to incoming students: ... [C]ome as you are; because no matter who you are, you will be seen, and you will have a place here.” ~ Devyn Shaughnessy, Final Word - 2022

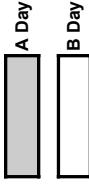
“They say our school broke the mold, but I think we just made a new one.” ~ Alex Lyscars, 2009

*“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



Casco Bay High School 2024-2025



AUGUST 2024						
M	T	W	Th	F		
				1	2	
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	PD	28	29	30	30	

27 - 29 Teacher Workdays
(0 student days)

SEPTEMBER 2024						
M	T	W	Th	F		
2*	3	F	4	5	6	
9	10	11	12	13	14	
16	17	18	19	20		
23	24	25	26	27		
30						

2 Labor Day
3 First Student Day, Grade 1-12,
Start of Q1
4 First Early Release Day- 1:50 pm
5 First Day Pre-K & K
(20 student days)

OCTOBER 2024						
M	T	W	Th	F		
	1	2	3	4		
7	8	9	10	11	12	
14*	15	16	17	18		
21	22	23	24	25		
28	29	30	31			

1 School Picture Day
11 No Teachers/No Students
14 Indigenous Peoples' Day
(21 student days)

NOVEMBER 2024						
M	T	W	Th	F		
					1	
4	5	6	7	8		
11*	12	13	14	15		
18	19	20	21	22		
25	26	27	28*	29*		

1 End of Q1; 11:50 release;
Block 7 12:20-2:50
4 Start of Q2
11 Veterans' Day
18 & 19 Conferences
22 Early-Release (11:50)
27 No Teachers/No Students
28-29 Thanksgiving Break
(17 student days)

DECEMBER 2024						
M	T	W	Th	F		
2	3	4	5	6		
9	10	11	12	13		
16	17	18	19	20		
23*	24*	25*	26*	27*		
30*	31*					

20 Early-Release (11:50)
23-31 Winter Break
(15 student days)

JANUARY 2025						
M	T	W	Th	F		
		1*	2	3		
6	7	8	9	10		
13	14	15	16	17		
20*	21	22	23	24		
27	28	29	30	31		

1 New Year's Day
2-8 Winter Intensives
20 Rev. Martin Luther King Day
24 End of Q2; 11:50 release;
Block 7 12:20-2:50
27 Start of Q3
(21 student days)

FEBRUARY 2025						
M	T	W	Th	F		
3	4	5	6	7 PD		
10	11	12	13	14		
17*	18*	19*	20*	21*		
24	25	26	27	28		

7 Staff District PD Day (No Students)
14 Early-Release (11:50)
17 Presidents' Day
17-21 February Recess
(14 student days)

MARCH 2025						
M	T	W	Th	F		
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		
31						

18 & 19 Conferences
21 Early-Release (11:50)
(21 student days)

APRIL 2025						
M	T	W	Th	F		
	1	2	3	4		
7	8	9	10	11		
14	15	16	17	18		
21*	22*	23*	24*	25*		
28	29	30				

4 End of Q3; 11:50 release;
Block 7 12:20-2:50
7-11 Spring Intensives/Junior Journey
14 Start of Q4
18 No Teachers/No Students
Tentative 3rd Storm Day
21 Patriots Day
21-25 April Vacation
(16 student days)

MAY 2025						
M	T	W	Th	F		
			1	2		
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26*	27	28	29	30		

26 Memorial Day
(21 student days)

JUNE 2025						
M	T	W	Th	F		
2	3	4	5	6		
9	10	11	12	13 L		
16	17	18	19*	20		
PD						
23	24	25	26	27		
30						

5 Graduation
13 Last Student Day, ½ Day, End of Q4
16 Last Teacher Day, if No Storm Days
16/17 Tentative Storm Days
18 Last Teacher Day, if Storm Days Used
19 Juneteenth
(10 student days)

JULY 2025						
M	T	W	Th	F		
	1	2	3	4*		
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30	31			

183 Teacher Days
(Includes 2 unscheduled days for
parent/teacher conferences per
PEA contract)
176 Student Days
3 Storm Days added

STANDARD HOURS

(unless otherwise approved & posted)

Elementary Schools:

East End, Longfellow, Ocean Avenue and Talbot:
7:40-2:10
Lyseth, Presumpscot, Reiche and Rowe:
9:00 - 3:30

Middle and High Schools:

All middle and high schools except PATHS: 8:20-2:50
PATHS: 8:00-10:30a and 11:00-1:30

Island Schools:

Cliff Island: 8:20-3:15
~ early release Fridays for CLF is 11:00
Peaks Island: 8:20-3:05
~ early release Wednesdays for PKS is 12:20

Pre-K:

Pre-K students attending district elementary
schools follow those schools' schedules.
PATHS Prek program, Youth & Family Outreach, and
Catherine Morrill Day Nursery: 9:00-3:30

No students/teachers. Other staff reports.
8/30, 10/11, 11/27, 4/18 (possibly a 3rd storm day- see below)
Holiday/Vacation

PD Teacher Professional Learning Day
(No students)

Bold Early Release Wednesdays - 1:50 pm dismissal

Early Early Release (11:50)
11/1, 11/22, 12/20, 1/24, 2/14, 3/21, 4/4

F/L First and Last Student Day

NOTE: Each school will schedule and announce four half-day
student release days for parent conferences
(two in the fall and two in the spring).

STORM DAY PLAN

1 storm day- 6/16 will be the last student day and 6/17 the last staff day
2 storm days- 6/17 will be the last student day and 6/18 the last staff day
3 storm days, 6/17 will be the last student day and 6/18 the last staff day &
4/18 will turn into a regular school day for all

Draft 8.15.24 Subject to change. Most current information can be found:
[24.25 CBHS Big Dates. https://shorturl.at/VnTW](https://shorturl.at/VnTW)

“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