Camden Hills Regional High School

Family and Student Handbook

2026-2027



Mrs. Nell Dailey, Interim Principal
Mr. Cooper Marshall, Assistant Principal
Ms. Rowena Motylewski, Interim Assistant Principal
Mr. Jeff Hart, Athletic Director

2023-27 STRATEGIC PLAN SUMMARY

MISSION STATEMENT: Be Kind. Work Hard. Keep Learning

CORE VALUES:

P **PERSONAL RESPONSIBILITY:** developing and practicing integrity by owning one's decisions and actions.

R **RESPECT:** recognizing and valuing other ideas, people, and our environment.

I **INTERDEPENDENCE:** acting with an understanding of social responsibility to the larger community and the environment.

D **DRIVE:** pursuing personal excellence with perseverance.

E **EMPATHY:** feeling and showing compassion for others.



BELIEFS ABOUT LEARNING:

We believe that the best learning occurs when students and staff....

- Are emotionally and physically safe.
- Have supportive relationships.
- Are valued.
- Have access to appropriate support and resources.
- Experience meaningful learning.
- Have an active role in the school community.
- Extend their learning beyond the school walls.

COMMITMENTS TO STUDENTS:

We will do our best to:

- Provide an outstanding academic, social, and emotional education to prepare you to reach your goals.
- Offer multiple pathways to cultivate your passions, aspirations, and sense of joy.
- Promote a culture of belonging.
- Inspire and empower you to have a positive impact on your community.

STRATEGIC PLAN FOCUS AREAS

Adapting to Rapid Change

We will prepare students and staff to continuously adapt to the rapidly changing global landscape.

Experiential Learning

The district will increase opportunities for hands-on, minds-on, real world learning.

Sustainability

District programs, investments, operating procedures, and practices will support current needs without compromising future generations.

Well-Being

The district will provide and integrate strategies that support student and staff emotional, social, and physical well-being.

Equity

Each member of our school community will be included, engaged, and supported in our programming, opportunities, and culture.

TABLE OF CONTENTS

. Administration

Strategic Plan	2
Getting Started	4
Calendar	5
CHILLS Community Time	6
Standardized Testing Dates	6
FAQs	7
Communication	8
Messages for Students	8
School Cancellations/Remote Days	8
Schoology/PowerSchool	9

B. Academics

Grading and Reporting	10
Academic Recognition/GPA	10
Academic Honesty	11
Academic Eligibility	11
Course Change Procedure	12
Home Schooling	13
Independent Work	13
Requests for Assignments	14
Remote School Days	14
Graduation from High School	14-19
Graduation Endorsements	19-20

C. Programs and Services

Athletics/Co-Curricular Activities	21
Concussion information and Transportation	22
Class Activities and Dues	22
Cooperative Education	22
Counseling Department	23
Food Services	23
Gifted & Talented Program	23
Health Services	23-24
Information Technology	24
Intercultural Program	24-25
Library	25
L.I.F.E. Program	25
Midcoast School of Technology	25
Multi-Tier Support Systems	25
Special Education	25
Student Parking	26
Student Privileges	26
Visitors and Volunteers	27
Washington Trip	27
Work Permits	28
Zenith Alternative Education	28

D. Attendance

Attendance Policy & Procedures	29
Activities on Cancelled School Days	30
Dismissal Due to Building Threat	30

E. Student Conduct and Discipline

Student Code of Conduct	31
Discipline Philosophy & Procedures	31-34
Compulsory After School Discipline	34
Bullying & Cyberbullying	34
Bus Conduct	35
Care of School Property	35
Debts	35
Dress Code	35-36
Personal Electronic Devices	36
Washington Trip	36

F. Five Town CSD Policies 37

	Foundations/Basic Commitments
AC	Nondiscrimination/Equal Opportunity
ACAA	Harassment & Sexual Harassment
ACAA-R	Student Discrimination& Harassment
ACAD	Hazing
GBEB	Staff Conduct With Students
ADC	Tobacco Use and Possession
	Support Services
EBCC	Bomb Threats
EBCB	Emergency Drills
ECAF-E	Notice About Security Camera Use
ECB	Pest Management Policy/Notification
	Instruction
IKA	Grading & Reporting Grades
IK	Student Achievement
IKC	Transcripts
IJNDB	Student Computer & Internet Use
IJNDBR-R	Student Computer & Internet Use Rules
IJNDBR-P	School Provided Computer Use Procedure
IJOA-A	Washington Trip
ILD	Student Surveys
IMG	Animals on School Premises
	Students
JRA/JRA-E	Student Educ. Records/Annual Notice FERPA
JICK	Bullying and Cyberbullying
JICH	Misuse of Chemical Substances
JL	Student Wellness
JLCD	Administering Meds to Students
JLCB	Immunizations of Students
JLCDA	Medical Marijuana in Schools
JEGE-L	Out of State Competition
JEAA	Student Attendance, Absences &Tardiness
JEA	Compulsory Attendance/Truancy
JFCK	Student Use of Electronic Devices
JFCK-R	Rules for Student Use of Electronic Devices
JK	Student Discipline
JKAA	Use of Physical Restraint and Seclusion
JIH	Questioning and Searches of Students
JICI	Weapons, Violence and School Safety
KI	Visitors To The School

POLICY MANUAL

The procedures in this handbook are based on CSD policy. If there is a conflict between the handbook and policies, district policy governs. A copy of the complete CSD Policy Manual is located on www.fivetowns.net (click on *School Board*, then *School Board Policies*).

GETTING STARTED

Building Hours: The high school building is open on school days from 7:00 am until 10pm. Early arriving students are welcome to relax in the café until school starts. The café opens for breakfast at 8:15am. The main office is open from 8:00 am until 4:00 pm, Monday-Friday. Weekend building hours vary depending upon scheduled events and sports practices.

Start/End of School: On regular days, classes begin at 8:45am and end at 3:15 pm. On Early Release Wednesdays, classes end at 1pm.

Daily Schedule: CHRHS uses a two-day four block schedule for classes. Each day is either a red day or a white day, and classes typically meet on one or the other day. Bell Schedules are posted on our website. Please see the school calendar for the Red/White day schedule. For alternative schedules, please see the schedule section.

Transportation: Bus transportation to and from CHRHS is available to all Five Towns students. Bus transportation to and from MCST is available to all CHRHS students. Five Towns routes are posted on our website. Please contact the Five Towns Transportation Director at 236-3358 if you have questions or concerns for MSAD28 routes. For Union 69 routes, please contact Luce Transportation 542-1596, and St George transportation 542-6349. Check in the main office for more details.

Student Drop off/Pickup and Entering the Building: The driveway around the building is one way. Due to increased traffic flow, parents cannot utilize the main entrance visitor parking loop for morning drop-off and afternoon pick-up. Instead, parents will drive around the building and pick-up/drop-off on the sidewalk closest to the Strom Auditorium.

Dismissal at the end of the school day starts at 3:15pm. However, student pick-up will be delayed until 3:30pm so that we can prioritize the departure of our buses and student drivers. Once the student parking lot is clear and our first round of buses have left, we will resume student pick-up.

All exterior doors are locked during the school day; however, prior to school, students may enter the building by scanning their ID card at the main entrance doors in the morning. Students should only be entering through the main entrance doors during the day. Students may exit through the main entrance during the school day. Visitors must ring the doorbell at the main entrance to gain entry.

Parking: Student drivers need a parking sticker and must park in the student parking lot. Stickers are available in the main office. Visitors are welcome to park in the visitor parking lot just across from the main entrance.



ID Cards: All students are issued an ID card at the beginning of the school year. Students are expected to carry this card with them at all times to gain entry to the building during open hours, access their meal account in the café, and print documents. Please notify it@fivetowns.net about lost ID cards or if the card doesn't work.

Lockers: Students who would like a locker should first find a locker that is convenient for them and bring the locker number to the main office for a locker assignment and lock combination. The school reserves the right to inspect any locker to maintain the integrity of the school environment and to protect other students.

Camden Hills Regional High School

2026-27 School Calendar

Grades 9-12

JULY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	TP	22
23	W	W	W	FO	28	29
30	31					

August 21	Teacher Prep Day
August 24	Workshop Day - CD
August 25	Workshop Day
August 26	Opening Day Workshop
August 27	Freshman Orientation

SEPTEMBER (20)

S	M	T	W	T	F	S
		O	2	3	X	5
6	H	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	ER	24	25	26
27	28	29	30			

OCTOBER (19)

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	W	10
11	H	13	14	15	16	17
18	19	20	21	22	C	24
25	26	27	ER	29	30	31

September 1	First Day of School
September 7	Labor Day
September 23	Early Release for Prof Dev (1:00)
October 9	Workshop Day
October 12	Indigenous Peoples' Day
October 23	Parent Conferences
October 28	Early Release for Prof Dev (1:00)

NOVEMBER (17)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	H	12	13	14
15	16	17	ER	19	20	21
22	23	24	X	H	X	28
29	30					

DECEMBER (16)

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	ER	10	11	12
13	14	15	16	17	18	19
20	21	22	X	X	H	26
27	X	X	X	X		

November 6	Quarter 1 Ends
November 11	Veterans Day
November 18	Early Release for Prof Dev (1:00)
November 25-27	Thanksgiving Break
December 9	Early Release for Prof Dev (1:00)
December 25	Christmas Day
Dec 23 - Jan 1	Holiday Break

JANUARY (19)

S	M	T	W	T	F	S
					H	2
3	4	5	6	7	8	9
10	11	12	ER	14	15	16
17	H	19	20	21	ERH	23
24	25	26	27	28	29	30
31						

FEBRUARY (15)

S	M	T	W	T	F	S
	1	2	ER	4	5	6
7	8	9	10	11	ERH	13
14	H	X	X	X	X	20
21	22	23	24	25	26	27
28						

January 1	New Years Day
January 13	Early Release for Prof Dev (1:00)
January 18	Martin Luther King Jr. Day
January 22	Quarter 2 Ends
January 22	Early Release (12:15) PM Teacher Prep
February 3	Early Release for Prof Dev (1:00)
February 12	Early Release (12:15); 1/2 Teacher Day
February 15	Presidents' Day
February 15-19	Winter Break

MARCH (23)

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	ER	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL (17)

S	M	T	W	T	F	S
				1	2	3
4	5	6	ER	8	9	10
11	12	13	14	15	ERH	17
18	H	X	X	X	X	24
25	26	27	28	29	30	

March 17	Early Release for Prof Dev (1:00)
April 2	Quarter 3 Ends
April 7	Early Release for Prof Dev (1:00)
April 16	Early Release (12:15); 1/2 Teacher Day
April 19	Patriots Day
April 19-23	Spring Break

MAY (20)

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	ER	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	H					

JUNE (9)

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	H	19
20	21	O	W/TP	24	25	26
27	28	29	30			

May 12	Early Release for Prof Dev (1:00)
May 31	Memorial Day
June 4	Graduation
June 17	Washington Trip Departure
June 18	Juneteenth Observed
June 22	***Last Day of School** (5 built in snow days)
June 23	1/2 Workshop; 1/2 Teacher Prep

FO= Freshman Orientation
O = First/Last Day of School
W = Workshop Day (No School)
H = Holiday (No School)
X = Vacation (No School)

ERH= Early Release Half Day (12:15 Dismissal)
ER= Early Release (1:00 Dismissal)
C = Parent Conferences (No School)
TP = Teacher Prep Day (No School)

Approved by CSD board on 2/4/2026
Revised 5/26/26

***For every snow day not used subtract a day from last day of school (5 snow days are built in)**

***If there is a delayed start on an Early Release day, the early release will not occur.**

GRADE CHECKS

Grade checks for eligibility will be made on the following dates:

Sept 28 · Dec 14 · Jan 22 · Mar 26 · Apr 30

CHILLS COMMUNITY TIME

CHILLS Community Time is scheduled for non-early-release Wednesdays, directly after 1st period. This time will be used for community assemblies, class meetings, advisory activities, clubs, meetings, or academic interventions. All students are expected to attend CHILLS Community Time activities.

Please go to our website for up-to-date daily bell schedules or flip to the schedule section of this handbook

STANDARDIZED TESTING DATES

Students who need financial assistance with exam fees should contact their counselor.

PSAT

10/28/2026

Optional, offered at no cost to students

SAT

8/22/26	SAT Only @CHRHS
10/03/26	SAT Only @CHRHS
11/07/26	SAT Only @CHRHS
3/06/27	SAT Only @CHRHS

Seniors should utilize the first two test and registration dates in order to meet admission deadlines.
SAT standard registration fee is $68.

Advanced Placement

First two weeks in May

A complete schedule of AP exams offered at CHRHS is available in the Counseling Office.

For more info on the PSAT, SAT & AP, go to www.collegeboard.org

ACT

For more information on the ACT, go to www.actstudent.org

ASVAB

Armed Services Vocational Aptitude Battery

STUDENT LEADERSHIP

CLASS 2027		CLASS 2028		CLASS 2029		CLASS 2030	
President	Seren Landfair	**President**	Sam Bernadino	**President**	Liv Domareki	**President**	TBD
Vice President	Carver Heyniger	**Vice President**	Isabel Fitch	**Vice President**	Lila Efird	**Vice President**	
Secretary	Zev Whitcomb	**Secretary**	Grant Morrison	**Secretary**	Emma Killough	**Secretary**	
Treasurer	Graham Stoughton	**Treasurer**	Maggie Efird	**Treasurer**	Mia Summers	**Treasurer**	

STUDENT COUNCIL

Abigail Botley	Marian Johnston	Freddy Burnaska	TBD
Emme Felton	Alice Lindquist	Eliza Gallant	
Tully Glick	Adelaide Lock	Ainslie Clemens	
Sophia Popli	Ami Wolovitz	Magdelena Harbaugh	
Lillian Shackelford		Farah Olanrewaju	

STUDENT SCHOOL BOARD REPRESENTATIVES

Seren Landfair	Ethan Lantz	TBD	TBD

All staff can be reached via email, firstname.lastname@fivetowns.net

IF YOU HAVE QUESTIONS:

Administrative Office
ext. 3254, Nell.Dailey, Interim Principal
ext. 3257, Rowena.Motylewski, Asst. Principal; ext. 3259, Cooper.Marshall, Asst.Principal;
ext. 3260, Bethany.Ward, Exec. Asst.

Affirmative Action and Harassment Issues
ext. 3260, Administration; ext. 3361, Counseling Office; 236-3358, Jaime.Stone, Asst. Superintendent

Athletic Schedules
236-7800, select option 2

Athletic concerns
ext. 3414, Jeff.Hart; ext. 3265, Amy.Clevette

Attendance Matters
ext. 3262, Janelle.Brooks

Band Participation and Events
ext. 3294, Craig.Ouellette

Bus or Transportation Issues
236-3358, ext. 4307, Maggie.Massengale

Chorus Participation and Events
ext. 3295, Drew.Albert

Community Education Department
ext. 3274, Elyse.Socker

Counseling or Guidance Issues
ext. 3355, Colin Malone; ext. 3361, Nina.Christie

Disciplinary Issues
ext. 3257,Rowena.Motylewski; ext. 3259,
Cooper.Marshall

Enrollment, Transcripts, Grades
ext. 3358, Jessica.Hoppin, Registrar

Gifted and Talented Program
ext. 3240, Sara.Cole

Intercultural Program
ext. 3322, Mark.Wallace

Library Services
ext. 3272, Heidi.Kopishke

Newsletter, Windjammer News
ext. 3263, Shaunna.Brown

Nurse, Medical Records and Health Services
ext. 3250, Kim.Nicolet

Scheduling the Strom and other rooms in the building
ext. 3263, Shaunna.Brown

Scholarship Information
ext. 3358, Jessica.Hoppin

School Psychological Provider
ext. 3350, Iride.Piechocki

School to Career, Midcoast School of Technology
ext. 3351, Laura.Overlock; 594-2161, MCST office

Special Education Services
236-3358 ext. 4310, Jessica.Yates

Technology Issues
ext. 3690, IT Help Desk, it@fivetowns.net

Zenith
236-3358, Mae.Applegate

Any concerns that remain unresolved; call 236-7800 and ask for the Principal, Nell.Dailey. Issues not resolved by talking with the Principal; call 236-3358 and ask for the Superintendent, Dr. Leigh Anne Neal.

GENERAL COMMUNICATION

Change of Address: The main office must be notified immediately of any changes in mailing or physical addresses, phone numbers and email addresses. Call 236-7800, or email CHRHSmain@fivetowns.net

Parent Notifications: CHRHS uses an automated communication system to notify parents and students of school cancellations, emergency situations, student attendance issues, events, testing and special announcements. Contact preference changes for this system may be made using the PowerSchool Parent Portal, or by calling the main office at 236-7800. For more information see **POWERSCHOOL** below.

Five Town School Board: contact the school board at CSD.board@fivetowns.net.

School Website: The CHRHS website includes information on school events, calendars, Counseling Department news, sports news and forms, the current Windjammer News newsletters and links to academic department information. You can also find us on Facebook, *www.facebook.com/camden.hills.regional.hs/*, or check out the Facebook feed on our website home page.

Monthly Newsletter: *The Windjammer News* is published by the main office and is emailed to all parents, as well as being posted on our website. Contact Shaunna.brown@fivetowns.net with questions.

Report Cards: Report cards are issued quarterly and are emailed home for Quarters 1, 2, and 3. Quarter 4 report cards are emailed home along with a transcript. Grades may be viewed anytime on Schoology. For more information, see **SCHOOLOGY** below. Please contact the Counseling department if you have questions about report cards or transcripts. To request an official transcript, go to our website and click on Student Services and then Counseling, or call 236-7800, ext. 3361.

Faculty Contact: Faculty members have specific e-mail addresses and phone extensions. Parents are encouraged to communicate with faculty via email during the school day in order to minimize classroom disruptions.

All staff members may be reached via e-mail using: firstname.lastname@fivetowns.net

FORMS/CONTACT INFO

For emergency preparedness, it is imperative that we have updated contact information for every student.

Parents have two options for completing Back to School forms every year to ensure their contact information is correct:

1. Back to School forms may be found online using the Online Forms Update page through a link that is emailed in August.
2. Paper copies of the forms will be distributed in Advisory on the first day of school for students whose information has not been completed online. Bring completed forms to the main office.

Payment for class dues and lunch accounts may be made in the main office with cash or check only, or online at **https://linqconnect.com/main** with a credit card. Paper copies of all forms are available in the main office.

MESSAGES TO/ITEMS FOR STUDENTS

Messages and items for students may be called/brought into the main office, students are paged during passing times. Students will not be called during class except in the event of a family emergency.

SCHOOL CANCELLATIONS/REMOTE SCHOOL DAYS

In the event that school must be canceled or released early, a brief message relating to the closure or early release will be posted on our phone system and our website, and parents will receive an automated call, text and email. In the case of school cancellations, parents will be notified whether the day is a Canceled School Day or a Remote School Day. On a Remote School Day students will complete the school day at home, and the day counts as a school day. A Canceled School Day means that there is no school; the day does not count as a school day and must be made up at the end of the year. **When school is canceled or in the case of a Remote School Day, the color of days does not change on the school calendar and students are expected to be prepared for classes held on the next school day.** Please go to our website to see the Remote School Day Bell Schedule and go to Attendance for information about attendance expectations on Remote School Days.

SCHOOLOGY

Schoology is the program CHRHS uses to maintain and manage access to student grades, grading rubrics, assignments and more. For information about attendance and to add or delete contacts to/from the automated call system, see **POWERSCHOOL** below. Parents can access Schoology by opening a preferred web browser and entering *https://app.schoology.com/register.php*. Do not enter "www" in front of the address.
The *Sign in to Schoology* page appears.
If you already have an account, enter your email address and password. Click on ***Log In***.
If you need to set up an account, you must have the Schoology Parent Access Code for at least one of your students enrolled at CHRHS. If you have additional students you want to associate to your parent account, you will also need Parent Access Codes for those students as well. Parent Access Codes will be sent home in the late summer before the beginning of school for incoming ninth graders.

1. Click on the gray ***Parent*** button and enter your Schoology Parent Access Code.
2. Fill in your contact info, name, preferred email and click on ***Register***. The Schoology home page will appear, and you'll see your name in the top right corner. Use the dropdown box next to your name to select your student's name.
3. Click on ***Courses*** on the top tool bar to view individual course materials, assignments, resources, and more.
4. Click on ***Grades/Attendance*** in the left-hand menu column to view student grades. Note that attendance info is not available on Schoology.
5. If you have additional students that you wish to link to your account, click on the dropdown arrow next to your name again. Select the option to ***+Add Child.*** Enter the Child Code for the student you'd like to add to your account. The Child Code is another term for Parent Access Code. The code should look similar to 1A2-BC3- 4KD5. Click on ***Use Code***. Once you have added all your students, you will not need the Parent Access Codes again.

Questions or concerns about Schoology access should be directed to the main office. Questions or concerns about student grades should be directed to the appropriate teacher.

POWERSCHOOL

PowerSchool is the database that CHRHS uses to maintain and manage access to student, staff, and class schedule information. The PowerSchool Student and Parent portal allows parent access to attendance information and emergency contact preferences. For information about grades, class assignments and rubrics, see **SCHOOLOGY,** above.
Parents can access PowerSchool by opening a preferred internet browser and entering *https://fivetowns.powerschool.com**.***
Do not enter "www" in front of the address. The *Student and Parent Sign In* page appears.
If you already have an account, enter your username and password (available in the main office if you've lost them). Both of these entries are case sensitive. Click on ***Sign In***.
If you need to set up an account:
You must have the Access ID and Password for at least one of your students enrolled at CHRHS to create your parent account. If you have additional students you want to associate to your parent account, you will also need Access IDs and Passwords for those students as well. Access IDs and Passwords will be sent home in the late summer before the beginning of school for incoming ninth graders.

1. Click the ***Create Account*** tab. The *Create an Account* page appears.
2. Click on ***Create Account***. The *Create Parent Account* page appears.
3. Fill in your contact info, name, preferred email, desired username, password etc. and click on ***Enter.***
4. The *Student and Parent Sign In* page appears. Enter the Username and Password that you chose when you created the account; click on ***Sign In***. You are now in PowerSchool and can see your student's attendance information and you may add or delete contacts to/from the automated call system.
5. If you have additional students that you wish to link to your account, click on ***Add Student.*** Enter the Access ID and Access Password for the student you'd like to add to your account. Once you have added all your students, you will not need the Access IDs and Access Passwords again.

Questions or concerns about PowerSchool access or information should be directed to the main office or the counseling office.

B. Academics

Call or visit the CHRHS Counseling department if you have questions about registering for classes, course changes, post- secondary planning and other academic issues. All students are assigned a counselor and appointments may be made by contacting the department at 236-7800 x3361, nina.christie@fivetowns.net.

GRADING AND REPORTING

Grading

93-100	Honors
85-92	Above Average
77-84	Average
70-76	Below Average
0-69	Failing

Grade Reporting

CHRHS employs a consistent system of grading that reports student learning progress and achievement using a numerical system from 0 to 100. Teachers use rubrics and scoring guides to assess student learning on individual assessments.

Proficiency Reporting

Proficiency Levels in cross-curricular and academic courses and other learning experiences defined in the district's Multiple Learning Pathways policy will be recorded as proficient or not yet proficient.

For more information, see CSD policy IKA, Grading and Reporting

Honor Roll

High Honors: 93-100, Honors: 85-92.

The honor roll will be determined 2 weeks following the close of grades. Any student receiving an incomplete will not be listed until the incomplete is made up and the student qualifies for the honor roll. Incompletes are offered for extenuating circumstances and extend the grading period for 2 weeks only.

ACADEMIC RECOGNITION: LATIN HONORS AND GRADE POINT AVERAGES

CSD Policy NEPN/NSBA IKD

CHRHS uses a system of Latin honors and numerical-based weighted Grade Point Averages to award academic recognition and distinction. Using a system familiar to prospective colleges and universities, Camden Hills Regional High School does not rank order students based on relative performance, but awards Latin honors based on individual achievement as measured against consistently applied grading standards.

Latin Honors The categories of academic distinction awarded at graduation are as follows:

Summa Cum Laude (with highest honors)
Magna Cum Laude (with great honors)
Cum Laude (with honors)

Grade Point Average

CHRHS will employ a consistent system of grading and scoring that will produce a cumulative weighted Grade Point Average (GPA) for each student. The weighted Grade Point Average will be reported on the official Camden Hills Regional High School transcript and will be used to determine Latin honors in accordance with the following categories:

Summa Cum Laude: a minimum weighted GPA of 98 or above
Magna Cum Laude: a minimum weighted GPA of at or above 95 and below 98
Cum Laude: a minimum weighted GPA of at or above 90 and below 95

Grade Weighting

The Five Town CSD School Board wishes to acknowledge students who strive for academic excellence by taking the most challenging courses available to them rather than choosing easier courses in which they are more likely to earn higher grades. Accordingly, weighted GPA will be utilized as the measure for all academic distinctions, including but not necessarily limited to Latin Honors, top ten for State of Maine recognition, and National Honor Society. The only manner in which weighted grades will be reported is on a student's transcripts as weighted GPA. Only Camden Hills Regional High School courses and MCST grades will be factored into a student's GPA. The weighted grading formula is as follows:

For AP courses, a weighting factor of 1.10

For Honors courses, a weighting factor of 1.05

For college prep courses, a weighting factor of 1.00

ACADEMIC HONESTY

CSD Policy NEPN/NSBA Code: IKAE

CHRHS students are expected to apply themselves and work to the best of their abilities within the guidelines of class policies, school policies and general honesty. Unless working on a group or paired assignment, students are expected to complete their own school work—including tests, quizzes, homework, papers, projects or any other graded assignment. Plagiarizing, copying, or in other way misrepresenting individual academic performance is considered a breach of the academic honesty policy. The following guidelines will be used to sanction students when there are clearly documented cases of academic dishonesty. Cases and consequences of academic dishonesty are cumulative through a student's high school career at CHRHS.

First offense – Once the teacher confirms a student violated the Academic Honesty policy, the teacher will notify the student's parent/guardian and the Administration. If warranted by the teacher, the student will be allowed to make up the assignment. Final grade on the made-up assignment will be determined by multiplying the points the assignment was worth by .69 (e.g., if a student was granted permission to make up a quiz that was worth 10 points and the student got all the answers correct, the recorded grade would be a 69%). The teacher also has the discretion of using the grading comment "Student's Grade Lowered due to Academic Dishonesty" on official grade reporting documents. The case of academic dishonesty will be logged in the student's disciplinary record.

Second offense – The student will receive a zero on the assignment. The student's parent/guardian will be notified. The student will be referred to the Administration and will be subject to disciplinary action. Academic dishonesty will be logged in the student's school disciplinary record. If the second case of academic dishonesty occurs in the same class, the administration reserves the right to remove the student from the class with a grade of Withdraw Failure.

Third and subsequent offenses –The student will receive a zero on the assignment. The student's parent/guardian will be notified. The student will be referred to the Administration and will be subject to disciplinary action. Academic dishonesty will be logged in the student's disciplinary record. The administration reserves the right to remove a student from the class in which the infraction occurred with a grade of Withdraw Failure.

ACADEMIC ELIGIBILITY FOR ACTIVITIES

CSD Policy NEPN/NSBA Code: JJA-AE tbd

The Five Town CSD School Board recognizes that research has established that participation in extracurricular and co- curricular activities has broad and lasting benefits for students. These benefits include: an increase in academic achievement; an increased commitment to school and school values; dropout prevention; more consistent attendance; heightened aspirations for continuing education beyond high school; and providing a "safety net" for marginal students.

Therefore, the Board views the availability of these activities to students as essential to a good educational program. The Five Town CSD Board of Education believes that extracurricular and co-curricular involvement is an integral part of a student's total educational program, as it forms a connection between the student and the school community and nurtures each student's special interests and abilities.

Participation in extracurricular and co-curricular activities is a privilege and carries with it certain academic responsibilities. Extracurricular/co=curricular participation is defined as involvement in any school-sponsored organization or activity, including class organizations, clubs and athletic teams. The following are the procedures for determining students' extracurricular and co-curricular academic eligibility:

- Grades will be checked at the end of each quarter and four weeks into each quarter.
- Any student failing one or more classes at grade check will be placed on academic probation for two calendar weeks.
- During that time the student can fully participate in all aspects of any sport or extracurricular and/or co-curricular activity
- After two calendar weeks, the student must be passing all classes. If not, the student becomes ineligible until a time when he / she is passing all classes.
- Students who are determined to be ineligible must confirm eligibility with the Athletic Director or the club/activity advisor once they are passing all classes.

For athletics, plays, clubs and musicals, if a student becomes ineligible, he / she may practice with the team / cast and attend club meetings. The student will not be allowed to participate in any performances, scrimmages, exhibition, regular season, or post-season contests or club events. Nor will he / she be allowed to travel to away games with the team.
Incompletes are treated the same as failures unless otherwise determined by administration. All other MPA minimum academic eligibilities will also apply.

GRADE CHECKS

Grade checks for eligibility will be made on the following dates:

Oct 2 · Nov 6 · Dec 11 · Jan 29 · Mar 5 · Apr 9 · May 14

COMPULSORY COURSE LEVEL CHANGES

CSD Policy NSBA/NEPN Code: JG

PURPOSE: To establish conditions and procedure requiring level changes from AP and/or Honors to College Prep within an academic year.

CHRHS faculty and staff value student choice in course selection and encourage students to select the most rigorous courses for which they meet established prerequisites. Maintaining the integrity of AP and Honors level courses is of equal importance, however, and at times requires students to change levels if they are not adequately performing in an AP or Honors level course.

If a student enrolled in an AP or Honors course earns lower than a 76 average at the end of the first quarter, the teacher will notify the student's school counselor and also arrange a meeting with the student, parent, teacher, and school counselor to review the student's progress and establish an improvement plan. If the student does not meet the minimum 76 average in more than one AP or Honors class, the school counselor will assume responsibility for convening a collective meeting of teachers, student, parent, and school counselor.

If the student does not earn a minimum 76 second quarter grade in each class for which a meeting was convened, s/he will be required to change to the equivalent College Prep course for the upcoming semester, provided that an equivalent course is available and can be scheduled without significant disruption to the existing schedule.

The building administration reserves the right to amend this expectation on the basis of teacher recommendation or mitigating individual circumstances. The decision of the building administrator shall be final.

Course Change Procedures

Action	***Period of Time***	***Requirements***	***Important Comments and Notes***
Selecting courses	Month of December prior to school year	* 8th grade Academic Placement Summaries for freshmen entering high school **See prerequisite requirements for classes in CHRHS Course Guide*	
ADD/DROP	S1: The first 3 Red Days and 3 White Days. S2: The first Red Day and the first White day. (ADD/DROP PERIOD)	*Parent permission if necessary *Students must present solid rationale for the course change	Acceptable rationale can be: *Scheduling errors/conflicts *Final summer school adjustments *Misplaced levels *Disability-based or health needs *Graduation requirement needed *Student has previously failed a course with the same teacher *Receiving teacher will be notified through their grade book on PowerSchool and/or by presentation of new schedule from student.
Adding courses	Within 3 weeks for semester classes and 5 weeks for full year classes	*Students must present solid rationale for the adding of a class	*The receiving teacher will be notified through PowerGrade and/or by presentation of new schedule from the student and/or communication from the counselor. *Classes can only be added if there is room in the class based on the "Class Size" policy. *If a student is adding a class within the deadlines, and class size allows for it, permission from receiving teacher is not needed to add the class. *Student will be responsible for making up any missed work once they've entered the class.
Dropping Semester or Full Year Courses	After ADD/DROP PERIOD, and up to one month. After that, WP/WF will be entered.	* Students must present a solid rationale for dropping a class (includes academic or elective class). Signatures on Course Change Permission Form: *Present Teacher *Parent (or phone call/email) *Administrator as needed	*Students need to discuss their reasons for wanting to drop a class with the teacher prior to dropping. *Student needs to get signatures/permission, return books and/or materials before the change is made. *After the first five weeks of a full year or semester class beginning, a withdrawal grade will appear on the transcript and no credit will be awarded. See "Late Withdrawal Procedure" for beyond this time frame. *A student **cannot** drop if dropping will result in carrying fewer than five classes per semester or six credits for the year. *Teacher must report withdraw pass/withdraw fail and numerical average on drop form

Changing Levels (Semester or Full Year Courses)	SEE POLICY JG on District Website	Signatures on Course Change Permission Form: *Present Teacher *Parent (or phone call/email) *Administrator as needed	*Change of levels will be done if students demonstrate clearly that the level they are seeking is consistent with their documented abilities. *If teacher initiated, teacher will contact the student and family to discuss the suggested level change. *Classes can only be added if there is room in the class based on the "Class Size" policy. *If student initiated, students need to discuss their reasons for wanting to change levels with the teacher first. *The receiving teacher will be notified through PowerGrade and/or by presentation of a new schedule from the student and/or communication from the counselor.

***At principal's discretion, exceptions in procedure will be considered.**

HOME SCHOOLING: PARTICIPATION IN SCHOOL PROGRAMS

Please see CSD policies IHBG and IHBGA for the complete home school policy, including rules for participation in Co- and Extra-Curricular Activities.

Planned Absences that Require Homeschooling: Students who plan to be absent for more than 20 consecutive days will be unenrolled from CHRHS while they are away and re-enrolled upon their return. Parents of these students are responsible for their child's education for the duration of the time away and are required to register their student with the state as a homeschooler. Go to *http://maine.gov/doe/homeinstruction/requirements/index.html* to obtain the Letter of Intent to Home School, which must be filled out and sent to the state and to the superintendent's office.

Maine Department of Education
23 State House Station
Augusta, ME 04333

MSAD #28/Five Town CSD
22 Knowlton Street
Camden, ME 04843

The Maine Department of Education home school FAQ page is also a good resource for answers to questions that you may have. For further information go to Home Schoolers of Maine at *http://www.homeschoolersofmaine.org*

Participation in Regular Classes. Home instruction students may enroll in specific day school classes provided that the student's attendance is regular, the class is deemed to be age and grade appropriate and all prerequisite course requirements are met. In addition, the following shall also apply.

1. The student or the student's parent/guardian, on the student's behalf, shall apply in writing to and receive written approval from the superintendent/ designee. Approval may not be unreasonably withheld.
2. Home-schooled students are limited to two courses per semester; no more than seven home school credits can be applied to a CHRHS diploma.
3. The student shall demonstrate prior satisfactory academic achievement consistent with school unit policy and procedures applicable to all students.
4. The student shall comply with behavioral, disciplinary, attendance and other classroom rules applicable to all students. If a student fails to comply, the school may withhold credit or terminate the student's participation.
5. The parent/guardian or student must provide transportation. However, the student may use the same transportation as all other students in the school unit as long as additional expenses are not incurred and vehicle capacity is not exceeded.
6. The student shall complete all assignments and tests as required of all students in the same class.

INDEPENDENT WORK OUTSIDE OF CLASS (ASSIGNMENTS)

Students will not be assigned any schoolwork (i.e. homework)
over Thanksgiving, Winter, February, or April vacations.

CSD Policy NEPN/NSBA: IKB

The Board recognizes that education research has shown a positive correlation between meaningful and purposeful independent work outside of class and student achievement. Independent work offers an opportunity to deepen understanding of material, practice new skills, promote critical thinking and creativity, and develop positive study habits. Independent work outside of class helps inform parents of their child's educational progress and encourages communication between school and home. The Board believes that reasonable, educationally sound, relevant and regular outside-of-class assignments are an important part of the total educational program.

The Board expects that independent work outside of class will be assigned in accordance with the following principles:

a. Assignments should be viewed as a means of extending learning opportunities beyond the school day.
b. Meaningful, purposeful assignments that are directly related to the curriculum produce the strongest achievement gains.
c. Meaningful assignments help students develop goal setting, self-discipline, time management and organizational skills.
d. Assignments offer an opportunity for parent involvement and monitoring of their child's educational progress.

e. Assignments provide teachers with additional opportunities for assessing student progress and determining instructional needs.
f. Immediate, specific feedback must be given to students in order for assignments to be effective in enhancing student learning.
g. Assignments must be realistic in length and difficulty given the students' abilities to work independently.
h. Assignments should emphasize quality rather than quantity.
i. The amount of independent work outside of class assigned should be gradually increased from grade to grade. The Board expects professional staff at each grade level and/or academic department to work together to achieve coordination of and consistency in assignment and assessment of independent work. The building principal, in consultation with the professional staff, will develop independent work guidelines to achieve this goal.

REQUESTS FOR ASSIGNMENTS

Students who are absent should first check Schoology for classroom assignments that they have missed. Questions and concerns should be directed to the classroom teachers via email. Students who do not have e-mail access from home should call 236-7800, ext. 3262 for assistance. Planned Absences that extend 3 days or longer, students must fill out a Planned Absence Form which is in the Main Office.

REMOTE SCHOOL DAYS

A Remote School Day (RSD) may occur when school would otherwise be cancelled due to inclement weather or another school closing situation. Students complete their school day at home and instruction is provided by each student's teacher through the use of technology. In the case of long-term RSDs, specific information about daily schedules, grading and academic concerns will be provided to students and parents via email and the school website.
Remote School Days allow our academic schedule to continue uninterrupted, which is vital to both short-term and long-term learning and success. Remote Days also enable us to take advantage of our investment in technology, help students develop skills in independence and time management, and enable us to end school earlier in June. A benefit for older students is the opportunity to experience the common practice of working remotely in today's economy.
Families will be notified of RSDs just as they are notified of school delays and closings via our automated calling system. We will also post to media outlets and on our website. Student households without internet service should contact the CHRHS IT department in advance for assistance.
Please see the Remote School Day Bell Schedule and go to Attendance, page 30 for information about Remote School Day attendance expectations.

GRADUATION FROM HIGH SCHOOL

CSD Policy NEPN/NSBA IKF

Upon entering high school, students need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

Five Town CSD has adopted a proficiency-based system of learning consistent with Maine law, which means that after January 1, 2021, the awarding of a diploma will include reporting on the demonstrations of proficiency in the "Maine Learning Results" standards in the content areas of Math, ELA, Science, and Social Studies, and the college and career ready skills of Communication, Collaboration, Creativity, and Critical Thinking ("4C's") in addition to other graduation requirements set by the Board.

Students must meet the credit and other graduation requirements specified in this policy.

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth-grade school year. This policy will also be included in every edition of the high school student handbook.

The Board has approved the following schedule of minimum requirements for graduation from Camden Hills Regional High School (CHRHS), which includes minimum requirements specified by the State of Maine. The Board is aware that current laws and regulations are subject to change.

The Board expects the Superintendent/designee to inform students and parents as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.

DIPLOMA REQUIREMENTS

Diplomas awarded by Camden Hills Regional High School will include reporting on the demonstrations of proficiency in the Maine Learning Results content areas of Math, ELA, Science, Social Studies, Health Education, Physical Education, Visual and Performing Arts, Career and Educational Development, and the 4C's of Communication, Collaboration, Creativity, and Critical Thinking in addition to other graduation requirements set by the Board, and in accordance with Maine law and Five Town CSD's proficiency-based system of learning.

The Camden Hills Regional High School educational program is designed to enable students to satisfy graduation requirements in an average of four years through a sequence of educational (learning) experiences/courses providing opportunities to gain and demonstrate proficiency in all of the content areas of the Maine Learning Results and the 4C's. Students following a traditional pathway must be enrolled in the equivalent of six full year learning experiences/courses in each of their high school years.

Students must meet the following minimum requirements in order to be awarded a high school diploma.

1. Number of credits required for graduation: 22.

Distribution requirements:

a. 4 credits in English
b. 3 credits in Social Studies inclusive of World History, and US History
c. 3 credits in Mathematics inclusive of Algebra 1, Geometry, Algebra 2
d. 3 credits in Science inclusive of 1 Earth/Space Science, 1 Life Science, 1 Physical Science
e. .5 credit in Health
f. 1 credit in Visual & Performing Arts
g. 1 credit in Physical Education
h. 1 credit in Applied Academics
i. 1 equivalent credit from Applied Academics, Visual & Performing Arts and/or and ELO (Extended Learning Opportunity)
j. 4.5 earned elective credits, including ELOs.

2. Demonstration of Proficiency:

Students will be able to demonstrate proficiency in the eight content areas of the Learning Results and the "4 C's" – Communication, Collaboration, Creativity, and Critical Thinking. The requirements for earning proficiency in each area are outlined below. These proficiencies will be recorded on a student's transcript. See the Addendum included at the end of this policy for further information.

Content Areas:

- English Language Arts
- Mathematics
- Science and Technology
- Social Studies
- Health Education and Physical Education
- Visual and Performing Arts
- Career and Education Development
- World Languages

3. Personal Finance:

In addition to the requirements outlined above, diplomas awarded by Camden Hills Regional High School will include a demonstration of basic proficiency in personal finance. Students must pass a basic test of proficiency in Personal Finance through one of these methods: CHRHS course, online module, personal experience.

4. Students must earn a minimum of 16 credits at CHRHS or as a transfer student from an accredited high school in order to be awarded a CHRHS diploma.

5. Credits required for each grade placement

a. 17 credits are necessary for placement in 12th grade
b. 11 credits are necessary for placement in 11th grade
c. 5 credits are necessary for placement in 10th grade

6. Credits for courses:

A yearlong course receives one credit; a semester course receives a half credit. The administration will determine credits for courses that meet for different time periods. See Five Town CSD policy IKFF for more information.

ALTERNATIVE METHODS OF EARNING CREDITS

It is the responsibility of high school administration to clearly and effectively communicate the alternative methods of earning credits to both parents and students. A student who wishes to meet the requirements in Section II through alternative means may earn and apply credits in accordance with the provisions of this section. Alternative methods of earning credits will not count toward the GPA unless otherwise indicated at the discretion of the principal.

Methods of Earning Credit:

1. A student may take up to 4 dual enrollment courses to meet high school requirements. Any cost not covered by the DOE's Aspirations program will be the responsibility of the student.
2. A student may earn up to 2 credits through the Five Town CSD Adult Education Program. The cost of these classes is free to CHRHS students.
3. A student may earn up to 4 High School credits through distance learning/online courses. The cost of these classes will be the responsibility of the student unless otherwise indicated at the discretion of the principal.
4. A student may earn up to 3 credits through independent study that is overseen by the GT coordinator and that is monitored by the teacher(s) of the subject(s) to which the independent study is related.
5. A student may earn up to 3 credits through an Extended Learning Opportunity that is approved by the school administration. The administration will determine the number of credits for each Extended Learning Opportunity but will generally follow the same time guidelines as for courses.
6. A student who wishes to meet a credit requirement through an alternative method that is not outlined above must have prior written approval (a Personal Education Plan or PEP) approved by the Director of Counseling and the principal in consultation with the appropriate Department Head and ensures that the student meets all appropriate standards.

CREDIT RECOVERY

A student who is deficient in the requirements in Section II may earn and apply credits in accordance with the provisions of this section.

Any courses taken for credit recovery will be given a P/F grade and will be awarded credit. These courses will not count toward the GPA.

A student who makes up for deficiencies after the graduation of their class may participate in the next regular graduation ceremony following successful completion of all graduation requirements.

A student must, within the first 2 weeks of the following semester, follow the outlined procedure in order to facilitate the opportunity to recover credit.

- The student first brings a credit recovery form to the teacher in the class where the student failed; that teacher will define what the student needs to accomplish to recover credit.
- The student then submits the form to their counselor for final approval.
- The student will have to complete the necessary work within a directed study hall and will have the rest of that semester (from the time the plan is approved) to complete all necessary work.

Option	Criteria	Approved Method	Notes
Credit Recovery through Directed Study Hall (English/ Math)	Students who completed a "day class" at CHRHS, failed with an average greater than 59% and want to retake the course for credit.	Directed Study	• Maximum= 2 credits per student for entire high school career unless approved by the principal • Student will receive a Pass/Fail grade. The final numerical grade from the original course remains for GPA calculations.
Credit Recovery through Course Retake	Failed with an average of 55% or below in Math or English; Failed any other course.	Retake the course at CHRHS (including summer school) •Correspondence* •Online* • Adult Ed w/ certified teacher* **Must be approved by the department head.*	Student/parent covers all costs

ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM CAMDEN HILLS REGIONAL HIGH SCHOOL

This section applies to all students, in all graduation classes.

1. **Transfer Students**
   For students who transfer to CHRHS from another state or from an educational program that is not required to be aligned with the content standards of the system of Learning Results, the Camden Hills Regional High School Principal shall determine the value of the student's prior educational experience towards meeting graduation requirements. A transfer student must have earned a minimum of 16 credits at CHRHS or from an accredited high school in order to receive a Camden Hills Regional High School diploma.

2. **Home-schooled Students**
   For home-schooled students wishing to receive a diploma from CHRHS, the principal shall determine the value of the student's prior educational experience toward meeting graduation credit requirements. A home-schooled student must have attended Camden Hills Regional High School for a minimum of the final 2 semesters and have earned 16 credits at CHRHS or as a transfer student from an accredited high school in order to receive a Camden Hills Regional High School diploma.

3. **Delayed Awarding of Diplomas**
   A student who leaves CHRHS to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the first year be awarded a high school diploma, provided that the student has completed a PEP in advance.

4. **Early Awarding of Diplomas**
   A student who has met the State's and the Board's diploma requirements in fewer than four years of high school may be awarded a diploma. Students may request permission to complete graduation requirements in fewer than four years. An accelerated graduation request must be submitted and deliberated at a meeting that minimally includes the student, parent, school counselor and principal. If approved for accelerated graduation, the plan must be finalized at the conclusion of the school year prior to the year in which the student intends to graduate. The only exception to this policy timeline is at the discretion of the building administrator.

5. **Extended Study**
   Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.

6. **Certificate of Completion and Students with IEP's**
   The Board may provide a Certificate of Completion to a student who leaves school having completed four years attendance as a full-time high school student and who has earned the required credits but has not met Learning Results proficiency standards that may be mandated by the State. Students who achieve proficiency in meeting the content standards of the Learning Results as specified in the goals and objectives of their Individualized Education Plans (IEP) will be awarded diplomas.

7. **Participation in Graduation Ceremony**
   A student must complete all Board requirements for a high school diploma or certificate of completion in order to participate in graduation exercises.

8. **Honors and Awards at Graduation**
   In order to be eligible for honors or awards based wholly or in part on academic achievement (e.g., valedictorian, salutatorian, Latin Honors) a student must have been enrolled full-time at CHRHS for the two years preceding graduation. Students who do not meet this enrollment requirement will not be "ranked" for the purpose of determining eligibility for graduation honors and awards.

Addendum

	Measured GRADUATION STANDARD PROFICIENCIES
CONTENT AREA	**Structures in place through which to demonstrate proficiency**
English	To demonstrate proficiency, students must pass the three required courses for graduation (9th, 10th, and 11th grade English - College Prep or higher), and Score 236 on NWEA MAP or a 1185 on the SRI or a 480 EBRW score on the SAT ***or*** *alternative route to proficiency approved by the Principal in consultation with the department*
Math	To demonstrate proficiency, students must meet the Graduation Standard Expected Outcomes on end of quarter common assessments within this course sequence: Algebra I, Geometry, Algebra II ***or*** Honors Algebra II ***or*** *alternative route to proficiency approved by the Principal in consultation with the department*
Science	To demonstrate proficiency, students must demonstrate proficiency in the 8 Scientific Practices (Graduation Standards) with the graduation assessments that will be administered in all core science courses. Proficiency in each practice must be demonstrated *twice*: once in physical sciences and once in life/earth/space sciences, ***or*** *alternative route to proficiency approved by the Principal in consultation with the department*
Social Studies	Graduation standards will be embedded in the 3 required disciplinary courses over 6 semesters. To demonstrate proficiency, students must pass all of these required courses, ***or*** *alternative route to proficiency approved by the Principal in consultation with the department.* (There are six graduation standards and students will have at least two opportunities to meet them through assessments of the Expected Outcomes.)
Visual and Performing Arts	To demonstrate proficiency, students must successfully complete ~~ion of~~ any introductory Visual Art or Theater course ***or*** Concert Band ***or*** any Choir ***or*** Intro to Piano/Music Theory and demonstrate proficiency by satisfactorily completing at least two of the Expected Outcomes per Graduation Standard.
Physical Ed and Health	To demonstrate proficiency, students must pass all required courses for graduation. Graduation standards will be embedded in the 3 required disciplinary courses over 3 semesters. (There are 3 graduation standards in PE and 4 in Health.)
Career and Ed Develop.	To demonstrate proficiency, students must complete career and postsecondary education assessments and activities utilizing the Family Connection Program/Naviance, demonstrate proficiency in at least 2 of the 3 Expected Outcomes in each Graduation Standard, and attend their Sophomore and Junior Visits.-
World Language	To demonstrate proficiency, students must take a foreign language through one of these course levels: Spanish Novice B ***or*** French II ***or*** Latin II ***or*** *the equivalent* **AND** A) Pass the AAPPL Exam (obtain Novice Mid) at the end of Spanish Novice B or French II, **OR** B) Meet the national average on the National Latin Exam at the end of Latin II.

	GUIDING PRINCIPLES (4C'S) PROFICIENCIES
Creativity	Students will have the opportunity to meet the proficiency standard on the five towns K-12 Rubric through certification by teachers in the Visual and Performing Arts and/or Applied Academic content areas.
Collaboration	Students will have the opportunity to meet the proficiency standard on the five towns K-12 Rubric through certification by teachers in the Social Studies and/or PE/Health content areas.
Critical Thinking	Students will have the opportunity to meet the proficiency standard on the five towns K-12 Rubric through certification by teachers in the Science and/or Mathematics content areas.
Communication	Students will have the opportunity to meet the proficiency standard on the five towns K-12 Rubric through certification by teachers in the English Language Arts and/or World Languages content areas.

Graduation: Multiple Pathways and Personalized Education Plans

CSD Policy NEPN/NSBA Code: IKFF

Camden Hills Regional High School offers students a variety of learning options that allow students to demonstrate proficiency on graduation standards, earn academic credit, and satisfy graduation requirements.

Camden Hills Regional High School also encourages its students to explore a broad range of learning experiences, including outside-of-school options that allow them to pursue personal interests and career aspirations, gain applied knowledge and skills, and build strong work habits and character traits. Students will be able to create a Personalized Education Plan (P.E.P) intended to increase educational engagement and motivation, while increasing preparation for postsecondary education and careers.

A. Programming Options

CHRHS offers multiple learning options to students, including the following:

- Academic courses;
- Career and technical education programming;
- Online experiences;
- Dual-enrollment and early college courses;
- Alternative and at-risk programming;
- Internship and exchange experiences; and
- Adult Education.

Many of these options are detailed in the annual course guide and are available to all students through the regular course registration and enrollment process.

B. Personal Education Plans

In addition to the learning options offered by the school, students can work with home room advisors, counselors, Director of Independent Studies and teachers to identify alternative courses, programs, or student-designed learning experiences. These include independent studies and long-term projects that engage their personal interests and ambitions, align with one or more learning standards, and meet Camden Hills Regional High School's graduation requirements.

To pursue a personalized learning pathway, including outside-of-school learning options, students must describe their learning experiences in a Personal Education Plan, including how the experience satisfies and/or contributes to graduation requirements, cross-curricular or content-area standards.

Outside-of-school learning options may or may not be entirely aligned with specific classroom-based courses, but they must be related to the student's PEP and contribute toward college and career readiness. Some interdisciplinary pathway experiences may enable students to achieve performance indicators addressed in multiple content areas or classroom-based courses. The student's Personal Education Plan will detail how the personalized pathway options will enable the student to achieve expected performance indicators, graduation standards, and graduation requirements.

C. Approval, Certification, and Documentation

All learning options must be approved, reviewed, certified, and documented by the student's counselor and a school administrator. Counselors, and/or teachers, working in collaboration with participating outside instructors or supervisors, will certify that learning experiences culminate in the demonstration of graduation standards and / or performance indicators as detailed in a student's approved Personal Education Plan. Students who successfully complete an approved learning option will have the experience and the resulting grade (where relevant) reported on the student's report cards and official CHRHS transcript.

Graduation Endorsements

CHRHS graduation endorsements have been developed to encourage and recognize real world, problem-based, interdisciplinary learning that goes beyond our regular graduation requirements. We encourage all students to consider the pursuit of a special graduation endorsement, which will be reflected as a special distinction on their diploma and their transcript. All endorsements except Community Service and the Seal of Biliteracy consist of three pillars: Foundation (academic rigor), Experiential Learning (service to profession), and Professional Engagement (aspirations and commitment to profession).

Students who are interested in pursuing these endorsements may see the requirements on the CHRHS website and should discuss them with their school counselor during the course selection process. Further questions can be directed to Sara.cole@fivetowns.net.

STEM
This endorsement provides the opportunity for, and emphasizes the importance and value of, students' understanding and utilizing significant connections between STEM fields.

Global Competence
This distinction recognizes students who have gone above and beyond the typical graduation requirements in pursuit of global and cultural studies. ELO includes participation in student travel and exchange opportunities, cultural immersion experiences and exchange student hosting.

CTE, Career and Technical Education
This endorsement recognizes additional MCST course work in programs that result in an industry approved credential. ELO may include internships, SkillsUSA and co-op work.

Education
Course work for this endorsement may include Child Development, Education courses as well as dual enrollment EDU courses. ELO may include Big Brother/Big Sisters and PALS.

Leadership - On Hold for 2026-2027

Sustainability
This endorsement recognizes work completed in the fields of cultural, social, economic as well as environmental sustainability. ELO may include time devoted to various school-based clubs, local conferences and seminars, and local organizations.

Fine Arts
ELO may include participation in the musical, one act and spring play performances, pep band, pit band and art club.

Community Service Endorsement
Students must complete at least 100 hours of community service to receive this endorsement. Volunteer hours must be documented by the student and approved by an adult supervisor from the organization. Documentation forms are available from the Counseling Office. The deadline for community service to be considered for endorsement is 30 days before graduation.

Seal of Biliteracy
The Maine Seal of Biliteracy is awarded by the Maine Department of Education to recognize student achievement in language learning. Students who are proficient in English and an additional language may earn the Seal of Biliteracy by demonstrating their skills on an approved assessment. For information about this award, see your World Language teacher.

C. Programs and Services

ATHLETICS and CO-CURRICULAR ACTIVITIES

CHRHS offers a wide variety of sports at the varsity, junior varsity and club level during the fall, winter and spring seasons, as well as clubs and other activities. For more information, see the Activities Handbook on the website. Questions about sports should be directed to the Athletic Director at ext. 3414 or go to our website and click on Athletics.

Attendance Expectation: A student who is absent for more than two of the four classes, or 50% of their scheduled day, each day may not participate in any extra-curricular events or activities on the day of the absence except at the discretion of the administration.

Eligibility: Participation in extra-curricular and co-curricular activities is a privilege and carries with it certain academic responsibilities. Extra-curricular/co-curricular participation is defined as involvement in any school-sponsored organization or activity, including class organizations, clubs, and athletic teams.
The following are the procedures for determining students' extra-curricular and co-curricular academic eligibility:

- Grades will be checked at the end of each quarter and four weeks into each quarter.
- Any student failing one or more classes at grade check will be placed on academic probation for two calendar weeks.
- During that time the student can fully participate in all aspects of any sport or extracurricular and/or co-curricular activity.
- After two calendar weeks, the student must be passing all classes, or the student becomes ineligible until such time that they are passing all classes.
- Students who are determined to be ineligible must confirm eligibility with the Athletic Director or the club/activity advisor once they are passing all classes.

For athletics, plays, clubs and musicals, if a student becomes ineligible, they may practice with the team / cast and attend club meetings.
The student will not be allowed to participate in any performances, scrimmages, exhibition, regular season, or post-season contests or club events. Nor will they be allowed to travel to away games with the team.
Incompletes are treated the same as failures unless otherwise determined by administration. All other MPA minimum academic eligibilities will also apply. Please see policy JJA-AE for more information.

Sports Forms: All forms that are required for sports may be found in the main office and on our website at Athletics.
All students who participate in co-curricular activities are required to read the Misuse of Chemical Substance policy and sign the Chemical Substance Agreement on the Health Consent form before participating.
This policy can be found here and on our website under Athletics, and printed copies are available in the main office.
In addition, all student athletes are required to read the Concussion Information and sign the Concussion Information section on the Health Consent form before participating.



GRADE CHECKS

Grade checks for eligibility will be made on the following dates:

Sept 28 · Dec 14 · Jan 22 · Mar 26 · Apr 30

Concussion Information Sheet

A concussion is a brain injury, and all brain injuries are serious. They are caused by a bump, blow or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.

Go to Concussion Information for more information.

- Any student suspected of having sustained a concussion or other head injury during a school-sponsored athletic activity including but not limited to competition, practice or scrimmage, must be removed from the activity immediately.
- No student will be permitted to return to the activity or to participate in any other school-sponsored athletic activity on the day of the suspected concussion.
- Any student who is suspected of having sustained a concussion or other head injury shall be prohibited from further participation in school-sponsored athletic activities until they has been evaluated and received written medical clearance to do so from a licensed health care provider who is qualified and trained in concussion management.
- You should also inform your child's coach if you think that your child may have a concussion. And when in doubt, the athlete sits out. For current and up-to-date information on concussions you can go to: http://www.cdc.gov/Concussion. For more information about Five Town CSD policy regarding concussion management, see policy JJIF.

Transportation to and From Extra-Curricular Activities

CSD Policy NEPN/NSBA code: EEAFA

Students are specifically prohibited from driving other students to or from practices, rehearsals and games when transportation is provided by the district.

1. Transportation to high school home games, extra-curricular activities, rehearsals and practices off the Keelson Drive site and beginning earlier than 3:00 p.m. may be provided by the school. Transportation home from these events shall be the responsibility of the parents.

2. Transportation to and from extra-curricular activities ("away games" or events) occurring outside the school district is the responsibility of the District (with the notable exception in #4 below). A participant may ride home with their parent with the knowledge and approval of the coach/supervisor or with another parent if written permission is obtained from the parent of the student who is going to ride with another student's parent.

3. A student may drive themselves to rehearsals, practices and contests games that take place within a sixteen- mile radius of Keelson Drive unless prohibited by school personnel supervising the activity.

Individual exceptions to points 1-3 may be made by a building administrator or designee upon written request from a parent and written response from the Principal (but such exception shall not involve students being transported by other students).

CHILLSPRIDE!

CLASS ACTIVITIES/ CLASS OFFICERS/CLASS DUES

Each class has two faculty Class Advisors to coordinate class activities, including fundraising. Students are required to pay class dues to help defray some of the costs of graduation week. Dues may be paid annually, payable to CHRHS. Class Officers are elected annually and work with the Class Advisors to fundraise and plan class activities.

COOPERATIVE EDUCATION

Cooperative Education is part of the Work-Study Program. Students aged 16 and older are eligible to earn up to 1 applied academic credit (for a maximum of 2 credits during high school) for paid, supervised work experiences in the community through enrollment in Cooperative Education. A State of Maine Cooperative Education Agreement among the parent(s), student, school and employer is completed at the beginning of the year. The employer/supervisor evaluates the student on work ethic, job skills, and workplace responsibilities for a pass/fail grade. Although work hours may vary, students generally work an average of 10-15 hours per week. Students must provide their own transportation to and from the job site. Students must have taken or be currently enrolled in the Career Exploration Course, which focuses on career exploration and research as well as the work-ready skills that are fundamental for success in today's workplace.

COUNSELING DEPARTMENT

The mission of the Counseling Department is to facilitate the academic, personal/social, and career development of all students through a school counseling program that is "comprehensive in scope, preventive in design, and developmental in nature." (From the ASCA National Standards for School Counseling Programs)

Call or visit the CHRHS Counseling department if you have questions about registering for classes, course changes, other academic issues, building tours for transfer students and post-secondary planning. All students are assigned a counselor and appointments may be made by contacting the department. An emphasis is placed on supporting the 9th grade transition by assigning all 9th graders to the same school counselor. In grades 10-12, students meet regularly with their assigned counselor. This partnership between school counselor and student is designed to develop a thoughtful and meaningful post-secondary plan.

In addition to the services noted above, direct services to students include large group instruction, small group instruction, individual planning, group counseling, individual counseling, crisis intervention/mediation, and referral to community partners. Services in support of student development include curriculum development, program coordination, consultation, professional development, and clinical supervision.

Report cards are issued quarterly, and they are distributed via email. A transcript is mailed home at the end of the year. Grades may be viewed anytime on Schoology. For more information, see **SCHOOLOGY** below. Please contact the Counseling department if you have questions about report cards or transcripts. To request an official transcript, go to our website and click on *Student Services* and then Counseling, or call 236-7800, ext. 3361.

FOOD SERVICES: The Wave Café

The Wave Café opens at 8:15AM for breakfast and is open for break and lunch. All offerings are in accordance with the National School Lunch Program guidelines, as well as the standards set by the state of Maine.
Five Town CSD/MSAD 28 is operating under the CEP/Special Provision II Program which allows us to offer free food for all students at all schools regardless of income eligibility. Each meal served at the Wave Café will be counted as a reimbursable meal and offered for free to all students.

At CHRHS, we also offer A La Carte items, such as bottled drinks, chips, ice cream, and additional lunch food, that can be purchased with cash or check at the register or prepaid via credit card on a student account through https://linqconnect.com/main. The Linq Connect Payment Center is a great way to view daily purchases and check account balances. Students and staff are not allowed to charge if their account balance is negative. Information about Remote School Day and Snow Day meals is available in the main office.

GIFTED AND TALENTED PROGRAM

The Gifted and Talented Program serves students with demonstrated or potential exceptional abilities in academic and artistic areas. Any student who would like to be considered for identification should contact the Gifted and Talented Coordinator: Sara Cole at ext. 3324 or sara.cole@fivetowns.net.

HEALTH SERVICES

The nursing office is open daily from 7:45 AM until 3:15 PM. Parents/guardians are asked to maintain contact with the nurse regarding their child's medical issues. The school nurse will not administer prescribed medications to students unless they are so ordered by a physician and accompanied by written parent permission. Please notify the nurse of all medications given on a daily or routine basis. Please refer to CSD policy JLCD for more information.

The **Health History/Health Consent** form must be completed and returned to the health office before the end of September every year. This form is included in the fall paperwork packet that is available online and is available in the main office and on the school website, at Athletics.
Students who wish to participate in an extracurricular sport must provide evidence of a recent physical examination on file before the first day of practice. A "recent" exam is defined as one completed during the calendar year of the 9th grade or later. If you cannot schedule a physical that will meet the calendar year requirement before practice begins, a letter from the student's health care provider allowing sports participation is sufficient.
It is strongly recommended that all students entering the 9th grade or later submit a recent physical exam to the school. This helps to ensure and promote the health and wellness of the student population. Please refer to CSD policy JJIC for more information about school physicals.

The Five Town CSD recommends that all students have adequate medical insurance coverage for all financial obligations that may result from an injury while participating in school activities. CHRHS offers a school accident policy that is strongly recommended for all students who are not adequately covered by other health plans or who do not have dental plans. Accident insurance information is in the main office, and by contacting the insurance company directly.

Immunizations: per Maine state mandates and CSD board policy JLCB, all students in grades 9-12 must have the following immunizations:

DPT (Diphtheria, Pertussis, Tetanus): 5 doses unless their 4th dose was given on or after the 4th birthday, then only 4 doses are required.
Polio: 4 doses unless as above in which case 3 doses are required.
MMR (Measles, Mumps, Rubella): 2 doses **Varicella**: 1 dose **Tetanus/Diphtheria/Pertussis (Tdap):** 1 dose
Quadrivalent meningococcal conjugate vaccine (MCV4): Students entering 12th grade are required to receive 2 doses. The first dose shall have been received on or after the 11th birthday and the second dose shall have been received on or after the 16th birthday. If the first dose is administered when the child is 16 years of age or older, only one dose is required.
Only Medical Exemptions will be allowed per Maine State Law. A parent/guardian must submit documentation from the student's health care provider (doctor, physician's assistant, or nurse practitioner) to the school by September 1st each year for your child to attend school.

Illness and Communicable Diseases

CSD Policy NEPN/NSBA code: JLCC

To safeguard the school community and limit the spread of illness, teachers shall be alert to signs of illness and communicable disease and refer students who show such symptoms to the school nurse.
The school nurse shall be responsible for notifying the Maine Center for Disease Control and Prevention (CDC) of any students suspected of having a communicable disease, the occurrence of which is required to be reported pursuant to law and/or Department of Education and Department of Health and Human Services rules. The building administrator shall be notified of all communicable disease cases and other people with whom they had contact in the school.
If the school is aware of an illness that poses a threat to the student population, administration will notify parents in accordance with the recommendations of the Centers for Disease Control (CDC).
Students who have communicable diseases shall be excluded from school as prescribed by law or shall observe other protective procedures according to recommendations issued by the school physician or school nurse.
When a student returns to school after having had a reportable communicable disease, a certificate from the attending physician is required. The building administrator and/or the school nurse must give permission before the student is readmitted.
Please feel free to contact the nurse's office, ext. 3250, for any questions or concerns regarding your child's health.

INFORMATION TECHNOLOGY

All students are expected to have an electronic device at school.
Ninth Graders are required to have a school owned device.

We are a One to One high school issuing an iPad with a Logitech Rugged Keyboard case to all students. 9th graders are required to use a school owned iPad. Other students have a choice of using a school issued device, bringing their own device, or both. The school issued device, the carrying case, and its charger are the property of Camden Hills Regional High School. The use of the device at school/home is a privilege, not a right and this privilege can be revoked for inappropriate use, neglectful treatment, or deliberate mistreatment of the device and the accessories listed in the paragraph above. All school issued devices must be returned undamaged at the end of the school year, and students transferring or exiting CHRHS are expected to turn in their device, charger, and case immediately.
The District is not responsible for damage, loss or theft of any privately-owned device. Students are required to comply with all Board policies, administrative procedures and school rules while using privately-owned devices at school.
Students have no expectation of privacy in their use of a privately-owned device while at school, and the District reserves the right to search a student's device if there is a reasonable suspicion that the student has violated Board policies, administrative procedures or school rules, or engaged in other misconduct while using the computer.
Violation of any Board policies, administrative procedures or school rules involving a student's privately-owned device may result in the revocation of the privilege of using the computer at school and/or disciplinary action.

INTERCULTURAL PROGRAMS

Although there are many ways for students to become better global citizens, we believe that firsthand experiences are the most powerful way for students and staff to learn to honor and respect the value, dignity and beauty of all people. In pursuit of our goal of helping develop global citizens we have created several international programs.
Cultural Exchange This program features student exchanges with schools across the globe. These exchange programs are home stay based, which means our students live with host families during their visits for 10-12 days. In turn, exchange students from our partner schools live with families in our community for about two weeks. Since no student or chaperone has to pay room or board, the cost of visiting another country is greatly reduced.
Study Abroad For students who wish to have extended overseas experiences, CHRHS works with students on a variety of study abroad options. These options allow students to spend a semester or even a full school year studying in a foreign country. Many commercial companies provide study abroad opportunities. If you are interested in a commercial company, see your school counselor.

Cultural Travel Understanding that an extended exchange or study abroad program is not right for every student, CHRHS also offers students and staff opportunities to participate in short-term cultural visits. These school- sanctioned trips are organized by individual teachers who want to take students to different parts of the US or to locations throughout the world. A cultural trip typically lasts 7-10 days. Travel is restricted to school vacation periods and one or two school days before or after a vacation.
For more information about all of these options, including cost, eligibility, and financial aid, please go to our website, and click on *Student Opportunities*, *Intercultural Program.*

Academic Credit for Study Abroad

Students who are considering going abroad for a semester or a year need to begin the planning process early in high school by meeting with their School Counselor to work out a four-year plan to incorporate their exchange program experience into their plan for graduation from CHRHS.

Prior to a student's departure for their cultural experience, students submit a proposal for how they plan to earn the credits needed for graduation. The school counselor will develop a Personalized Education Plan (PEP) that must be signed by the student, the parents, and the Principal so that to the greatest extent possible, academic expectations are clearly delineated and agreed upon.

Credit can be earned via a cultural exchange experience that is sponsored by a recognized program and/or association. In all such cases, students will receive one credit for Cultural/Language Immersion for a yearlong program or a half credit for a semester. If the student produces a valid translated transcript from the foreign school reflecting credit, the Counseling Director and Registrar will review it and additional credit may or may not be awarded.
High school classes taken while on a Cultural Exchange program at a foreign school that are conducted in the country's native language will not meet CHRHS graduation requirements but can meet up to two of the total credits required for graduation.
Credit for a short-term (less than one semester) exchange or travel experience will be based solely on the development of an Independent Study by the student and approved by the Independent Study Committee prior to the student's departure for his/her cultural destination.

LIBRARY

The Edna St. Vincent Millay Library welcomes you! We offer personalized assistance for your reading and research needs, technology and printing help, and a supportive, relaxed environment. Explore our website at https://chrhs.fivetowns.net/o/chrhs/page/esvm-library. The ESVM Library is open from 8am - 3:30 pm, weekdays.

L.I.F.E. Readiness Program

L.- Life Skills **I.** -Independent Living **F**. -Financial coaching **E.** -Employment

The L.I.F.E. Readiness Program facilitates work-based learning and transition skill development for students with disabilities who have an IEP, who have completed at least 4 years of high school, and who have not yet graduated from high school. Brochure
The goals of this vocational training program are to teach job skills through work based learning, to instill social awareness and work ethics, and to generally empower young adult learners to gain and maintain independence through employment. Students enrolled in this program will develop their skills in, as appropriate, self-advocacy, money management, cooking, locating job opportunities, grocery shopping, after graduation living, and internet safety.

Students enrolled in the L.I.F.E. Program typically attend full days; the majority of their time, however, is spent in the community in "real world" job focused experiences. More information is available on the LIFE Website or on Facebook.

MID-COAST SCHOOL OF TECHNOLOGY

Mid-Coast School of Technology (MCST) provides a wide variety of Career and Technical Education programs to all interested students. Students attending MCST acquire high-quality technical skills and develop the professional work habits that will prepare them for post-secondary education or training and entry into the workplace. Many of the programs at MCST provide opportunities for a certification and/or enable students to earn college credits while in high school.
Students enrolled at MCST spend either their red days or their white days at MCST, and the opposite day at CHRHS. Students spend about 25% of their time in the classroom and 75% of their time in the shop/lab area at MCST, making this experience as much like the "real world" as possible. Programs of study are two years in length unless otherwise indicated as well. More information is available on the MCST website. Interested students and parents are encouraged to contact the School to Career Coordinator or their school counselor for more information or to schedule a visit to MCST.

MULTI-TIER SUPPORT SYSTEM

MTSS is a comprehensive framework designed to address each student's academic, behavioral, and social-emotional needs in the most inclusive and equitable learning environment. The MTSS leadership team identifies at-risk students using a data- driven approach, with weekly grade-level meetings held to determine each identified student's appropriate needs and intervention strategies. The leadership team is comprised of the administrative staff, the school nurse, the school psychologist, counseling staff, the alternative education director, and Assistant Superintendent.

SPECIAL EDUCATION/SECTION 504

Special Education services are available for all students who qualify; call 236-7812 if you have any questions or concerns. Questions about section 504 accommodations should be directed to the school Counseling Dept., ext. 3361.

STUDENT PARKING

Students' ability to drive to and park on campus is a privilege. Students are expected to drive safely on campus and in a manner consistent with State law. Students are expected to comply with the posted speed limit (15 mph), all traffic signs, and traffic patterns.

Additionally:

- Student parking is only allowed in the student lot parking lot. Seniors may have specially reserved spots within the lot.
- Students should not be hanging out in their cars or loitering in the parking lots.
- Students should only be in the student parking lot for the purposes of coming to, or leaving campus.
- If a student needs to access their vehicle, they should come to the office for permission.
- Registration stickers are available in the main office. Failure to comply may result in the loss of driving and parking privileges.
- Students are responsible for locking their cars and for any belongings left in vehicles.

Students found in violation of driving and parking expectations, may lose the privilege of driving to and parking on campus.

STUDENT PRIVILEGES

Only 11th and 12th graders are eligible for Student Privileges.

Privileges are designed to help upperclassmen transition to a more independent schedule and learn time management skills. There are three forms of Student Privilege:

- Late Arrival - **11th and 12th Graders:** If a student has a study hall or otherwise unscheduled block 1st period, they may come in for the start of 2nd period or Community Time (Wednesdays)
- Early Dismissal - **11th and 12th Graders:** If a student has a study hall or otherwise unscheduled block(s), at the end of the day, they may leave early
- Open Campus - **12th GRADERS ONLY:** If a 12th grader has a study hall, or otherwise unscheduled block, in the middle of the day, they are permitted to leave.

ELIGIBILITY REQUIREMENTS

All Juniors and Seniors need to complete a Permission form and submit it to the office with parent signature

Student Privilege eligibility will be checked every four weeks. In order to be eligible for privileges, students must be:

- Passing all classes
- Have had no suspensions
- No more than 3 unexcused absences in the 4 week period
- No student student privilege rules infractions.

If a student loses eligibility for privileges, they will be expected to attend all study halls.

Privileges can be reinstated during the next eligibility check.

ELIGIBILITY TIMELINE

11th grade: Early release and late arrival will begin in Quarter 2 (a specific date will be announced), pending permission form approval.

12th grade: Early Release and Late Arrival begin mid-September, pending permission form approval. Open Campus will begin in Q2; a specific date will be announced.

RULES AND RESPONSIBILITIES

- Students must complete an application form which must be approved by a parent and the Administration.
- Students must sign in and out using their ID card when leaving campus and must be on time for all classes.
- Students must be on time for all classes.
- Supported study halls, such as Math Directed, English Directed, Academic Directed, or Resource Room study halls, are scheduled academic blocks and cannot be left for privileges.
- Students who are using their privilege should not be doing so with 9th or 10th graders.
- Privileges are not permitted during break or lunch, unless break of lunch directly abuts a study hall period.
- Students, regardless of privileges, are expected to attend Community Time activities.
- Students using Late Arrival, Early Dismissal or Open Campus should not be loitering in their cars, the parking lot, or other unsupervised areas of campus.
- The Administration reserves the right to cancel open campus at any time in the event of dangerous travel conditions.
- Student departures from campus will not be supervised by CHRHS staff members.

VISITORS

Students who would like to bring a visitor to school must complete a visitor request form no less than 24 hours prior to the desired day of visitation, and the visit must be approved by the Administration. Forms are available in the main office. Visitors must register in the administrative office on the day of their visit and wear a visitor's badge while they are in the building. Visitors will not be permitted the day before vacations or during exams. Persons who do not comply with the above will be considered to be trespassing. Visitors are expected to follow all school rules. Visitor passes may be revoked at any time at the administration's discretion.

VOLUNTEERING

Adults who wish to volunteer in the school, host an international student, or chaperone a field trip should contact the main office for information and a volunteer application. Hosting and some chaperon duties require that all household members over 18 be fingerprinted. Please see policy KI, Visitors to the School for more information.

WASHINGTON TRIP

CSD Policy NEPN/NSBA Code: IJOA-A

The Five Town CSD School District is fortunate to have the Bisbee Washington Trust available to allow students who are enrolled full-time at CHRHS and have successfully completed their third year of high school to participate in a school sponsored trip to Washington DC. Participation in the Washington Trip is considered a privilege and students who choose to participate will be held to a higher level of responsibility. The trip is offered at no cost to students other than daily personal expenses.

Parents and students are required to attend a mandatory meeting in the fall. Notification of this meeting will be sent out via email, and announcements will be made during school. Students who wish to participate must submit a $200 deposit that will be returned to them during the trip. Students who are unable to submit the deposit should contact the Washington Trip Coordinator. Eligibility to participate in the trip requires the following:

Attendance at all Washington Trip organizational meetings unless an acceptable written excuse has previously been submitted by the parent/guardian to the administrative office. Students and Parent/Guardians who are excused from meetings must meet with the Trip Coordinator at the Coordinator's convenience and will still be held accountable to the rules and procedures set forth in the meetings.

A completed registration by the stated deadline unless an alternative deadline has been pre-arranged.

In order to enhance the safety and well-being of the group, the following behaviors will result in a student's exclusion from the Washington Trip:

1. A single disciplinary infraction during the student's third year that results in a suspension of more than three days.
2. Multiple suspensions during the student's third year that accumulate to 4 or more days or an expulsion from school.
3. Any conduct or situation during the student's third year, regardless of disciplinary consequences, in which the student brings discredit upon himself/ herself or behaves inappropriately in such a way that is judged as a risk or a liability by the Building Administrator/designee. Such behavior includes, but is not limited to, use or possession of illegal substance, drinking, fighting, stealing, vandalism, or harassment, regardless of whether the behavior occurs in the school or community.
4. Failure to participate in all pre-trip activities.

FOREIGN STUDENTS AND THE WASHINGTON TRIP

J-1 Visa Cultural Exchange Students and F-1 Visa Foreign students may participate in the Washington trip. Bisbee funding will be contingent upon annual approval of the Bisbee Fund Trustee. All eligibility rules apply except for assigned grade level. Selection at the discretion of the administrator.

SPECIAL EDUCATION STUDENTS AND THE WASHINGTON TRIP

Some students with disabilities are not prepared to navigate the demands of the Washington Trip at the conclusion of their third year. Following is a procedure to assess student readiness and determine supports necessary for meaningful involvement.

Prior to the conclusion of each school year, the Special Education Department Chair and Special Education case managers will review the list of second year Special Education students. They will identify those students who require a focused conversation about the timing of Washington Trip participation and supports necessary for meaningful involvement.

During the fall of identified students' third year, individual informal meetings will be held to discuss each student's readiness to participate in the Washington Trip. Teams will consist of the student's case managers, school personnel who work directly with the student, and the student's parent(s) or guardian(s). If parent(s)/guardian(s) cannot attend the meeting, their input will be sought outside of the meeting and considered in the decision-making process.

The convened team will decide regarding the student's readiness to participate in the Washington Trip and any necessary supports if the student is considered capable of meaningful participation. The Special Education Department chair will communicate the outcome of each individual meeting with the Washington Trip Supervisor.

WORK PERMITS

Work permit applications are available at the Superintendent's Office at 22 Knowlton St, Camden. The permits are issued by the Department of Labor and may take as long as a week for approval. A student must have an offer of employment and the name, address, and phone number of the employer. The forms require the student's social security number, a parent/guardian signature and an original birth certificate to verify age of 15 years or over.

ZENITH ALTERNATIVE EDUCATION

The Zenith Alternative Education program has been developed for students who are self-directed, non-traditional learners. Zenith students must maintain a commitment to all aspects of their school program. Students develop an individual learning plan on a semester basis and work towards that goal in conjunction with requirements necessary for CHRHS graduation, the Maine Learning Results, as well as the student's individual areas of interest. Students who are interested in applying for admission should see their school counselor. Interested students or parents may call the Zenith Director, Mae Applegate, at 236-7800, ext. 2394 for more information.

D. ATTENDANCE

ATTENDANCE

Policies and Procedures

Regular school attendance is essential to academic success. Because the process of education depends upon exposure to subject matter, continuity of instruction and class participation, absence from class is detrimental to student learning. The interaction of students with the teacher and with other students contributes to mastery of content, critical thinking, and development of effective communication and social skills. Responsibility for maintaining student attendance is a shared responsibility.

Parents are expected to ensure that their children arrive at school each day on time, remain in school for the full day, and attend school consistently throughout the year. The Superintendent, in consultation with school administrators and, as appropriate, other school unit staff, shall be responsible for developing rules and procedures related to student attendance.

Please refer to CSD Policy NEPN/NSBA: JEA and JEAA for more information.

Students are expected to maintain full time status, defined as enrollment in a minimum of 5 courses per semester culminating in no fewer than 6 credits per year. The administration will develop and maintain procedures to allow reasonable exceptions for individual students.

Absences

All absences, both excused and unexcused, count toward the total class absences,

except for absences for school sponsored activities, Administrative Discretion, or suspension.

There are 3 types of absences:

1. **Excused**: The following are reasons for an excused absence, in accordance with Maine law:
   - Personal illness (physical, mental and behavioral health) that has been verified by a parent, physician, school nurse. Appointments with health professionals.
   - Observance of a recognized religious holiday when the observance is required during a regular school day.
   - A planned absence for personal or educational purposes (College visits, driver's test, etc.)
   - Family emergency (including bereavement).
   - An absence that has been approved by the administration. Field trips and school sports events.
   - Suspension by school officials.
   - Excused absences must be confirmed with a parent note, email or phone call to the main office. Students who have an excused absence will be given the same number of days for make-up work as they were absent from school, unless they were absent because of suspension. Students suspended for five days will be granted three additional days for make-up work to be completed and for a ten-day suspension, students will be granted five additional days.
   - Students are responsible for contacting their teacher(s) regarding all work, tests, and class time missed and to arrange for all make-up work.
2. **Unexcused**: A student's absence is unexcused if the student is absent from school or from a class without the permission of a parent/guardian, teacher or administrator. Students who are unexcused absent from class may be denied the opportunity to make up work and may receive a zero for any work missed in each class. If the main office is contacted immediately upon the student's return, either by phone or by a written note from the parent/guardian, the absence will be excused. Appropriate consequences will be assigned for unexcused absences.
3. **Administrative Discretion**: The administration may grant excused absences at their discretion for special circumstances, including medical reasons and appointments that are verified with a doctor's note. Administrative discretion absences don't count toward total class absences.

Extended Absences: Students who plan to be away for 3 or more consecutive school days, but less than 20 consecutive days, are required to complete a **Planned Absence Notification Form** to ensure that teachers are notified in advance and that students are aware of their responsibility for completing missed work**.** Forms are available in the Main Office.

Students who plan to be absent for more than 20 consecutive school days will be un-enrolled from CHRHS while they are away and re-enrolled upon their return. Parents of these students are responsible for their child's education for the duration of the time away and are required to register their student with the state as a homeschooler. For more information see **Homeschooling**, page 24.

Dismissals

Students may be dismissed from school for the same reasons as for excused absences. Dismissals must be arranged in advance by a parent/guardian and students must check out at the main office prior to leaving campus. If a Junior or Senior has Early Release, Late Arrival, or Open Campus, they must be dismissed if they will be missing any scheduled academic time or assigned study halls. All students being dismissed should check out with the main office to confirm their dismissal before exiting the building. Students returning to school on the same day after a dismissal should check in at the main office. Dismissals communicated by parents/guardians after-the-fact may not be excused.

Field Trips

Students absent from any class periods due to school-sponsored activities are expected to obtain approval from classroom teachers in advance in order to remain current with their coursework. Non-sports related field trips require a parent permission form.

TARDINESS

Tardy students must check in at the main office and obtain a pass to class, or they will be considered unexcused absent. Tardiness due to medical appointments does not count if students bring a note from the doctor that verifies the appointment. Students will also be expected to bring in a doctor's note if they have ongoing regularly scheduled medical appointments.

Tardiness Consequences

Students are allowed 4 first period tardies without consequence, after that

5th & 6th Tardies - Lunch in Office

7th - 10th Tardies - After School Consequence

10+ Tardies - Potential Loss of Privileges, attendance plan

The tardy count will reset at the beginning of each quarter.

Remote School Days

On days when the whole school is remotely learning, teachers will conduct remote school day classes using the Remote School Day Bell Schedule and attendance will be determined by a student's presence or participation in assignments.
If a parent reports via email that the student is sick, out of town, or is unable to participate remotely due to power loss or technical difficulties, they will be marked Excused absent. Student households without regular internet service should contact the CHRHS IT department for assistance.

Mid Coast School of Technology

When CHRHS has a 12:15 half-day early release and MCST does not:
MCST students are required to attend MCST. Transportation will be provided to and from MCST and back home.
When MCST has a regular school day, and CHRHS is not in session:
MCST students are required to attend MCST. Transportation will be provided.
For information about MCST closures and schedules, go to mcst8.org or call 594-2161.

ACTIVITIES ON DAYS WHEN SCHOOL IS CANCELLED

CSD Policy NEPN/NSBA: JE

When students are sent home during the day because of bad weather conditions, all school activities (practices, performances and games) shall be cancelled. If school is cancelled for other reasons or on Remote School Days, activities will be scheduled at the discretion of the building principal. When school is cancelled before 7:00 a.m. and conditions change during the day, it shall be the responsibility of each building principal to decide whether or not to conduct afternoon and evening school events and to announce this decision via local media and the District website.

DISMISSAL DUE TO THREATS TO THE BUILDING, INCLUDING BOMB THREATS

The CHRHS Crisis Response Team, in conjunction with local law enforcement, fire safety, and emergency health care officials, has developed specific emergency plans in the case of a threat to the building. Staff is trained annually on emergency procedures. All students are expected to follow directions and evacuate or stay put as directed. It is not feasible for students to ask to be released when the administration is reacting to a threat. Students whose parents have given dismissal permission through our online forms update may be released after the administration has been assured that school may resume. Parents assume responsibility for their child and his/her transportation when they choose to release them.
Depending on the situation, students who are released may not have access to their belongings and/or their vehicles. Students who are dismissed may not return to school or participate in school activities for the remainder of the day.

D. Student Conduct and Discipline

STUDENT CODE OF CONDUCT

CSD Policy NEPN/NSBA: JIC

The School Board of the Five Town CSD is committed to maintaining a supportive and orderly school environment in which students may receive and staff may deliver a quality education without disruption or interference and in which students may develop as ethical, responsible, and involved citizens.

To achieve this goal, Five Town CSD has established a set of expectations for student conduct. These expectations are based on the values identified by the community, staff, and students as essential to ethical and responsible behavior.

The School Board of the Five Town CSD is committed to maintaining a supportive and orderly school environment in which students may receive and staff may deliver a quality education without disruption or interference and in which students may develop as ethical, responsible, and involved citizens.
To achieve this goal, Five Town CSD has established expectations for student conduct. These expectations are based on the values identified by the community, staff, and students as essential to ethical and responsible behavior.

Five Town CSD Core Values:

PRIDE

Personal Responsibility, Respect, Interdependence, Drive, Empathy

The Board believes that each member of the school community should take responsibility for their own behavior. To that end, the Board recognizes the need to define unacceptable student conduct, identify the possible consequences for such conduct, and ensure that discipline is administered fairly, promptly, consistently, and confidentially. The Board also recognizes the need to develop disciplinary procedures in the context of our broad goal of creating a positive learning environment. Therefore, to the extent possible, student discipline should afford maximum opportunities for students to learn from their inappropriate behaviors.

Having considered the input of administrators, parents, students, and the community, the Board adopts this Student Code of Conduct consistent with the requirements of 20- A MRSA Section 1001(15) (adoption of Student Code of Conduct).
The Code applies to students who are on school property, who are in attendance at any school-sponsored activity or representing the school in any capacity. The Code represents aspirational values -- those to which the Five Town community asks our students to aspire to.

DISCIPLINARY PHILOSOPHY

Consistent with the Five Town CSD Mission of building character and intellect in every student and our concern for the individual and their personal growth, the CHRHS administration has worked with the Restorative Justice Project of the Mid-Coast to deal with discipline using restorative principles. Our goal is to help students identify the harm caused by their actions and to the extent possible help students repair that harm. When appropriate, we will work with both the harmed party and the offender to foster this repair. Restorative practices seek to turn negative behaviors into learning experiences and provide an opportunity for the perpetrator to repair the damage they caused. Restorative practices typically include a discussion facilitated by an experienced staff member. The discussion focuses on four key questions: What happened? Who was affected? How were they affected? What can be done to make it right? The outcome is typically an action plan aimed at restoring the damage done. Students may be assigned additional disciplinary consequences (such as directed afterschool interventions or suspensions) as well as restorative measures, but every attempt will be made to ensure that all disciplinary responses include some degree of reparation designed to promote learning from the experience.

DISCIPLINARY PROCEDURES

Directed After School Intervention (DASI)

A student who has been assigned a DASI has the option of waiting one day before serving the DASI. After that, a student is expected to report to the main office on consecutive days until the DASI has been completed. Students who fail to serve a DASI without prior office approval or are late to DASI will be assigned an additional penalty. Students who repeatedly fail to serve assigned DASIs will be suspended for insubordination.

Questioning/ Searches of Students:

The School Board seeks to maintain a safe and orderly environment in the schools. The principal/designee is authorized to question and/or search students in accordance with policy JIH.

Suspension:

When a student is suspended from high school, they are denied:

1. Access to the school;
2. Access to attendance at school events; and
3. Participation in co-curricular activities.

Students are expected to get assignments and keep up with their schoolwork during the time missed. All suspensions occurring in the last ten days of the school year shall be served immediately and any portion of such suspension that runs beyond the closing date of school shall be served in the following school year.

Level	Responsibility	Behaviors	Recommended Disciplinary Options
1	Initially Handled at Classroom Level	1. Classroom Disruption 2. Rude/disrespectful or inappropriate behaviors 3. Tardiness 4. Extended Breaks/Wandering 5. Cell Phone Policy violation 6. Inappropriate use of technology 7. Academic Dishonesty	○ Teacher conversation with student ○ Issue Warning about consequences of repeated violation ● After school consequence - issued by Teacher ● Loss of Passes/Breaks Outside of Classroom ● Teacher contacts parent ● Parent/teacher/ student meeting **For Academic Dishonesty violations, refer to specific policy. Referral to administration for repeated violations which will now be considered Level Two Behaviors*
2	Reported to the Administration using a disciplinary referral form	1. Habitual level 1 violations (3 or more incidences) 2. Skipping class (unexcused absence) 3. Skipping full day of school 4. Leaving the school campus without permission 5. Defacing school property 6. Vulgar/inappropriate language/gestures 7. Bus violation 8. Unauthorized exiting of school building 9. Parking/driving violation 10. Lunchtime infractions/throwing food or objects/disruptive behavior 11. Failure to teacher after school consequence. 12. Building security violation, including unauthorized entrance / opening / propping of entry/exit doors. 13. Loitering and/or wandering in halls 14. Insubordination	○ Administrator contacts parent ○ Restricted (or suspended) laptop/technology privileges ● Administrative After School consequence, No Pass List, or In School Suspension, depending on the nature and severity of the infraction ● Appropriate restitution if applicable ● Loss of school transportation privileges ● Lunch in Office ● Loss of extracurricular privileges ● Loss of parking/driving privileges ● Loss of Junior/Senior Privileges ● Loss of Library privileges

3	Requires a more immediate report to the Administration. The submission of a disciplinary referral form is required but may follow a verbal referral based on the situation.	1. Habitual violations of level 2 behaviors 2. Bullying, cyberbullying, intimidation 3. Failure to serve assigned administrative after school consequence 4. Petty theft (less than $20 value) 5. Inappropriate use of technology (i.e. possession and/or distribution of inappropriate content) 6. Forgery for school-related purposes, false telephone calls, emails and text messages, tampering with school documents 7. Making a false report and/or providing false information. 8. Causing or provoking a major disturbance anywhere at the school or at school events 9. Gambling 10. Instigating or provoking others to fight 11. Taking photos of another person without permission from that person (student or staff) 12. Physical intimidation and/or threatening statements toward other students 13. Vulgar, obscene, abusive, or biased language directed toward any individual (student or adult). This may also constitute an instance of harassment (Level Four). 14. Tobacco use and/or possession of cigarettes, electronic cigarettes/vaporizers/ or other devices replacing cigarettes whether the inhalable substance includes nicotine. 15. Failure to Identify or providing false identification 16. Possession of pornography	○ Parent meeting ○ Up to a 5 day suspension, depending on the nature and severity of the infraction. This may sometimes be in combination with In School Suspension. ○ Possible referral to school counselor or social worker ○ Reflective/restorative activities ○ Loss of school granted privileges as outlined in Level Two Disciplinary Action. ○ Possible legal action to include but not limited to a summons to court by law enforcement ○ Participation in restorative practices ○ Possible referral to Affirmative Action coordinator ○ Referral to appropriate counseling ○ Safety Assessment ○ Community service
4	Must be reported to Administration immediately, through the most efficient form of communication	1. Repeat of level 3 violations 2. Sexual harassment 3. Bias-motivated harassment (to include but not limited to race, color, gender, gender identification, sexual orientation, religion, ancestry, national origin, or disability). 4. Other harassment or hazing 5. Burglary, theft, unlawful possession of school property 6. Vandalism 7. Extortion 8. Fighting 9. Assault on a student 10. Physical intimidation or threatening statements toward district personnel 11. Possession, use, or being under the influence of alcohol, marijuana, or other prohibited or controlled substances 12. Possession of drug paraphernalia 13. Indecent exposure 14. Distribution of pornography 15. Engaging in a sexual act on school property 16. Instigating or participating in gang/mob type of school disturbance 17. Possession of a weapon other than a firearm	● Parent contact ● Police notification of criminal activity ● Referral to school social worker ● Up to a 10 day suspension; parent and student must meet with an Administrator and School Counselor before student is readmitted to school ● Students must participate in an appropriate type of counseling to address the student's behavioral problems before being readmitted to school. Program must be approved by the student's Administration and School Counselor ● Possible referral to Superintendent of Schools for further action, up to an including expulsion.
5	Must be reported to Administration immediately, through the most efficient form of communication	1. Repeat of level 4 violations 2. Possession or distribution of child pornography 3. Sale or distribution of alcohol, marijuana, or other prohibited substances, paraphernalia or material 4. Possession or use of deadly weapon/firearm 5. Arson 6. Physical assault on district personnel 7. Sexual assault 8. Any other violent crime 9. Participation in the issuance of a threat against the school community.	● Parent contact ● Suspension from school for 10 days with possible recommendation for expulsion ● Police notification of criminal activity

Release of Student Names to State Department of Education

In addition to receiving disciplinary consequences as outlined by CHRHS policies, CHRHS is required by law to submit the names of students who commit the following "incidents of prohibited behavior" to the State Dept. of Education (DOE) Alcohol Related
Marijuana Related or Other Illicit Drug Related Cyberbullying
Bias-Based Harassment
Bullying (Referred to as General Bullying/Hazing in IC) Violence with Physical Injury
Violence without Physical Injury Weapons Possession
Other- Not Drug, Alcohol, Weapons, or Violence Related (Cyberbullying, Harassment, and Bullying are not considered "other") Bomb Threat (when it is known the student who made the threat)
The identification of known student offenders allows the Maine Department of Education to determine federally required indicators regarding race, ethnicity, special education status, and disciplinary action taken, however the names will not be reported. Only the aggregate counts are reported.

COMPULSORY AFTER SCHOOL DISCIPLINE PRACTICES

CSD Policy NEPN/NSBA code: JKB

Education in the 21st Century calls for reflective reconsideration of practices that once had a place within earlier models but no longer fit in the present day. Among them is the use of "detention" as a consequence for disciplinary infractions. Detention, utilized outside of education, relates solely to law enforcement practices that involve the holding of criminals or suspected criminals. The Five Town CSD Board of Directors does not support language or practices that in any way equate adolescents with those in violation of the law. Accordingly, the Board expects the Administration to develop models whose purpose is to provide students with meaningful opportunities to reflect upon inappropriate behavior, make amends for any harm caused by misbehavior, and develop positive behavioral alternatives, all to diminish the likelihood that unwanted behavior will be repeated.

To this end, the Board authorizes teachers and administrators to require students to remain after school for interventions designed to address inappropriate behavior or violation of school rules/policies.

Before assigning students to an afterschool intervention, the student will be informed of the reason for the afterschool intervention, and the student will be given an opportunity to explain his/her version of the incident(s) of concern.
A student who has been assigned an afterschool consequence has the responsibility to make plans with a teacher for academic or behavioral support within a two-week time period, or to work collaboratively with an administrator to address a situation that has risen to that level.

All students required to stay after school for disciplinary purposes will be under the direct supervision of a member of the professional staff or other person designated by the building administrator. Students who do not carry through on their responsibility to fulfill this consequence may be subject to additional disciplinary measures.

If the student is not able to remain after school due to family circumstances (as confirmed by a parent/guardian) alternatives may be made to address behaviors before school, at break, or at other times by mutual arrangement.
The Superintendent/designee is authorized to develop and implement any administrative procedures necessary to carry out this policy.

BULLYING AND CYBERBULLYING PREVENTION IN SCHOOLS

It is our goal for our school to be a safe and secure learning environment for all students. It is the intent of the Five Town CSD Board to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning.

Bullying and other forms of peer mistreatment are detrimental to the school environment as well as student learning, achievement and wellbeing. Peer mistreatment interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying and other forms of peer mistreatment affect not only students who are targets but also those who participate in and witness such behavior. These behaviors must be addressed to ensure student safety and an inclusive learning environment.

It is not the Board's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take action in response to conduct that interferes with students' opportunity to learn, the educational mission of the Five Town CSD, and the operation of the school. For the complete Bullying and Cyberbullying Prevention policy, see JICK.
Concerns about bullying or cyberbullying should immediately be brought to the attention of the administration.

BUS CONDUCT

CSD Policy NEPN/NSBA Code: EEAEC

(Daily Transportation of Students to and from School)

Bus students are expected to enter school immediately from their bus in the morning and are expected to wait for their afternoon bus either in the building or in the bus loop area.

School-provided transportation in the Five Town CSD is a privilege afforded those who use it responsibly. Students who choose to ride the bus are expected to act in accordance with the CHRHS Code of Conduct at all times.

The parent/guardian is responsible for the supervision of the student until such time as the student boards the bus in the morning. Once a student boards the bus, they become the responsibility of the school district. Such responsibility shall end when the student is delivered to the regular bus stop at the close of the school day.

When a student does not conduct himself/herself properly on a bus, the misconduct shall be specified in writing and signed by the bus driver and Transportation Director. The issue may be addressed directly by the Transportation Director or referred to building administration at his/her discretion.

If referred to the building administration, consequences will be assigned commensurate with the behavior. Repeated infractions will result in additional graduated consequences that may include suspension from school and/or loss of bus privileges for the remainder of the school year.

CARE OF SCHOOL PROPERTY BY STUDENTS

CSD Policy NEPN/NSBA Code: JICB

All school property, from textbooks to furniture and facilities, are available to students for their use. Each student is responsible for loss or damage they incur beyond normal wear. Students will be billed for the replacement costs due to accidental, intentional, or negligent damage of materials and equipment.

If reimbursement is not forthcoming within a reasonable time:

1. Damage to school property may be recovered in a civil action to obtain the permitted "double the damage;" or
2. Costs of lost, destroyed, or damaged schoolbooks and instructional equipment may be recovered by requesting the municipal assessor to include the value in the next municipal tax of the delinquent parent.
3. Disciplinary action may be taken when appropriate, in accordance with Policy JK – Student Discipline.
4. Acts of vandalism may result in criminal charges. The Superintendent shall see that students and parents are notified in a timely manner, and at least annually of their responsibilities under this policy, such as by publication in pupil/parent handbooks.

DEBTS

Students are expected to return all books, devices and course materials, and pay all library fees and café debts by the last day of school. Seniors will not be allowed to march in graduation unless all outstanding debts have been paid or unless arrangements have been made with the Administrative Assistant in the main office. Please note that any fees incurred by CHRHS for checks issued to the school will be passed along to the issuer of the check.

DRESS CODE

Student dress choices should respect the school's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school is responsible for seeing that student attire does not interfere with the health or safety of any student and that student attire upholds the ideals of a CHRHS education.

Students Must Wear:

A shirt or dress with opaque fabric in the front, back, and on the sides under the arms, AND pants/jeans or the equivalent (skirt, sweatpants, leggings, dress or shorts), AND shoes

Students May Wear:

- Hats and hoods can be worn at the teacher's discretion. Hats and hoods must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.
- Religious headwear
- Bottoms that cover underwear and buttocks, including fitted pants, ripped jeans, leggings / yoga pants, skirts and dresses.
- Tops that cover the same area as an undergarment, including tank tops with spaghetti straps and halter tops, and v-neck shirts.
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate what **Students Must Wear**).

Students Cannot Wear:

- Violent language or images.
- Accessories that could be considered dangerous or could be used as a weapon.
- Images or language depicting drugs or alcohol or any illegal item or activity. Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed) Any item that obscures the face, including sunglasses (except as a religious observance or health precautions related to mask wearing).
- Clothing or accessories that the administration determines are inconsistent with the fundamental values of public school safety.

Dress Code Enforcement

- Students will be asked to put on their own alternative clothing, if already available at school, to be dressed to code for the remainder of the day.
- Students will be provided with temporary school clothing to be dressed to code for the remainder of the day.
- If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- The school administration shall retain the final authority in determining what is acceptable wear.

Student Rights

Dress code enforcement shall not be affected by a student's racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity. Students who feel they have been subject to discriminatory enforcement of the dress code should contact an administrator in the main office.

STUDENT USE OF CELLULAR TELEPHONES AND OTHER ELECTRONIC DEVICES

CSD Policy NEPN/NSBA code: JFCK

The Board recognizes that many students possess cellular telephones and other electronic devices. These devices may not be used in any manner that disrupts the educational process, is illegal, or violates Board policies and/or school rules. The Five Town CSD, and the individuals responsible for the enforcement of this policy, are not responsible for damage, loss or theft of such devices. The Principal is authorized to develop any school rules necessary to implement this policy.

RULES FOR STUDENT USE OF CELLULAR TELEPHONES AND OTHER PRIVATELY OWNED ELECTRONIC DEVICES

TBD

CSD Policy NEPN/NSBA code: JFCK-R

WASHINGTON TRIP

CSD Policy NEPN/NSBA Code: IJOA-A

Please see page 30 for the complete Washington Trip policy

The Five Town CSD School District is fortunate to have the Bisbee Washington Trust available to allow students who are enrolled full-time at CHRHS and have successfully completed their third year of high school to participate in a school sponsored trip to Washington DC. Participation in the Washington Trip is considered a privilege and students who choose to participate will be held to a higher level of responsibility.

In order to enhance the safety and well-being of the group, the following behaviors will result in a student's exclusion from the Washington Trip:

a. A single disciplinary infraction during the student's third year that results in a suspension of more than three days.
b. Multiple suspensions during the student's third year that accumulate to 4 or more days or an expulsion from school.
c. Any conduct or situation during the student's third year, regardless of disciplinary consequences, in which the student brings discredit upon himself/ herself or behaves inappropriately in such a way that is judged as a risk or a liability by the Building Administrator/designee. Such behavior includes, but is not limited to, use or possession of illegal substance, drinking, fighting, stealing, vandalism, or harassment, regardless of whether the behavior occurs in the school or community.
d. Failure to participate in all pre-trip activities.

F. Five Town CSD Policies

The following policies that pertain to student life at CHRHS are available at *https://csd.fivetowns.net*, or by clicking on the links below. Please contact the main office at 236-7800 if you need a printed copy.

Foundations/Basic Commitments

AC	Nondiscrimination/Equal Opportunity
ACAA	Harassment & Sexual Harassment
ACAA-R	Student Discrimination& Harassment
ACAD	Hazing
GBEB	Staff Conduct With Students
ADC	Tobacco Use and Possession

Support Services

EBCC	Bomb Threats
EBCB	Emergency Drills
ECAF-E	Notice About Security Camera Use
ECB	Pest Management Policy/Notification

Instruction

IKA	Grading & Reporting Grades
IK	Student Achievement
IKC	Transcripts
IJNDB	Student Computer & Internet Use
IJNDB-L	School Provided Device Use
IJNDBR-R	Student Computer & Internet Use Rules
IJNDBR-P	School Provided Computer Use Procedure
IJOA-A	Washington Trip
ILD	Student Surveys
IMG	Animals on School Premises

Students

JRA	Student Educ. Records
JRA-E	Annual Notice FERPA
JICK	Bullying and Cyberbullying
JICH	Misuse of Chemical Substances
JL	Student Wellness
JLCD	Administering Meds to Students
JLCB	Immunizations of Students
JLCDA	Medical Marijuana in Schools
JEGE-L	Out of State Competition
JEAA	Student Attendance, Absences &Tardiness
JEA	Compulsory Attendance/Truancy
JFCK	Student Use of Electronic Devices
JFCK-R	Rules for Student Use of Electronic Devices
JJIF	Management of Concussions and Other Head Injuries
JK	Student Discipline
JKAA	Use of Physical Restraint and Seclusion
JIH	Questioning and Searches of Students
JICI	Weapons, Violence and School Safety
KI	Visitors To The School