

**MAINE
COAST
SEMESTER**
at **CHEWONKI**



Semester 69-70

Student and
Family Handbook

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WELCOME

Building community, feeling connected, and doing meaningful work – these are among the great challenges and joys of life, ever more vital today in a landscape of pandemic disruption and isolation. At Maine Coast Semester, you will develop a sense of self, a sense of place, and a sense of belonging.

Together, we will explore life’s big questions as you learn to read the natural, cultural, and social landscapes around you. At the threshold of young adulthood, Maine Coast Semester offers you a rite of passage. The daily, immersive, sensory learning that comes from living close to the elements and to each other is real. You will see direct links between action and impact, self and community, taking care of place and taking care of others.

Our curriculum aligns with college preparatory junior year academic rigor from sending schools around the country in classes that will put you right in the field, opening your world to habits of curiosity, compassion, and new understanding of your strengths and ways you can contribute. Chewonki’s 400-acre peninsula in coastal Maine – with landscapes including rocky shores, salt marshes, ponds, forests, and an organic farm with chickens, sheep, and cows – is a learning landscape that can open your heart and imagination. During your semester here, you’ll combine challenging academics with hands-on, place-based, community-based learning. You will learn about the world around you and your place in it. You will learn that you can make a positive difference.



Looking forward to all we will do together,

Lise S Goddard

Lise Goddard
Head of Semester School

INTRODUCTION

ABOUT US

Maine Coast Semester at Chewonki is a journey taken by students and teachers together. As unique individuals, we come together on this peninsula to engage – as colleagues and collaborators – in an extended conversation about our relationship with the natural world and our relationship with our community.

By working hard both physically and intellectually, by embracing the struggles and rewards of living in this intentional community of learners and workers, we become increasingly self-confident and mature; we learn to live well with others; we clarify our values and sharpen our intellect, and we become better observers of the world around us. As Joy Harjo says, “We each make our own map, and it is informed by those who came before us and those who surround us now.”

At Maine Coast Semester, we believe that communities must be nurtured to achieve their full potential through the care, energy, and goodwill of all members. Complete honesty and direct communication are essential to the health of our community, as is a passion for fully embracing the spirit and standards of Maine Coast Semester. It is through these paths that mutual trust is achieved.

At its best, our community is joyful, warm, and receptive to new ideas, and welcoming to all persons. Individually, each of us values hard work; we understand that we are responsible for our own actions and that together, we can achieve great things. We travel to the Maine coast to live, as Thoreau

said, “deliberately.” And when our journey ends, and our community disperses, we leave knowing that we have lived fully and learned deeply.

CHEWONKI MISSION

Chewonki inspires transformative growth, teaches appreciation and stewardship of the natural world, and challenges people to build thriving, sustainable communities throughout their lives.

OUR [COMMITMENT](#) TO DIVERSITY, EQUITY, AND INCLUSION

To meet the promise of our mission, we strive to be a diverse, equitable, and inclusive organization. Our legacy of thoughtful self-reflection and purposeful change guides our efforts to create a place where all participants and staff can flourish. We are committed to:

- Promoting the principles of social and environmental justice;
- Cultivating a leadership culture that fosters the best practices of this work;
- Building our financial strength to ensure the durability of this work;
- Attracting and enrolling students and campers who reflect our nation’s diversity;
- Attracting and retaining staff who reflect our nation’s diversity;
- Providing relevant, rigorous professional development;
- Designing a campus that is responsive to many needs;
- Evaluating our progress on an ongoing basis; and;
- Collaborating whenever possible with peer institutions to share knowledge and resources.

We acknowledge that Chewonki operates throughout Maine on the ancestral lands of the Wabanaki and our main campus is on the land of the Wawenock, who were part of the Eastern Abenaki people. We also acknowledge that our organization has not always been inclusive, equitable, or diverse in the ways we envision for the future.

We are engaged in a sustained effort to transform Chewonki into a more diverse, equitable, inclusive, and anti-racist organization and school, one that is committed to addressing the historical and entrenched inequities that prevent us from reaching our full potential as a place of teaching and learning.

At Maine Coast Semester, we tend to this across our curriculum – in classes and residential life and beyond. We are learners in this work, constantly shifting and growing our approach as we learn, listen to our community, and adjust to our ever-evolving landscape. Read more about our commitment to this essential work and the ways we are doing it in our foundation’s DEI Roadmap, found [here](#).

MAINE COAST SEMESTER VISION

We choose to approach rigorous academics, physical work, and everyday living with responsibility and joy. Whether engaging in a spirited classroom discussion, harvesting tomatoes for our table, or planning Saturday night’s activities, we live each day deliberately to connect the individual to a larger community. Our students leave Chewonki with strengthened ownership for their education, an awareness of their place in nature, and an understanding that they can make a positive difference in their world.

GOALS FOR GRADUATES

Our Goals for Graduates were crafted using the lens of diversity, equity, inclusion, and justice, giving students the opportunity to develop empathy and awareness as they grow in the following areas:

- Engaged Learning
Students learn in a holistic way and address complex issues with humility, critical thinking, and creativity.
- Community Involvement

As responsible community members, students intentionally engage with a breadth of perspectives to promote social and environmental justice within and across communities.

- Effective Communication

Students listen with openness and discernment, and communicate ideas with clarity, creativity, and an awareness of impact.

- Sense of Place

Students build an understanding of their reciprocal relationship with the natural world through focused observation and reflection.

- Sense of Self

Students explore and affirm their identities, strengths, and areas for growth, and understand how these impact the various communities of which they are a part.

CONTACT US

OFFICE PHONE NUMBERS

Our [full staff directory](#) can be found online. During our regular business hours, and for non-emergencies, please call our main line at (207) 882-7323.

Admissions Office, admissions@chewonki.org

Phone: (207) 882-7323 ext. 5501

Direct Line: (207) 656-5885

Chewonki Health & Wellness Center, health@chewonki.org

Phone: (207) 882-7323 ext. 5300

Direct Line: (207) 656-5869

Confidential Fax Line: (207) 882-9564

Lise Goddard, Head of Semester School, lgoddard@chewonki.org

Phone: (207) 882-7323 ext. 2201

Direct Line: (207) 656-5808

Julie Barnes, Dean of Students, jbarnes@chewonki.org

Phone: (207) 882-7323 ext. 2203

Direct Line: (207) 656-5809

Sarah Rebick, Dean of Academics, srebick@chewonki.org

Phone: (207) 882-7323 ext. 2211

Direct Line: (207) 656-5822

AFTER-HOURS EMERGENCIES

If there is a critical reason to reach us after business hours, we have a dedicated cell phone carried by an on-duty faculty member for emergencies that occur from 6:00 p.m. through 8:00 a.m. Monday - Friday and on weekends. Note that this is also the number to call on travel days if there are in-the-moment travel updates.

On-Duty Emergency Cell: (207) 656-5005

STUDENT EXPECTATIONS & STANDARDS

OVERVIEW

Since 1988, Maine Coast Semester at Chewonki has delivered an intensive, immersive, residential college-preparatory semester program to ambitious high school juniors from around the country with a programmatic focus on place-based experiential learning and a commitment to community and environment. Maine Coast Semester is a program division of Chewonki, whose century-old learning landscape has built a foundation and reputation of authenticity, trust, and connection to place and people. The Maine Coast Semester curriculum supports and challenges students to become the people they want to be in the world by offering opportunities to learn from all aspects of daily life. Much is asked and expected of all faculty, staff, and students to contribute positively to the community as a whole and ultimately to the world beyond Chewonki Neck.

During Maine Coast Semester, students live communally in cabins – separate from faculty members – and play a significant role in the daily care and stewardship of our place. This unique residential environment requires independence. Our culture is grounded in trust, responsibility, and relationships; our collective safety depends on it. The community acknowledges that the conduct of each person impacts the experience of others and the whole.

Maine Coast Semester was founded upon ideals that appeal to collective honesty and upholding the intellectual and community spirit of Chewonki. This has served our program well since its founding. The ideal of Chewonki –

a community in which responsibility and trust are reciprocated – remains strong across the decades and continues to offer a crucible for transformative growth, as students become contributing members to a community of peers and adults.

THE GREAT EXPECTATIONS

A student who decides to disobey any of the major rules below will be held fully accountable and can expect our response to include, but not be limited to, permanently separating them from the community.

1. No cheating, plagiarism, or dishonesty of any kind: In this school, our intellectual spirit and our integrity are vital. We strictly adhere to an honor code; dishonesty will be cause for dismissal. Truthfulness at all times, no matter what the social pressure, is essential and expected.
2. No use or possession of illegal drugs, including alcohol, tobacco, or vaping products: This rule should be understandable for legal and health reasons. It is illegal to possess tobacco in the State of Maine if you are under twenty-one. Because of our emphasis on wellness and healthy living, we have no tolerance for drug or alcohol use of any kind. Additionally, Chewonki is a non-smoking campus for all faculty and staff (this includes vaping).
3. No stealing or damaging property: Stealing and destruction are incompatible with a healthy community.
4. No harassment of individuals or groups of individuals: Respect for each member of the Semester is vital to the success of our community. Harassment of any kind (religious, racial, ethnic, sexual, or sexual orientation) has no place at Chewonki. This includes overt acts of physical assault, as well as unnecessary touching, suggestive

remarks, verbal abuse, unwelcome sexual advances, graffiti, epithets, or biased humor.

5. No sexually intimate relationships: They can have damaging or unintended consequences for the health, safety, well-being, and privacy of our students and our community. These types of relationships can also indicate a level of exclusiveness that conflicts with our community values.
6. No being outside of your cabin after nighttime check-in or in other cabins outside of visiting hours: Because of the trust implied by the unique living conditions at Maine Coast Semester, we simply cannot permit violations of the check-in policy. Students may visit the restrooms within the spirit of this rule: e.g., in the night, for a true need. However, leaving your cabin thirty minutes after check-in because you forgot your water bottle does not represent a “true need.”
7. No violating the intellectual spirit of Maine Coast Semester: Failure to attend classes or to complete classwork, preventing others from studying, or displaying an attitude toward academic pursuits that negatively affects others indicates that you do not wish to be a part of Maine Coast Semester.
8. No violating the community spirit of Chewonki: Much of what makes Chewonki a unique and powerful learning community is the time we spend together: at meals, in the cabin, working on chores, in the dish room, or on a work program. Because our community is so small, it is essential that each student contribute meaningfully and with a spirit of generosity to the group.

We regard these Great Expectations with the utmost seriousness. If you decide to join this school community, you must be willing to be fully invested in it. When you sign the Enrollment Agreement and Community

Agreement, you are making a promise to every other member of the Maine Coast Semester community that you are prepared to follow every rule and expectation outlined in this handbook.

These rules apply at all times while you are a student at Maine Coast Semester. Families and sending schools will be notified in the event of a disciplinary incident. If you have questions or concerns that you will be unable to live up to our community rules and expectations, we urge you to immediately speak with the Head of Semester School, so that we can better understand your apprehensions and identify appropriate next steps.

COMMUNITY STANDARDS

Note that these standards express behavioral expectations that collectively contribute to the community spirit of Chewonki. Issues that arise from pushing against these boundaries may be addressed in the moment, or, in cases of on-going challenges, by restorative conversations focused on responsibility and growth.

WE EXPECT ALL OF OUR STUDENTS WILL

1. Know and follow all rules, regulations, and guidelines around health and safety, including all protocols that address COVID-19.
2. Know and follow [cabin rules](#) so that we can enjoy our time together.
3. Attend all meals on time to promote our community and good health. Please eat only the food served by Chewonki at meals and at all times faithfully adhere to all health and safety protocols during meals. (Note that if you have specific dietary needs, our kitchen team is eager to work with you and support your nutritional health and overall sense of well-being.)
4. Uphold our value of timeliness to all classes, activities, and meetings. Our days begin early. To build school pride and ownership for your campus, we all arrive for Gather and morning chores on time.

5. Respect and participate in [study hours](#) as an agreed-upon time of quiet on campus so that you may work, read, and reflect knowing that you are not missing out on a social opportunity.
6. Use the Chewonki wireless network appropriately (no illegal file-sharing or downloading of sexually explicit or otherwise inappropriate content).
7. Not use cellular phones on campus at any time. Our no-phone policy offers a refuge and allows us to focus on the people and time we have here.
8. Not enter buildings or spaces not designated for semester use.

See the section on [residential life](#) for more details about these rules.

DISCIPLINARY PROCESS

GUIDING PRINCIPLES

We believe that our students want to do right and we create a container within which we hold our learning community. Our [Great Expectations](#) (described above and signed by each student and parent in the Community Agreement) are the major rules within which we operate for the physical and emotional safety of all, as well as for the integrity of our community and the reputation of our organization.

Our commitment to restorative practices in our disciplinary process offers opportunities to learn and make amends if/when a student makes a mistake and pushes against or breaks a rule. If all parties are willing to learn, the restorative path offers the student the opportunity to reflect, repair harm, re-commit, and contribute positively to the community. A repeated offense or a pattern of disregard for norms and rules indicates that the student is either unable or unwilling (cannot or does not want) to be a full participant in

this intentional community. In this scenario, the student can expect to be separated from the community, either temporarily or permanently.

Many students and families will be familiar with the language of first and second strikes in schools with traditional discipline practices. Programs in restorative practices distinguish themselves by placing high added value on the learning and guided growth that can come from owning and reckoning with one's mistakes. Indeed, learning from mistakes is woven into the fabric of our learning landscape. Our restorative practices are time-intensive, and as long as rule-breaking is rare and community buy-in is high, they are an effective container for deep learning, growth, and restoration. When a particularly egregious first violation or a repeat of violations exceeds our capacity to hold a student, that is, when an action is illegal or the conduct of an individual risks the safety or quality of the program for others, then separation from the community – temporary or permanent – is the appropriate consequence. Parallel to and regardless of our discipline process, separation from the community can also occur through a health and wellness path if we discover that a student's mental or physical needs do not meet our essential eligibility criteria.

As in any intentional community, there is dynamic interplay between earning trust and demonstrating responsibility. While we hold each individual with respect and dignity and acknowledge legitimacy to their privacy interests (i.e., to their belongings, living spaces, and data), we have an institutional commitment to the good of the whole community. Along with peer institutions and sending schools, we reiterate that a student's privacy interests are not absolute, particularly when those interests collide with real or perceived dangers to that student or to others, or when they collide with real or perceived violations of our rules and regulations, or of federal, state or local laws.

DISCIPLINARY PROCESS POLICY

INQUIRY PROCESS

Any and all incidents of safety violations or rule-breaking (see [Great Expectations](#)) – caught in the moment, suspected, or reported – trigger a process of inquiry. First, the immediate safety of the student is evaluated and as needed, addressed. Once cleared, we begin an inquiry.

We follow an inquiry process that includes fact-finding with a student by two adults and contact to parents as consequences are determined. A student's honesty in the inquiry process is essential, as honesty is itself a Great Expectation.

CONSEQUENCES: PATHWAYS TO RESTORATIVE PRACTICES AND DISCIPLINE

1. Possible pathways based upon inquiry:
 - a. If illegal activities or substances are possibly involved, the situation initiates a particular set of protocols including our Illegal Substance Policy and search protocols.
 - b. If there is concern about addiction, students and parents are referred to Health and Wellness Center (HWC) for support (parallel to and regardless of discipline process).
 - c. If there is likelihood of sexual activity, students are referred to Health and Wellness Center (parallel to and regardless of discipline process). By law, parents are not informed by the school if a student accesses reproductive health services. (See ["Minor's Rights: A Guide to Confidential Health Care in Maine"](#) by Maine Family Planning).
 - d. All other incidents enter the restorative discipline pathway.

2. If all parties are willing, a violation may be addressed through restorative practices with the goal of learning, healing harm, and changing behavior. The process typically includes multiple steps over several days with significant reflection, conversations, exploring one's behavior, and learning to “own” that behavior.
3. **Minor incidents:** There is a wide range of behavioral missteps and boundary pushing that will be met with restorative practices to learn, reflect, and move on while not being serious enough to trigger a temporary separation. Advisors, cabin parents, and other faculty members may facilitate the restorative process. Depending on the impact and outcome, a smaller incident may (or may not) be immediately reported to parents by the advisor. We are an educational community with opportunities to learn from all aspects of our daily lives. Restorative practices are widely used in our learning landscape as our go-to tool.
4. **Major incidents:** The most serious consequences for major rule infractions – in concert with or separate from restorative practices – include the following:
 - a. Temporary separation from the community on or off campus, depending on context and severity; wrapped in the restorative process
 - i. Not recorded on transcript; described in final advisor letter with restorative language
 - b. Suspension for behavior that endangers another student or is illegal.
 - i. May or may not reported on transcript, though named and described in final advisor letter; may need further reporting to sending school and college applications

c. Expulsion

- i. Recorded on transcript, if issued (permanent record)
- ii. Families may be given the opportunity to withdraw during an escalating discipline process.
- iii. If expulsion occurs within the final 4 weeks of the semester, students may still earn credit through completion of work.

5. Consequences occur immediately for illegal substances and endangering another student, and we follow particular guidelines for those consequences.

COMMUNICATION WITH PARENTS

As we learn of major safety violations or rule breaking, the parent(s) will be notified. If a student faces a serious disciplinary or restorative consequence, the communication home will include a phone call from the administrator, and the student will have the opportunity to speak directly with their parent(s) with the administrator present. If a student is part of an inquiry involving a number of students and is cleared, the communication home may happen by email.

ILLEGAL SUBSTANCE POLICY

OVERVIEW AND CONTEXT

Illegal substances such as drugs, alcohol and nicotine (in any form) have always been prohibited at Chewonki. Federal laws have tightened further with new FDA Tobacco 21 laws, which raised the federal minimum age of sale of tobacco products from 18 to 21 years, inclusive of cigarettes, cigars and e-cigarettes (vaping devices).

The pervasiveness of drugs, alcohol, and paraphernalia in the outside world, however, means that substances may find their way onto campus with students. Catching a student in the act of consumption or use is unlikely in our landscape of independent residence. If concerns do arise, clear, fair, transparent policies and protocols address these concerns in a targeted way while continuing to offer the freedoms that define our community.

POLICY

In order to promote the highest possible standards of learning, as well as the physical, social and emotional well-being of students, this policy is designed to: aid students in abstaining from the unlawful use of alcohol and drugs; provide for early intervention when use is detected; and, provide disciplinary action when necessary. Compliance with this policy is mandatory.

Any school staff member who has reason to suspect that a student has violated this policy is expected to report the incident to an appropriate administrator immediately.

A. Communication and Prevention

Chewonki will communicate expectations and this policy to all students and parents. When on campus, Chewonki will reiterate expectations and provide students with information and activities focused on abstaining from the use of alcohol and drugs. There will also be a short amnesty period after arrival, in which students may anonymously turn in illegal substances.

Such information and activities may address the legal, social and health consequences of alcohol and drug use and will provide information about effective techniques for resisting peer pressure. Information will also include an overview of specific parts of the policies, including sanctuary, amnesty search, and search protocols. Chewonki will work in partnership with

students, parents, and local law enforcement to eliminate these risks for all students.

B. Intervention and Consequences

Health Intervention Path: In keeping with our commitment to health and wellness, Maine Coast Semester has a [Sanctuary Policy](#) (included below) to offer a health intervention for a student who proactively comes forward to an adult seeking help.

Chewonki has a Health and Wellness Center (HWC) team to assist students in addressing their harmful involvement with chemicals and in continuing their educational program. Information will be provided, as appropriate, about alcohol and/or drug counseling and treatment, and programs that are available to students.

Disciplinary Path: If a student chooses to bring, hide, use, sell, or share illicit substances – and has not utilized the opportunities for health intervention or amnesty windows – then they are breaking a major rule and will face immediate disciplinary consequences. Based on the seriousness or pattern of the offense, suspension followed by a restorative path may be offered, but permanent separation from the community may be necessary.

School administrators - Deans and Head of Semester School - have responsibility for intervening with violations of rules. A more detailed description of illegal substances is available upon request.

C. Search Policy

Students are expected to maintain a safe and healthy environment for themselves and others at all times. In order to ensure the safety and health of students in our community the School maintains the right to inspect communal and student living spaces and belongings for compliance in

regards to fire, physical conditions, and illegal substances at any time, for any reason.

In addition, if we have reason to suspect that a student may have illicit substances in their possession, we may carry out a search of personal belongings (pockets, pouches, backpacks), buildings, communal and living spaces, and campus. This may be the only warning we will give you. Reasons we may conduct a search of a student's belongings include, but are not limited to, smell from a person's clothes, impaired behavior, multiple concerns from students, or rule-breaking that circumstantially point to possession or use of illegal substances.

AMNESTY SEARCHES

Searches of whole cabins and other spaces may happen if we suspect general or widespread issues with student safety and/or health. With the ultimate goal of a drug-free campus, amnesty searches – which are practiced at peer boarding schools and sending schools – can be an effective tool to motivate students to turn in substances anonymously during a short amnesty window with the offer of impunity or amnesty. After this window, if nothing is turned in or if we remain concerned, an amnesty search will follow. Inappropriate materials found after the “amnesty” period and during the follow up searches will result in additional discipline responses.

Search protocols for whole cabin and campus searches will be similar to individual searches, but involve more people.

SANCTUARY POLICY

It is the position of all Chewonki programs that alcohol and drugs (including nicotine, marijuana, and vaping) are incompatible with participant health and safety. These substances are prohibited across all programs. We also recognize the cultural prevalence and addictive nature of substances. In keeping with our deep commitment to participant health, to honesty and restorative practices, and to developing the life-long skill of building one's support networks, we offer a Sanctuary path by which participants in danger of addiction, in immediate danger from intoxication, or who simply want to discuss concerns or questions with an adult, can receive a health intervention that supersedes disciplinary action for substance abuse.

SEEKING SANCTUARY

A participant's drug and/or alcohol use poses both a long-term and immediate threat to their safety. The spirit of this policy is about identifying and supporting a health need, not evading consequences for choices.

- The participant at risk – alone or with the support of other participants – may approach any adult in the community and clearly state that they are seeking help through our Sanctuary path.
- If on campus: the staff member involved in such a conversation should immediately take the participant(s) to the Health and Wellness Center for evaluation.
- If off campus: call support phone for further guidance.

RESPONSE

Once Sanctuary is engaged:

- The Health and Wellness Center staff will evaluate and, if necessary, provide immediate medical treatment.
- The participant's parents will be contacted as soon as possible.

- The program director will be notified and may choose to bring in other team leaders to support.
- The participant, program director, and counselor will create a Health and Wellness Support Contract* to facilitate the student's continued health and well-being.
- A Health and Wellness Support Contract could include, but would not be limited to:
 - Required visits with a counselor
 - Completion of a drug and alcohol evaluation by a licensed professional

*As with all of our behavior contracts, a Health and Wellness Support Contract may indicate next steps to be taken should the participant require support beyond the scope of our mission and resources (which may include separation to receive needed medical support).

BEFORE YOU ARRIVE

PRE-ARRIVAL

As you prepare for your time at Maine Coast Semester please see the [latest communications](#) from our school leadership team, admissions office, and Health and Wellness Center, which we store in one place on the website for easy reference. This page is also our go-to reference for our current COVID Avoidance Response Plan and COVID-19 protocols. We will share a number of logistics before opening day, including up-to-date protocols and travel requirements for you and your family. Paying close attention to these communications will help you play your essential part in creating a safe learning environment for all.

TRANSPORTATION TO AND FROM THE CHEWONKI CAMPUS

We will arrange Chewonki shuttles to and from the [Portland International Jetport](#) (PWM), the Portland Transportation Center (a [bus](#) and [train](#) station with connections to Boston Logan Airport), and the Brunswick Train Station at the start and end of vacations and the semester, provided that students travel within the bounds of our shuttle schedule. Maine does not have the shuttle or taxi services you might find in Boston, New York or other major cities. As you make travel arrangements (especially around vacations), plan accordingly to travel within reasonable hours. Please remember that you must have a government-issued picture I.D. for air, bus, and train travel.

We will communicate timelines and arrival/departure logistics a month ahead of time, request information about your travel plans, and work with all families to coordinate arrival and departure times.

Should students or families encounter delays on the day of travel, please call our on-duty phone for updates and support: (207) 656-5005

DRIVING DIRECTIONS

We are located one hour northeast of Portland. From South Portland, follow I-295N (splits off from I-95) to Exit 28 for Brunswick and Bath. This will put you on Route 1. Follow Route 1 through Brunswick to Bath. About six miles north of the Sagadahoc Bridge in Bath, turn right onto Route 144 (look for "Norm's Used Cars"), and then right again just past the railroad tracks onto Chewonki Neck Road. Go past the airport and the Chewonki Campgrounds (not connected with us). Continue past our sign until the road turns to dirt and takes you to our visitor parking lot. Signs will direct you to registration.

PLACES TO STAY IN THE AREA

There are many wonderful places to stay in the Midcoast region, from large hotels to small inns and cozy campsites. The [Wiscasset Area Chamber of Commerce](#) and the [Southern Midcoast Maine Chamber of Commerce](#) both maintain up-to-date resources for nearby accommodations. In addition, [Google Hotels](#) will let you search by location, lodging type, travel dates, and price. There are some unique local getaways available on [Airbnb](#) and [Vrbo](#), as well. If you are looking for things to do in the area, this [website](#) has some suggestions for outdoor activities, historical attractions, and more.

For additional recommendations about local lodging and dining, please reach out to our admissions team: admissions@chewonki.org.

CLOTHING & EQUIPMENT LIST

At Chewonki, you have an opportunity to simplify your life. One way to achieve this is to limit the “stuff” that you bring and use daily; remember that you will be living in a one-room cabin with 5-7 of your peers. Most of your attire can be informal and should enable you to live, learn, and work comfortably in both built environments and the outdoors. As you pack, keep in mind seasonal changes. Students in both semesters will experience temperatures and conditions that range from summer (70° - 90° F ±) to winter (0° - 25° F ±).

Put your name on all your clothes and equipment and bring all of the required items with you at the time of your arrival. We do not take students off campus to purchase additional clothing or equipment. Although students may receive packages at Maine Coast Semester, we strongly encourage families to plan ahead and avoid ordering additional clothing or equipment after the beginning of the semester. We ask students to limit online shopping during the semester, both to uphold our mission of being a sustainable community and our Diversity, Equity, and Inclusion statement that establishes our commitment to promoting equity.

You will do your own laundry on campus one day each week; knowing and planning for this ahead of time may help in packing. Chewonki provides detergent, and there is no fee to use the laundry facilities.

CLOTHING EXPECTATIONS

Though we do not have a formal dress code, we ask that clothing be presentable and respectful of others while in classes and representing Maine Coast Semester. Our 400-acre campus features a farm, forest and woodlot, meadows, marsh, rocky coastline, and several miles of hiking trails. Students spend a great deal of time outdoors in all weather conditions, including rain

and snow. Pack accordingly. Jeans or the equivalent are appropriate for most daily activities. Work program also necessitates that you bring clothes and gloves that are durable and can get *very* dirty. A headlamp is a must-have for moving around campus in the early mornings and evenings. Please also bring one nice (or semi-formal) outfit for special events.

STORAGE

Students live in one-room cabins with 5-7 other peers. For storage of all clothing, school supplies, and gear, each student has two medium-sized bookcases (waist height) with four-to-six shelves, as well as space under the bed. Some students bring a trunk or containers to keep underneath or at the foot of their bed. Most beds have 17" of clearance underneath for storage; some have 13". A labeled mesh bag for laundry is also useful.

REQUIRED OUTERWEAR

- Warm winter parka (lightweight down or synthetic-fill "super layer")
- Waterproof rain jacket
- Waterproof rain pants (and a warm thermal or fleece layer for underneath in spring semester)
- Work pants – jeans, cotton duck, or canvas (many students choose to bring heavy overalls)
- Insulated and water-resistant snow pants (required for spring semester)
- Warm fleece or wool gloves that are flexible enough to wear when writing
- Warm shell mittens that fit over gloves (and/or heavyweight ski gloves)
- Lined leather or canvas work gloves
- Hat with a brim
- 2 wool or synthetic ski hats (of two weights or warmths)
- Balaclava, buff, or warm scarf
- Sunglasses (Additionally, ski goggles are optional for winter trips)

- ❑ Bandana(s)
- ❑ At least seven (7) fitted face-masks

REQUIRED CLOTHING

- ❑ Two weeks' worth of everyday clothing and underwear (*note: students do laundry one day each week.*)
- ❑ Several pairs of warm, wool socks (in addition to everyday socks)
- ❑ Two warm wool sweaters or fleece jackets that can be layered over shirts and t-shirts
- ❑ Two sets of long underwear (non-cotton), top and bottom
- ❑ Long-sleeved work shirts (flannel, wool, or denim)
- ❑ Swimsuit
- ❑ One "semi-formal" outfit for special events (*and note that thrifting is encouraged*)
- ❑ Optional – costumes or the like for weekend evening activities (i.e. skits, coffeehouses, theme dances)

REQUIRED FOOTWEAR

Although there are boardwalks near the center of campus and some gravel pathways, students should expect to encounter wet, muddy, snowy, and cold ground conditions on a regular basis. Classes frequently meet on our farm, hiking trails, and coastline. During science field lab, students typically visit rocky and sandy beaches, bogs, brooks, and marshes. Students will be outside in all weather conditions, including the snow and rain.

- ❑ Everyday shoes, sneakers, running shoes, sandals, crocs, etc.
- ❑ Sturdy hiking boots for rugged terrain and variable weather conditions (water-resistance helps)
- ❑ Rubber boots such as rain boots or insulated bog boots
- ❑ Water shoes or old sneakers you don't mind getting exceptionally wet or dirty for polar bear dips and other water/mudflat activities (must stay attached to feet; crocs and backless sandals aren't enough)

- ❑ Insulated winter boots (ideally, with removable felt lining)
- ❑ Slippers or slipper socks for wearing inside your cabin
- ❑ (Some may bring slides to wear to/in the shower, though shower floors are clean and this is optional)

REQUIRED CABIN & OUTDOOR ITEMS

- ❑ Headlamp and additional batteries (or charging cord if it's rechargeable)
- ❑ Warm bedding and linens – twin-sized sheets, blankets, pillow (light cotton mattress pad optional)
- ❑ Towels for showering (a large towel is a good idea if you are inclined to do polar bear dips)
- ❑ Two water bottles (approximately 32 oz. each)
- ❑ Battery-powered alarm clock AND wrist-watch (not Wi-Fi enabled)
- ❑ Toiletries to last four months (natural/biodegradable preferred) and shower caddy
- ❑ Sunscreen and chapstick
- ❑ Bug-spray
- ❑ Optional – A small mat (~2'x3' or smaller) for wiping feet before getting into bed

REQUIRED SCHOOL SUPPLIES

Note: we do not have a school store on campus.

- ❑ School or government-issued photo I.D.
- ❑ Pens, pencils, and highlighters
- ❑ An assortment of supplies for taking notes and organizing course materials for five classes plus Capstone: a combination of 3-ring binders, folders, spiral notebooks, composition books, and looseleaf paper
- ❑ Graphing calculator
- ❑ Durable book backpack; You may also bring a hiking daypack for science field labs and day hikes

ADDITIONAL ITEMS REQUIRED FOR SPRING STUDENTS

- ❑ Notes from the fall semester classes you will be continuing at Maine Coast Semester, e.g. language, history, and math (these will be useful to look over as you learn new material and prepare for any Advanced Placement® exams you may be taking)

OUTDOOR SKILLS GEAR

Chewonki provides the following outdoor gear (so you do not need to bring the following):

- Personal shelter (tarps, rope, hammocks, mosquito netting for hammocks)
- Backpacking backpack and/or dry bag
- Sleeping pad
- Cross country skis, boots, and poles; snowshoes; paddles; PFDs
- Sleeping bag*

*A note on sleeping bags: *If you have your own favorite sleeping bag, it is helpful to bring to simplify gear washing and may also serve as added comfort and warmth in cabins. Here are the specs: cold-weather sleeping bag, rated to 15 or 20° F for fall or 0 or 5° F for spring, that stuffs into a small sack. If you are a “cold sleeper,” you may want a synthetic fleece sleeping bag liner.*

OPTIONAL OTHER ITEMS

This is not a shopping list but offers context for the types of things to bring.

Recreational Gear: We have these items on hand to use; however, you may choose to bring your own.

- ❑ Binoculars
- ❑ Digital camera
- ❑ Art supplies (art materials will also be provided by Maine Coast Semester)

Welcome things to bring, if you feel so inclined:

- ❑ Musical instruments (any and all encouraged if you're a musician or an aspiring musician!)
- ❑ Crafting materials, such as embroidery, knitting, crocheting, etc.
- ❑ Recreational and sports equipment (tennis racket, lacrosse stick, xc skis, ice skates, hockey stick, etc.)
- ❑ Books for pleasure reading or games (*note: we do not support offensive or derogatory games, e.g., "Cards Against Humanity." We are eager to engage in dialogue about being an inclusive community and why such games do not align with our ethos.*)

A SPECIFIC NOTE ON CELL PHONES

- In keeping with our philosophy of valuing in-person connection, we do not allow student cell phone use on campus. This offers a refuge in today's world. Please note that while there is no need to bring a cell phone, a phone is useful for traveling home, so many students bring phones. Student phones are collected on day one and securely stored out of access throughout Semester.

Please Do NOT Bring or Acquire While Enrolled in Maine Coast Semester

- Alcohol, tobacco products, vaping products, cannabis, or any illegal drugs. (They are major violations.)
- Personal Wi-Fi enabled devices (like laptops, iPads, iPods, Apple watches, tablets, Kindles) or devices with screens with stored movies or video games. They are not only discouraged. They are disallowed.
- Large stereos
*A note on music: Students can stream music through Chromebooks during the day, but not in cabins. In cabins, personal, non-internet-capable music-listening devices like mp3 players with stored music are allowed. Each cabin will have access to a radio for local stations.

- Hot pots, appliances, or electric blankets
- Tapestries or other cloth wall hangings are not allowed as they are a fire hazard. Posters and photos are ok.
- Firearms
- Pets
- Candles or incense
- No area rugs larger than 2'x3' (small mats to wipe feet before getting into bed are OK)

SOURCING ITEMS

Clothing, equipment, and footwear that students bring to campus will be well used, so we recommend durable items that can stand up to Maine's rugged landscape and variable weather. There's a saying in Scandinavia that there is no such thing as bad weather, only unsuitable clothing. As our program is focused outdoors – sometimes in inclement weather – it is essential that clothing and gear keep people warm and dry. At the same time, we recognize that the brand recognition of high quality outdoor clothing can feel like a social dress code, which may feel exclusive. Our recommendations for gear attempt to balance time-tested quality and function, company values and environmental philosophy, and cost. It's an on-going dialogue that we invite our participants to join. Several quality brands now offer gently used and repaired items on their websites. *Buying used is both an environmentally friendly and pragmatic approach to outfitting yourself for the semester.*

Used gear can be found at local thrift shops and online at:

- [Patagonia Worn Wear](#)
- [REI Co-op Used Gear](#)
- [The North Face Renewed](#)
- [Outdoors Geek](#)

PACKING QUESTIONS?

Packing for a four-month semester in an unfamiliar climate can be challenging, so if you feel unsure of what to pack please don't hesitate to call the admissions office at (207) 656-5885. We also maintain a robust [Flickr](#) account with photos of daily life, work program, farm chores, science field lab, and other activities. Some families find these images helpful when deciding what to pack.

PRE-SEMESTER READING

REQUIRED READING

We are excited to welcome you to Maine Coast Semester and to introduce you to your pre-semester reading assignment: Octavia E. Butler's *Parable of the Sower*.

The purpose of this pre-semester reading is to begin our time together with a story that provides a preview of the themes that will be introduced in your courses and fieldwork. We hope this will set you up for a successful semester.

Themes within the text include:

- The personal relationship we each create with a place.
- The connections that exist between human and natural communities.
- The stories of place that have been passed down from generation to generation.
- The interdependent relationship between economic/political systems and ecosystems.
- The elements that contribute to human resilience, individual and communal.

When you arrive on campus for the opening day of your semester, you should have completed reading *Parable of the Sower*. Use these questions

to guide your reading and come prepared to do some writing related to them once you arrive:

1. How do you see meaning-making, ethical, and religious structures emerging in *Parable of the Sower*? Which of these structures do you think have lost their purchase, and why? Which structures have gained purchase and why? When in your life have you experienced a meaning-making structure to lose relevance because of changing conditions, and how have new structures taken their place?
2. You met a variety of characters in this text. Identify a person that captured your attention because of their distinct relationship with place. Write one paragraph describing these individuals and their unique relationship to place.
3. What are conditions - physical and cultural - that have led to the crisis in the book? Do you see any of these in our current reality and if so, how are they playing out in our communities and the broader world?

We will be discussing and writing about this book during our opening days. You are welcome to purchase a copy of the book, or borrow one from your local library. If you do purchase the book, we recommend that you bring it with you to support our discussion and writing.

As you begin to read this book, please know that parts of its content could be difficult to read or emotionally challenging to process. The book includes instances of violence, drug abuse, sexual activity, and the death of family members. If you notice yourself struggling with the contents of this novel, please reach out to a trusted adult, your advisor, or our mental health coordinator, (health@chewonki.org) for support.

If you are interested in learning more about Octavia Butler or *Parable of the Sower*, NPR's Throughline podcast has an excellent [episode from February 2021](#) about the writer and her work.

OPTIONAL READING

In addition to the required reading, the following list includes books that are particularly pertinent to the work we will be doing throughout the course of the semester. Topics include the history of Maine, identity, and current environmental issues. While this is not intended to be an exhaustive list of titles, we hope this brief bibliography will serve as a resource for you both before and after your semester.

Farm & Food Systems

- Kingsolver, Barbara. *Animal, Vegetable, Miracle*
- Penniman, Leah. *Farming While Black*
- Pollan, Michael. *The Omnivore's Dilemma*

Indigenous Peoples

- Brooks, Lisa Tanya. *Our Beloved Kin*
- Harjo, Joy. *An American Sunrise*
- Kimmerer, Robin Wall. *Braiding Sweetgrass*

Maine Stories

- Iftin, Abdi Nor. *Call Me American*
- Nutt, Amy Ellis. *Becoming Nicole*
- Philbrick, K and Rosenthal, R. *Malaga Island: A Story Best Left Untold*
- Maxmin, Chloe and Woodward, Canyon. *Dirt Road Revival: How to Rebuild Rural Politics and Why Our Future Depends on It*

Sustainability & The Natural World

- Carson, Rachel. *Silent Spring* or *The Sea Around Us*
- Eisenstein, Charles. *Climate: A New Story*
- Finney, Carolyn. *Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors*
- Jones, Van. *The Green Collar Economy: How One Solution Can Fix Our Two Biggest Problems*

ACADEMIC LIFE

STUDY HOURS EXPECTATIONS

Study hours are an intentional time when our entire community can dedicate ourselves to developing good work habits and focusing on our intellectual pursuits. Given the rigorous nature of our academic program, you will need more than the five weekly nights of study hours (2 hours) to complete your assignments, so we encourage you to make productive use of this time.

Study hours (7:30 - 9:30 p.m.) is a time of quiet for all on campus so that you may work, read, and reflect while knowing that you are not missing out on a social opportunity.

1. Study time is to be used for study, homework, and intellectual endeavors. At the start of study hours you must sign-in to let on duty faculty and fellow students know where you will be working.
2. Once you have your laptop and internet access, study hours is a time strictly for academic work and/or communication with home. Plan to limit socializing (virtual and in-person) during these two hours.
3. Respectful silence on campus is the expectation between 7:30 p.m. and 9:30 p.m. Sunday – Thursday. This includes all common areas as well as cabins. Because most studying takes place in common areas, the quiet study time must be honored by the entire community.
4. Please be conscious of the fact that everyone has their own approach to completing school assignments, as well as different study needs. During study hours, you should not disturb others or do things that

could make your peers feel socially excluded. If you are in the habit of listening to music while studying, you should use headphones or earbuds to ensure that no one can hear it.

5. If you need to work with another student, you should do so only in spaces designated as collaborative workspaces.
6. If you need to continue studying after study hours, you will need to bring your materials with you to your cabin at check-in (remember that laptops are not permitted in cabins); if you forget something, you may not go and get it.

If you want to leave a public study space before the end of study hours, you must check out with the faculty on duty.

Before leaving study hours for the night, please be sure to do the following:

- Check out with one of the faculty members on duty.
- Place computers to charge in the computer cart.
- Store backpacks in your assigned Allen Center cubby.
- Use the bathroom, brush teeth, and fill up water bottles by 9:55 p.m.
- Be in cabins by cabin check at 10 p.m.

Students and faculty create specific study hour guidelines each semester to promote student agency in meeting the needs of individuals and the group.

COMMENTS AND GRADES

Maine Coast Semester issues letter grades along with narrative comments that support a student's growth and reflect their performance.

At the midterm, you will receive brief comments and estimated grades from each of your teachers. This midterm status report check-in is intended to provide a snapshot of how you are doing so that you can work with your

teachers to achieve the goals you have set for yourself while at Maine Coast Semester.

At the end of the semester, you, your families, and your school will receive via email comments from your teacher and advisor offering observations and reflections on your experience at Maine Coast Semester. In addition to comments, this communication includes a grade for each course and an official transcript. If you need additional copies of your transcript, please contact our Registrar, Kathryn Zumstein, at kzumstein@chewonki.org.

See [FERPA Compliance Notice](#) regarding records in the Appendix.

LATE WORK POLICY

Maine Coast Semester is based largely on a dynamic intellectual spirit that we hope pervades your entire experience. Teachers assume that work will be done on time and to your best ability. However, we recognize that illness and extenuating circumstances can interfere with timely completion of work. Each teacher establishes expectations around late work for their classrooms, and it is your responsibility to understand the policies in each of your classes and to work proactively with your teachers to solve challenges.

THE COLLEGE PROCESS

Although Maine Coast Semester can offer some advice and insights into the college process, we do not have formal college counseling services and encourage you to continue working with your school counseling office. In the spring, we will hold a college process strategy session to provide orientation and tools to students so that they can begin to imagine and navigate their post-high school plans.

Over the years we have learned from our alumni and from college

admissions officers that attending Maine Coast Semester can be an advantage in the college admissions process. We are proud that our alumni are academically and socially successful in the college environment. Our students stand out as independent learners who are willing to step out of their comfort zone to pursue deeply meaningful scholarship. Of course, attending Maine Coast Semester is not a guarantee for college admission, and we recommend you think strategically about how your experience at Maine Coast Semester has uniquely prepared you for success in the college environment. Our faculty write college recommendations (students may make a request to one Maine Coast Semester teacher), and we suggest students make those requests early. Our development office can also help by connecting you to the network of Chewonki alumni across the country.

STANDARDIZED TESTING

For guidance in standardized testing (PSAT®, SAT®, ACT®, AP®), you should follow the advice of college counselors at your sending school.

FOR FALL STUDENTS:

The PSAT® will be administered on campus. We will need your school code so that test scores can be sent to your sending school. Test scores will not be reported to Maine Coast Semester. There is no need to pre-register for this exam.

FOR SPRING STUDENTS: SAT® and ACT® TESTS

The following is a recommended testing schedule to best complement your Maine Coast Semester experience:

- Take the SAT® at home in December OR after the Semester in June (2023 date is June 3).
- Take the ACT® at home in June or July (2023 dates are June 10 and July 15).

You and your sending school counselor may decide it would be best for you to take the ACT® or SAT® during the semester. We will provide transportation to the ACT® in April and the SAT® in May at a local high school (and note that a photo ID is required for admission). We do not, however, recommend taking the SAT® in May, since it is an extremely busy time during the semester, with the end of academic classes and AP® exams overlapping.

FOR SPRING STUDENTS: AP® TESTS

Maine Coast Semester supports students taking Advanced Placement® tests with the College Board. We will be in touch with you early in the fall to provide more information about the registration process for Semester 70 students. For more information, please contact our Registrar, Kathryn Zumstein, at kzumstein@chewonki.org.

RESIDENTIAL LIFE

CAMPUS BOUNDARIES and VISITATION POLICY

To support the strength of our community, equity of student experience, and program cohesiveness in our structured weekend programming – as well as to minimize COVID risk – we will keep students on campus for the entirety of the semester, except in the following situations:

- Medical appointments, arranged by our Health and Wellness staff
- Science field lab and semester-organized field trips
- Backcountry expeditions
- Physical fitness:
 - Joggers or walkers who choose to leave campus to exercise must sign out and follow all applicable protocols
- Family emergencies
- One-of-a-kind events pre-approved by the head of semester school

Students will *not* be allowed off-campus for outings such as family dinners, birthdays, or the like. Still to be determined based upon the COVID-19 landscape in Semesters 69 and 70, we might or might not allow student visitors to campus for an outdoor visit on Saturday afternoons.

HEALTH AND WELLNESS

Our Health and Wellness Center is staffed by a Director of Health Services, a full-time team of registered nurses, and a full-time mental health coordinator. Our first focus in risk management is to establish practices and policies that support a safe and healthy environment for our community. In the event of illness, and when needed, we work closely with local physicians. Mid Coast Hospital is approximately 15 miles away from campus.

FORMS AND MEDICATION

It is essential that we have your complete and up-to-date health information, including evidence of full vaccination for COVID-19. Please submit completed health forms, signed by a physician and a parent/guardian, by the specified date through the online platform [SchoolDoc](#). Note that this health record includes immunization records, allergies, physical limitations, and mental health issues or concerns past and present. In addition, health insurance information must be on file with our Health and Wellness Center. All information will be kept confidential.

Note: Without the above information on file, as well as a signed health authorization, you will not be permitted to begin your studies at Maine Coast Semester.

MEDICAL INSURANCE

Maine Coast Semester does not provide medical insurance for students. Parents or guardians are responsible for medical expenses. Physicians' bills and prescriptions are charged directly to your insurance company or your family. Hospital charges are billed to insurance companies.

MEDICATIONS

For legal reasons, students cannot use any first aid kits or access medical supplies in the Health and Wellness Center without supervision.

The Health and Wellness team will work with each student to administer medications responsibly.

IN THE CASE OF ILLNESS

If you feel ill or need medical support:

- When you wake up, go to the health and wellness center to receive support. If you are unable to attend Morning Gather and morning chores you must report to the health center by 7:15 a.m.
- At any point during the day, you may go to the Health and Wellness Center (make sure to ask to be excused if it is during class, work program or another scheduled commitment).
- For support after check-in, bring a cabin mate and go to the residence of one of the faculty members on duty.

IN THE CASE OF AN EMERGENCY

Chewonki is committed to a culture of risk mitigation and management. We have a Comprehensive Emergency Management Plan and our staff is routinely trained to stay current in best practices and site-specific risks. Maine Coast Semester faculty and students practice emergency drills to promote safety and be proactive in responding to incidents. Our response plan includes both universal and hazard-specific protocols that span a range of scales from small to major emergencies.

Communication plays a central role in all our emergency responses, both with participants and staff on the ground as well as with families off-site. In the event of an emergency we will respond and communicate at a pace that prioritizes safety first. In the majority of cases, our protocols and leadership allow us to handle the emergency on the ground with our existing staff. In rare cases, or in the event of a significant threat on campus, we work with local emergency personnel who will help us manage the response.

Families should be aware that if a significant threat arises that calls for relocation or a campus-wide evacuation, we have partnerships and protocols in place that include off-campus evacuation sites (that we don't share for security reasons). In such a scenario, we will provide transportation for

participants to the relocation site and back, and will communicate details with families as early as possible.

Should an off-campus evacuation result in typical departure plans being unsafe or inoperable, we would communicate with families and move to our Family Reunification and Participant Release process, which would include:

- Communication with families about the need to pick up your child at a designated pick-up location and time
- A Chewonki staff member being present during the participant hand-off to answer questions, provide additional information, and ensure participant release documentation is completed

GENERAL SAFETY GUIDELINES

1. If you are leaving central campus (academic, cabin and farm buildings) you must follow sign-out procedures.
2. Wear footwear at all times unless you are walking on one of our manicured lawns.
3. To protect our forest resources, do not light open fires without supervision from a faculty or staff member.
4. Do not climb trees above head height.
5. Know and follow waterfront guidelines to safely enjoy our coastal location.
6. All bikes are to be stored in the communal bike rack and only ridden on roadways or trails north of the farm. Helmets are to be worn whenever riding a bike on or off campus.
7. Always wear protective equipment while biking (helmet) or running (reflective vest at dawn or dusk).

AUTOMOBILES ON CAMPUS

Students are not permitted to have cars on campus.

INCLUSIVE RELATIONSHIPS

A guiding principle of our semester school and the Chewonki community is that all relationships are inclusive and socially appropriate. We believe the semester offers each student a time when they can be free of the pressures associated with intimate or exclusive relationships and peer pressure. We encourage students to live into this opportunity.

As a small, intentional community that strives to be inclusive, we discourage *socially exclusive* relationships of all kinds, whether platonic or romantic. Students are expected to engage thoughtfully and intentionally with each other to ensure that the development of strong connections between individuals does not negatively impact the overall school community or the relationships between individuals and the community.

CABIN RULES

1. In addition to the rules and regulations listed below, each cabin will create a list of Cabin Agreements that each cabin member will commit to following. Cabin groups can decide to revisit and revise their Agreements at any time during the semester.
2. Cabin residents are strongly encouraged to strive for eight hours of sleep each night. Adequate sleep will not only enhance your learning and strengthen your immune system (in fact, it is essential) but also your enjoyment of the semester. Students' capacity to manage their time well in classes, study hours, and unstructured time will impact their ability to get enough sleep. Faculty will hold students to clear expectations about check-in each night to lay the foundation for healthy sleeping habits. Students are encouraged to work with their advisor and health center if they need support getting enough sleep.

3. Check-in is at 10:00 p.m. sharp Sunday through Friday and 11:00 p.m. on Saturday. After this time, you may not leave your cabin. You must bring any study materials, snacks, water bottles with you to the cabin before check-in, as well as take care of bathroom needs. Leaving after check-in (other than for emergent bathroom needs) is a violation of our Great Expectations.
4. There are never to be open flames in any cabin at any time except to light the woodstove. No candles, incense, lighters, etc. Tapestries are a fire hazard and are not permitted. For safety's sake, the cabins must be kept clean and uncluttered at all times.
5. Cabins are to be kept clean daily, with deep clean inspections happening weekly.
6. To remain in compliance with health and safety standards and to support all students' needs for privacy and maintaining personal space and boundaries, single beds must remain 6' apart at all times, and only one person can sleep in each bed.
7. After at least two weeks on campus and discussion within cabin groups to set expectations and guidelines for welcoming visitors to their cabin, students will be allowed to visit other cabins during the hours between lunch and dinner (1:00 p.m. - 6:10 p.m.) Monday through Saturday and between brunch and dinner (11:00 a.m. - 5:25 p.m.) on Sunday.

BATHROOMS

Each cabin is assigned a bathroom, which they are expected to use throughout the semester. We feel strongly that each community member should have access to a bathroom that affirms their gender identity and is a space where they feel safe. We have both single-gender and all-gender bathrooms available for use.

While anyone is welcome to use the all-gender bathroom, it exists for individuals who feel physically and emotionally safe in an all-gender space and also exists for gender non-binary individuals.

FOOD, MEALS, & THE KITCHEN

Eating healthy, organic, homegrown, and locally grown foods is very much a part of the Chewonki experience. We hope that you will enjoy the food prepared for you and that you will be willing to try new foods in the spirit of experimentation. Eating meals together is an important part of our community; you are expected to attend all meals.

Our commitment to maintaining the ongoing health and safety of all members of the Chewonki community is reflected in our protocols for meal preparation, dining, and chores in the dishroom.

Please Do

- Let us know if you have any dietary restrictions or needs by indicating this information on your health forms and letting your advisor know in your getting-to-know you conversations before the semester begins.
- Feel welcome to enjoy your own nut-free snacks in your cabin. Each student will have their own bin to store personal snack items.

Please Do Not

- Enter the kitchen without explicit permission.
- Bring outside food or beverages into the dining hall (there will always be community snacks available for your consumption).

NUT POLICY

Peanuts and tree nuts are not permitted in the kitchen or dining hall, on trips or in cabins. This includes peanuts, almonds, Brazil nuts, cashews, chestnuts, hazelnuts, lychee nuts, macadamia nuts, pecans, pine nuts, pistachios, and walnuts, as well as their extracts, nut butters (including nut butter products such as Nutella), candies containing tree nuts, nut oils and nut milks (e.g. almond milk), and other products containing tree nuts. Coconut and nutmeg are allowed as they do not pose the same allergy risk. We ask that families not send care packages with snacks that include nuts.

DISH CREW

Each student will be on a five- or six-student dish crew for the semester. Two to three times per week, on a rotating basis, each crew will be responsible for cleaning all of the dishes of a meal and tidying the dish room. During their “on” meal, the crew will finish their meal early and start work before others finish their meal. Dish crews will be present for announcements after meals. Faculty members train dish crews and are available for on-going support. In addition, the Manager of Food Services communicates and holds standards required by State of Maine health codes.

LAUNDRY & MAIL

LAUNDRY FACILITIES

Laundry machines are available for use by all students, designated staff, and residential faculty/staff. Semester students are expected to do their own laundry on campus, and they will have scheduled access to the laundry room on a rotating basis to ensure that every student has a regular weekly opportunity to do their personal laundry. Chewonki provides laundry detergent, and there is no fee to use the laundry facilities.

MAIL

You will be able to send and receive mail (including packages) as usual while at Maine Coast Semester. Please bring stamps and envelopes with you. You will also be able to charge postal fees to your student account over the course of the semester. We can also help you ship items via UPS or FedEx.

Your address while here will be:

(Your Name)
Maine Coast Semester 69 (or 70)
485 Chewonki Neck Rd.
Wiscasset, ME 04578

TECHNOLOGY

PHONES

Landline phones are available for students to make calls between 7:30 a.m. and 9:45 p.m. each day.

After Chromebooks are issued in the first week, and during times when students have access to Wi-Fi on Chromebooks, they may make calls using web-based platforms in spaces on campus designated for this purpose. Calls are not permitted in public spaces (i.e., the Quad or Ellis Room).

Students are not permitted to have cell phones on campus. If a student needs their cell phone for travel to and from campus, we will collect it on day one and securely store it out of access during the semester.

CHROMEBOOKS

Students will be issued school Chromebook laptops for academic uses and communication. You will be able to use web-based platforms to make calls and written communications to people outside the Chewonki campus linked to your Chewonki email account.

EMAIL

Each student will be given a Chewonki email address to use for academic and community use. Our network administrator will give instructions on how to access this account after arrival on campus.

TECHNOLOGY & DIGITAL RESOURCE USE

Each Maine Coast Semester student is expected to be responsible and accountable at all times when using digital tools and resources, including, but not limited to Chewonki-provided Chromebook computers, printers, Google's G-Suite for Education software, school-provided web-based

software, as well as software used in conjunction with a student's student@chewonki.org account. The use of digital tools and resources must be ethical; reflect our Goals for Graduates; demonstrate respect for intellectual property; and guarantee each individual's right to privacy and freedom from intimidation, harassment, or annoyance.

Maine Coast Semester students are expected to abide by generally accepted standards of digital citizenship, including and not limited to:

- Share personal information with discretion and with the knowledge that behaviors and information shared online are tracked and viewable by third-parties
- Learn how to identify and avoid online scams, false representations on social media, and malicious persons
- Develop strong habits to protect private information and personal security, including protecting usernames and passwords
- Resist cyberbullying by not participating in or reinforcing harmful behavior, supporting targets of bullying, and following our community expectations at all times
- Seek adult assistance and advice when new or difficult situations involving digital technology arise

Our standards regarding student behavior, as well as all relevant state and federal laws, apply to the use of Chewonki-provided resources. Specifically, no student should:

- Use another's identity, user ID, or password or otherwise gain unauthorized access to digital resources
- Damage computers, Chromebooks, printers, computer systems, or networks
- Use obscene language or harass, insult, or attack others
- Violate copyright laws

In addition, Maine Coast Semester students are responsible for:

- Protecting their account log-in and passwords

- Communicating and connecting with only people they know when using digital tools
- Appropriately divulging any personally identifiable information, including name, current location, etc.
- Managing the appropriateness of content they share via digital tools, including text, photos, and videos

Students should be aware that everything they do online using digital tools can be found, revealed, and shared, possibly creating a negative impact on their reputations, college admissions, and even their future careers.

MUSIC

Music is an important part of life and we encourage students to produce and listen to music collaboratively and thoughtfully while at Maine Coast Semester. We encourage you to sing and play live music on instruments you bring, as well as on the piano, guitar, drum, and other assorted instruments in the “Flintstones” (the comfortable lounge adjacent to the dining hall).

We welcome listening to recorded music as well, and allow students to listen to music on Chromebooks with headphones during personal time. Because our campus is home to many other people and programs, broadcasting music over speakers is not permitted in public spaces, except when explicit permission is given, for example, in the dish room where music creates a lively mood during cleaning and dishes at the end of meals. No music may be broadcast during the academic day or study hours.

We look forward to thoughtful discussions about the role of technology and media in our lives.

SOCIAL MEDIA & ONLINE SHOPPING

Although engaging in online entertainment, e.g. movies, television, games, etc., along with listening to music and shopping are important parts of life

for many students, while attending Maine Coast Semester at Chewonki, you are expected to moderate your consumption of online entertainment and shopping. During your semester you will have restricted internet access, with priority given to sites that support your academic pursuits.

Your teachers look forward to having thoughtful conversations with you about the role of technology and media in our daily lives.

Maine Coast Semester students are expected to understand that as a member of the Chewonki community you represent the Maine Coast Semester School and the Chewonki Foundation at all times. Anything a student posts or publishes online is a representation of Maine Coast Semester at Chewonki and the Chewonki Foundation. Posting and/or publishing must be done responsibly and adhere to our Great Expectations and Community Standards. Our students are expected to be accountable for their actions at all times.

PRIVACY

We will make every effort to respect students' privacy on a day-to-day basis when using Chewonki-provided digital resources. However, our network administrator has domain access and may review files, communications, and log files to ensure that students are using resources in keeping with our Great Expectations and Community Standards. Students should not expect that content stored on our network, within Google Apps for Education domain, or on other Chewonki-provided digital resources to be private.

VIOLATIONS

Digital violations of our Great Expectations and Community Standards may result in loss of privileges and/or temporary or permanent separation from the Maine Coast Semester community.

COMPUTER-FREE ZONES & TIMES

For a few days at the beginning and end of each semester, students will live without their computers. This enables us to focus on spending time with one another during these important moments for our community. Once computers are distributed, we will discuss as a community where and when computers can be used on campus. Additionally, throughout the semester, we reserve the entirety of each Saturday and explicit places on campus (such as cabins) as “Walden Zones,” aka “technology-free zones,” to honor the importance we place on face-to-face interactions.

NETWORK USE & PRINTING

Chewonki is wired with a Wi-Fi network in all of our main-campus buildings. Through this network students may print black and white papers on network printers and do online work or research.

OTHER RESIDENTIAL RULES & GUIDELINES

MORNING GATHER & CHORES

We begin each morning at 6:55 a.m. with Morning Gather, a moment for reflection before morning chores. Chores, which rotate biweekly, are essential to the running of this community, express our values of taking care of our place and each other, and offer an opportunity to develop a work ethic and life skills. Upon arrival at Maine Coast Semester, students will be assigned and trained in chores. Chore assignments are always posted on the bulletin board in the Wallace Dining Hall, which is referred to as “the brain.”

RELIGIOUS SERVICES

Opportunities will exist weekly, as well as on major holidays, to observe and participate in religious services, supported by our Dean of Students.

PIERCINGS AND TATTOOS

Because it is not safe, and because unlicensed tattooing is illegal in the state of Maine, students are not allowed to give themselves piercings or tattoos of any kind, including but not limited to stick-and-poke tattoos while attending Maine Coast Semester. Should a student choose to engage in either of these activities, parents will be contacted by a Dean and the student will work with our Health and Wellness Center and be involved in a response that may include restorative practices.

FOOTWEAR POLICY

Because of the busy nature of our activities on campus, for your own safety and well-being, you must *a/ways* wear shoes when outside, unless you are walking on one of our manicured lawns (e.g., the Quad). Additionally, state health codes require that you must always wear closed-toe shoes when in the kitchen and dish room.

WORK PROGRAM, SUSTAINABILITY, & OUTDOOR PROGRAMS

WORK PROGRAM

Our work program, daily chores, and dish crews are a cornerstone of the Maine Coast Semester educational experience – the part of our program where students do authentic daily work with their hands that has value to the community and that develop a number of skills and dispositions: showing up, developing a personal work ethic, experiencing collaboration and accountability on a team, craftsmanship, and finishing strong. Work program takes place with adult educator guides from Maine Coast Semester faculty and across the Chewonki Foundation, often with music, satisfaction, and the connections forged in organic conversations. Completing the common, essential, and sometimes inglorious tasks of a community – independently and on teams – offers a tangible rite of passage for adolescents, compelling students from being driven by extrinsic/external motivation to intrinsic/internal motivation – doing a job well not because one is told to, but because it feels good to contribute one’s efforts to the community we call home.

Our work program is woven into the fabric of each day. We start each morning cleaning and taking care of our place in student-faculty teams before breakfast. A background and cyclic vitality to each day plays out in the dish room, where students and faculty take part in a weekly dish crew.

On two afternoons each week – on Tuesday/Thursday and Friday for 1.5-2 hours – students join work program rotations doing community work that is authentic, real, and mentored by adults on our farm, wood crew, facilities crew (which may include repairing, building, moving, fixing, or painting), kitchen crew, trail crew, invasive plant removal, raking leaves and shoveling snow, outdoor programs, Traveling Natural History Program maintenance, planning a school meeting, writing blogs, and weekly mop-and-clean and Friday night social planning. Our work program cultivates an active, connected, community-oriented lifestyle which includes exercise, skill building, and camaraderie.

SAFETY POLICIES FOR WORK PROGRAM

1. Eye and ear protection should be worn when using machinery, power tools, mowers, and at other appropriate times.
2. Work gloves, long pants, long-sleeved shirts, and work or hiking boots should be worn for work programs. Long hair should be tied back and in some cases all jewelry removed.
3. While doing work that requires communication with a crew or supervisor, students must be fully present and not mediated by a screen or listening to headphones/earbuds.

SUSTAINABILITY IN PRACTICE

Chewonki has become a recognized model for sustainable management of natural resources. We put ideas about sustainable living and renewable technologies into practice, and many students have first-time, hands-on experiences that inform lifetime behaviors. Here are just a few of the ways sustainable practices are part of every student's daily life:

SALT MARSH FARM

Our farm is a small, diversified farm that is greatly prized by our community. Its primary mission is to educate students while producing food, wood

products, and fiber for the community. The farm consists of approximately 25 acres of open land and 150 acres of woodlot. One acre is cultivated for vegetable production, and the remainder is comprised of pasture, hay fields, farm buildings, trees, and stone walls. The gardens are carefully planned and intensively managed by three full-time, year-round farm staff. Our gardens produce more than 15,000 pounds of vegetables annually for our dining hall. We also raise livestock for milk, meat, and fiber, and timber for firewood and some sawlogs.

Students have opportunities to directly participate in farm activities during afternoon work programs, morning chores, volunteer shifts on weekends, and in our Sustainability Seminars.

SUSTAINABILITY SEMINARS

Each week students learn from members of the Chewonki community in our seminars in Energy Systems and Farm and Food Systems, as well as other sustainability topics. These talks will provide you with a context for understanding the wider importance and application of the ways we choose to live here (from why we compost to how photovoltaic panels work) and are also a wonderful opportunity for students to learn from local experts – people who work every day in these fields and have a tremendous wealth of experience and knowledge to share with the community. These seminars form a cornerstone of our Maine Coast Semester Capstone in Human Ecology. They will expose you to working systems from which you can learn about strategies for living more sustainably that you may apply to your lives beyond Chewonki as well.

OUTDOOR LIVING SKILLS, BACKCOUNTRY EXPEDITIONS and OUTDOOR LEADERSHIP WEEKEND

All students participate in our Outdoor Living Skills program, which is woven into the curriculum in weekend programming and trips throughout the semester. Our program emphasizes leadership skills in the outdoors including: communication, decision making, minding the weather and dressing appropriately, following safety protocols, and learning about and respecting places, wildlife, and people. Specific skills taught throughout the semester include: wood processing with an axe and saw, baking over a fire, tying knots, setting up and sleeping under a tarp, and navigating with a map and compass.

There are three major outdoor experiences (“peaks”) throughout the semester: Backcountry Expeditions, Outdoor Leadership Weekend, and Solos. During backcountry expeditions in the fall semester, students spend five days canoeing, backpacking, or sea kayaking, often setting up camp in a new location each night. In the spring semester, students spend four days cross-country skiing or snowshoeing and sleep in heated cabins. For Outdoor Leadership Weekend, students participate in a two-day Wilderness First Aid course taught and certified by Wilderness Medical Associates and spend two days camping on Chewonki Neck, strengthening their skill base and their comfort in the woods to prepare for Solos. The culminating peak of the Outdoor Living Skills program is the 48-hour Solo on Chewonki Neck. Solos are an opportunity for students to reflect on their personal growth throughout the semester, explore their independence and interdependence at a crucial time of identity formation, and celebrate meaningful time in the natural world.

SOLOS

Every student will spend two days on a solo encampment on Chewonki Neck, weather permitting. This is a time for reflection and rest, not an exercise in outdoor survival. You will be fully prepared and trained prior to your solo with tools, perspectives, and knowledge to support you with the physical, environmental, and reflective parts of this experience. In addition to an ample and intentional preparatory curriculum, we have a series of non-verbal check-ins and risk management protocols to ensure that all students are safe during their solo experience.

CAMPING ON CHEWONKI NECK

Following Outdoor Leadership Weekend and Solos, during which wilderness first aid and general outdoor skills are developed – and provided that students have demonstrated adequate responsibility and leadership throughout the semester – student groups may camp outdoors on Friday or Saturday nights. It is a popular part of our program that celebrates students' connection with the natural world and each other, as well as their growing competence in the outdoors.

Overnight camping on Chewonki Neck must be approved, in advance, by the Dean of Students or Head of Semester School and the faculty on duty that night.

GUIDELINES for CAMPING ON CHEWONKI NECK

- Camping out may occur on Friday or Saturday evenings (only) after scheduled programming is complete.
- Students must return and be on time for their first commitment (farm chores, breakfast, brunch) the following morning.

- Camping out on the Neck may only occur at specific locations in group sizes of 3 to 10, with no more than two self-contained student groups out at any given time.
- In order to camp out, students must complete the “Camping Out on Chewonki Neck Planning Form” and meet with a weekend on-duty faculty person by Friday lunch (12:00 p.m.) to review plans and receive approval.

ONCE OUT CAMPING

- All school rules apply (including safety expectations)
- No fires unless a Semester School faculty member is with the group for the entirety of the time that the fire is happening.
- Students camping will be checked in at check-in time by an on-duty faculty member.
- Protocols exist for returning to campus if help is needed.

BASIC GEAR EXPECTATIONS

- All students camping out must bring headlamps or flashlights and know the way back to campus.
- Be prepared with proper gear. Students should begin by using their own camping gear. There is some capacity for students to borrow gear from Pack-out if coordinated ahead of time.

WATERFRONT GUIDELINES

The Chewonki waterfronts are wonderful resources and we encourage all staff and participants to take advantage of the seasonal swimming and boating opportunities that it provides. The waterfronts also need to be used with respect to ensure the safety of all participants. Our Waterfront Policies and Guidelines have been developed in alignment with our field protocols and must be followed by all Chewonki programs and individuals that use the waterfront.

Maine Coast Semester's seasonal use of the waterfront in fall, winter, and spring comes with additional and sensible seasonal restrictions. For the purpose of framing and highlighting Semester's use of the waterfront in this handbook, key points are listed below:

GENERAL WATERFRONT RULES

- Swimming and boating must be supervised by an appropriately trained adult following discipline-specific guidelines.
- No swimming or boating should be done when gale, storm, or hurricane warnings are in effect or during a thunderstorm.
- Swimming and boating can only occur during daylight.
- No swimming or boating while alone, at sit or phenology spots, or on solos.
- Lifeguards or lookouts must remain out of the water unless assisting a swimmer or boater.

POLAR BEAR DIP

Polar Bear dip is a dunk-style swim, defined as entering the water from the shoreline, without jumping, to a depth no higher than thigh deep while keeping feet on the ground. It must take place with the supervision of two

staff members who serve as designated lookouts and who must ensure that the following regulations are followed:

- Maintain a lookout to participant ratio of 1:7 with a maximum of 12 dippers
- Remain out of the water unless assisting a dipper
- Ensure that secure closed-toed shoes are worn by dippers
- The two lookouts must have:
 - Reaching pole
 - Ring Buoy
 - Chewonki Med Kit
- There may be conditions under which polar bear dips may not take place, including when the waterfront is too iced over or at times when local conditions do not allow for safe supervision of the dip.

SWIMMING AT THE WATERFRONT

- For the purposes of this handbook, swimming is defined as being in the water when feet are no longer in contact with the bottom.
- To swim from the dock, the combined air and water temperature must be more than 100 degrees Fahrenheit with a minimum water temperature of 50 degrees Fahrenheit.
- At least two lifeguards must be on duty.
- A lifeguard to swimmer ratio of 1:7 must always be maintained.
- Comprehensive swim tests are only offered in the summer season. Since passing a swim test is a requirement to swim without PFDs, and since Maine Coast Semester operates outside of the summer season, all swimming during the semester requires wearing PFDs.

HIGH TIDE CLIFF JUMP

Jumping from the cliff directly across from the waterfront may only take place within the hour of high tide with a depth of nine feet or greater (in the splash or spray intertidal zones of the rock, the uppermost black and top white layers).

- Participants must wear PFDs and secure closed-toed shoes.
- Lifeguards with tubes will act as lead and sweep with swimmers to and from the cliff.

BOATING

Boating in small boats is often part of the Semester experience, particularly in the fall, where backcountry trips involve canoes and kayaks. We offer supervised opportunities for participants to use non motorized boats from our waterfront and to develop some skills in boat handling. It is not a program goal of Maine Coast Semester to train or equip our students to use boats unsupervised at our tidal waterfront. Under no circumstances may a student or group of students take a boat out unsupervised from a shore or dock on Chewonki Neck.

For boating to take place, the combined air and water temperature must be more than 100 degrees Fahrenheit, all boaters must wear fully-secured PFDs, close-toed shoes, and appropriate clothing for the conditions. All participants must be with at least two appropriately trained and provisioned instructors or staff members, with adult to participant ratio of 1:8.

FINANCIAL INFORMATION

TUITION, ROOM, & BOARD

Generally, families will be billed directly for the entire amount of the tuition (minus the deposit amount) with payment due approximately one month before the start of the semester. Some sending schools bill the family for the cost of the program, minus the deposit, which is paid ahead of time directly to Chewonki.

Should the student withdraw between the tuition due date and August 1, 2022 (fall semester) or January 1, 2023 (spring semester), we will retain 70% of the tuition. In the event that Maine Coast Semester cannot open due to COVID-19, the tuition payment (including the deposit) is refundable up to the first day of the semester. No refund of tuition is made after the start of the program for any reason. This no-refund policy includes, but is not limited to, the following: voluntary departure, dismissal as a result of non-compliance with the major expectations of the program as outlined in this handbook, dismissal due to a situation caused by non-disclosure of pre-existing medical or mental health conditions or major change to student's health, or a force majeure event. At this time, we are not able to offer a tuition insurance option.

STUDENT ACCOUNT

The student account charge of \$400 is included in the tuition bill. This fee will be used to cover required laptop insurance. This fee may also be used by the student to purchase general supplies, personal expenses, mailing and shipping fees, College Board® testing fees, and school-sanctioned events

from Chewonki. Some miscellaneous items, such as Chewonki-branded clothing, may also be charged to the student account.

FINAL ACCOUNTING

Within eight weeks of the end of the semester you will receive a final accounting of the student account, along with a refund owed or balance due, from our business manager.

APPENDIX

SOME COMMENTS ABOUT ACADEMIC INTEGRITY

By Paul Arthur, former faculty member

The central point is twofold: Make sure that you do all the work that is expected of you in any given course, and make sure you give credit to everyone who influenced you in doing a particular piece of work. At the extremes things are pretty clear: It is appropriate and legitimate to hand in something that is entirely your own, and sign your name to it; it is entirely inappropriate and a clear case of plagiarism to hand in someone else's writing in an effort to defraud people into thinking it is yours. Between these extremes lies a continuum that includes accurate footnotes, parenthetical acknowledgment, careful paraphrasing, unrecognized borrowing of ideas, inadvertent omission of citations, inaccurate or incomplete citations, and excessive use of others' writing. It is often difficult to discern when we have crossed the line from what is acceptable to what is ethically questionable, and from the ethically questionable to that which is academically dishonest.

Some rules of thumb may help:

1. When in doubt, give explicit, complete credit. You can do this with footnotes or endnotes, or through citations within the text¹. Which of these you do depends on the nature of the assignment, but you should be consistent within any single piece of writing which convention you use.

¹ 1 Arthur, Paul "Nine Letter Words Related to Academic Dishonesty" *The Nobleboro Daily Dishrag*, January 30, 2000, page 23.

2. If you use more than three of someone else's words in a row, put them in quotation marks and offer a citation.
3. If you use a specialized term in a way an author does, you should offer the author's definition and note that the author uses the term in this way. [E.g., Bill Clinton said "What I mean by 'is' is the following..."]
4. If you closely paraphrase what someone else has said, or you purposely mimic their writing style, give credit.
5. If you are heavily influenced by someone's idea or persuasive argument, give credit. You can do this formally with a footnote¹ or informally through an acknowledgment at an appropriate and stylistically acceptable place. [I am grateful to Amy Rogers for helping me to understand and articulate this point.]

There are other possible breaches of academic integrity that revolve around merely appearing to put in the appropriate effort. One obvious example of this is failing to do your share of a group project. Another example is relying too much on another student's help to finish your assignment or using another student's words, rather than your own, after working together. In a different vein, it is problematic when a student very often has an excuse, however understandable, for failing to turn something in, or for turning it in late. Excuses don't always excuse – often they merely explain.

There remain some difficult gray areas. For example, it verges on a breach of academic integrity (albeit not dishonesty, per se) to write a paper by stringing together a series of quotations of other people's work, even if you give appropriate credit. The helpful reminder here is that quotations and paraphrases of others' work should be used to illustrate and support your ideas; they should not constitute the bulk of the paper's content. Liberal quoting is sometimes called for, but be sure you do the important work of explaining the relevance of quoted passages rather than expecting the quoted material to do the work for you.

Further, it's worth thinking a bit about how and when you use secondary sources – where others have written about something you are studying. The most obvious examples are SparkNotes, Cliff Notes, and their web equivalents. In general, we would discourage you from consulting secondary sources in your classes. You will work closely with secondary sources during college, but it is important at this point in your educational career to develop your own ability to glean meaning, identify images, notice allusions to historical events or other writing (e.g. Biblical references), and recognize particular writing techniques. If you rely on secondary sources to tip you off about what you'll find in your readings you will deny yourself the opportunity to develop your own sensitivities and analytical abilities.

If you do consult secondary sources, you must give credit to them in your writing, even if you don't directly quote them. You can do this through an informal footnote or endnote.

What about online encyclopedias such as Wikipedia or Encyclopedia Britannica? Both are useful tools for a quick introduction to a topic, and both have suffered recent criticisms for inaccuracy. For our purposes, you should use these resources sparingly, if at all, mostly because we want you to apply your thought and your analysis during your Semester. The information in resources such as these is meant already to be distillations from a variety of sources. We would rather have you consult the original resources, draw the information together, glean what is most noteworthy for your project, discern patterns, highlight interesting interpretations, and weigh all of this for yourself. This is the work we hope you will do in conducting research. And if you must consult secondary sources, of course, cite them.

Finally, each of your teachers may have specific additional expectations. For example, foreign language instructors will have things to say about translation software and dictionaries. It is your responsibility to make sure you understand and follow all these expectations and guidelines.

FERPA COMPLIANCE NOTICE

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. FERPA regulations require that local education agencies give annual notification to parents and eligible students of their rights under FERPA (34 CFR § 99.7). The law does not require agencies to notify parents and eligible students individually, but agencies must provide notification where they are likely to see it. In addition, education institutions must make provisions to effectively inform individuals with a disability or whose primary language is not English.

The annual notification process must ensure that parents understand that they have the right to:

- inspect and review their child's record;
- seek to amend the record if they believe it to be inaccurate;
- consent (or not) to disclosures of personally identifiable information; and
- file a complaint with the U.S. Department of Education concerning the district's failures to comply with FERPA.

Either parent has the right to review an education record unless there is evidence of a court order or state law revoking or restricting these rights. Parents may access the education records of eligible students if they claim the student as a dependent for income tax purposes. However, agencies may require verification of the requester's relationship with the child before providing access to records.

The right of parents to access information is limited to their own child or children. If the education record includes information about other students, that information must be removed prior to disclosure so that parents do not have access to any other child's records. (34 CFR § 99.12)

When parents (or eligible students) request to review their records, the education institution must respond within 45 days, even if these records are kept by an outside party acting for the school. During these 45 days, the education institution cannot destroy any of the requested records.

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