Dear Casco Bay Students and Families,

In the days before December break, a film crew from EL Education spent several days with us. They filmed culminationcs and School Meeting and crew and Winter Solstice. They interviewed 9th graders and seniors as well as faculty. The footage will ultimately be used to contribute to EL Education’s new “brand video.” As the lead filmmaker wrote to me when pitching the project in October, “We want to show a school that could demonstrate the intersection of academic rigor, students with agency doing meaningful work, a commitment to positive social change, and a strong school culture that builds student character. Casco Bay was our clear first choice.” We are proud to be at the center of the EL “brand.” As we celebrate our first fifteen years, we also celebrate our fifteen year partnership with EL Education (formerly known as Expeditionary Learning).

Over the last fifteen years, we have maintained a deep and symbiotic relationship with the organization, learning from EL and fellow EL schools as well as sharing our site-based learning in a way that benefits the broader network. Key aspects of our program such as Crew and Intensives are EL Education concepts; the network’s adoption of standards-based assessment was driven, in part, by work at CBHS. Our students have twice been keynote speakers at the EL National Conference. We remain in the network because of our shared values and aspirations for students. Belonging to the EL Education network both connects us to inspiring, like-minded colleagues engaged in similar struggles and guides us with resources and wisdom as we take on our next challenges.

EL Education was founded in 1991 through a collaboration between Outward Bound and the Harvard Graduate School of Education. King Middle School was a founding EL school and soon a national model. When Presumpscot Elementary became an EL school, Portland became the first city in the county with a K-12 EL option. Now the network includes over 150 schools in 30 states. It also develops curriculum materials; New York state adopted its K-8 literacy curriculum, for instance. But EL Education is not interested in increasing the size of it network; it remains profoundly committed, however, to improving the quality and depth of the education students in the network receive.

One of the ways it ensures that quality is by requiring member schools to engage in a credentialing process every five years. CBHS was among the first EL high schools to become credentialed, and we are currently working to renew our credential. Part of the process is data-driven. We have to demonstrate that our student achievement in math and literacy on the SATs is consistently higher than district and state averages and demographic expectations. (It is.) We need to meet a similar bar with graduation rates and college-acceptance rates. (We do.) More importantly, we have to create an in-depth portfolio of our student and faculty work from the last five years demonstrating our “continuous improvement” in our striving toward excellence in student achievement for each and every student. EL Education defines student achievement as having three components: mastery of skills and knowledge, high quality work and character. This distinct, bold and comprehensive vision of student achievement shapes our work at CBHS.
The credentialing portfolio requires CBHS to do what we frequently ask of our students: to make evidence-based claims to support our overall argument. For the portfolio we plan to submit next month, we are making four claims:

1) Casco Bay students master content knowledge while developing skills in critical thinking and communication. (Mastery of Skills and Knowledge)
2) Casco Bay students are change makers by taking strategic, informed actions to better the world and our community. (Character)
3) Casco Bay High School students share and advocate for their informed perspectives on local and global social justice issues with authentic audiences. (High Quality Work)
4) We have refocused our school’s priorities and professional development on making our school more just and equitable. (Continuous Improvement)

For each claim, our faculty have gathered about a dozen pieces of evidence, from samples of student expedition products to agendas from staff development sessions. Each section has accompanying analysis and explanation. Here’s an excerpt from the Character section “Over the last five years, we have become more explicit that our purpose is to create not just great scholars, but great humans…. Asking students to wrestle with the most compelling social justice issues of the day - from climate change to economic inequality - has proven a great way to do both. The expedition and project samples in the first four bullets to the left provide concrete evidence of our students capitalizing on curricular opportunities to be changemakers…. Finally, we have discovered that if we provide kids meaningful support and practice in taking action to better the world, that students will then feel empowered to devise and execute their own initiatives, wonderfully independent while also amplifying school-initiated actions. The result of our shifts is that our collective efforts have been both more impactful and crucial in re-forming our school and world.”

After we submit our portfolio and EL Education staff reviews it, we will host a site visit, likely some time in the late spring. (We will also post our completed portfolio product on our website.) We look forward to hearing what our EL evaluators have to say. We are confident that we will meet the demanding standards for credentialing; we are equally confident that EL staff will identify areas we need to work on, even blind spots, that will be crucial to acknowledge and understand as we develop our next moves forward. Like any great friend, EL Education knows us well - and wants to know us better. We will savor their praise and heed their advice.

Sincerely,

Derek Pierce

MIYHS (Maine Integrated Youth Health Survey)

Every two years, high school students in Maine complete the Maine Integrated Youth Health Survey. We recently received back results from the late winter 2019 survey. We were also able to compare our data to our own data in 2017 - as well as the state’s averages in 2017-19. Our Student Support Team (the school counselors, Ms. Furman, Nurse Bell, Mr. Shibles and Mr. Pierce) reviewed that data. Here are some take-aways from the CBHS 2019 data:

• Our students are less overweight and eat more vegetables than state counterparts - but they also engage in significantly less physical exercise.
• Fewer of our students report being bullied and more report feeling safe at school.
• Our students who report feeling extended periods of sadness declined since 2017 while the state numbers significantly increased. But our numbers (37%) were still higher than the state (32%)
• Our students report less cigarette smoking, sex and binge drinking than counterparts around the state - but more marijuana usage.
• 67% of CBHS students said we “enforce rules fairly” (vs. 46% state average)
• 63% of CBHS students said adults “address conflict, negative language and bullying in positive ways to help students” (vs 32% state average).

The SST focus our next meeting on potential additional steps to address the 3 prime items of concern in the data:
Marijuana use
Inadequate physical activity
The high percentage of students reporting feeling sad for extended periods


**Upcoming Dates and Events**

Jan 24th - Junior Dance (8-10:30pm, a junior class fundraiser)
Jan. 27th - Moore Visit Day
Jan. 28th - King Visit Day
Jan. 29th - Mid-Year Conferences (4-8pm)
Junior Interviews for the People of Portland Project --Jan 29 / 30 & Feb 4 / 5
Jan. 30th - Mid-Year Conferences (2:30-5:30pm)
Jan 31st - Seniors Changemakers Expo (12-2:30)
Feb. 4th - Equity Summit, Part 2
Feb. 6th - Courageous Conversation
Feb. 7th - CBHS Film Festival (6-8:30pm), Hannaford Hall (encore presentation on Feb. 13th in the Great Space (6-30pm-8pm))
Feb. 7th - Access Testing
Week of February 10th - Spirit Week
February 14th - Winter Carnival:

February 14th- 8th Grade Commitment Form Deadline:
February 15th - 20th Grade Commitment Form Deadline
February Vacation: 15th-23rd
Thursday Feb 27 from 6-8pm - CBHS Financial Aid Night (for Juniors)
Feb 26th - Senior Expedition Gala
Feb. 27 & 28 - Senior Expedition Presentations (in Crew)
February 28th - likely date for Lottery for the Class of 2024 (if necessary)
March 6th & 7th - One Act Play Festival
March 6th - End of Winter Trimester
**MARCH 9TH - SPRING TRIMESTER BEGINS**
March 13th - Juniors’ The People of Portland Project Culmination
March 13th - Play is Work Culmination
March 19th and 20th - Mud Season School
March 25th - Spring PAG Math Cup
March 26th - Spanish ½ to Boston

**Cougar Kudos**

To the fifteen alums who served as our Alumni Intensive Teaching fellows.
To Howe & Howe Technologies lead engineer Zach Sawyer and Coast Guard “fireman” Peter Rozzi for being finalists for our first ever Alumni Navigator award.
To social worker Dri Huber and aspiring pediatrician Noah Lupica for being our first ever Alumni Navigators.
To Mark Ford for winning the honor of our (also first ever) Faculty Navigator - and alum Emma Hindall for her stirring nomination.
To Deven, Lilliana, Quincy and Aislinn for representing CBHS at the District 2 Music Festival.
To Isaac Tabb, Oliver Van Soest and Sophie Urey for writing CBHS’s entry in this year’s One Act Play Festival.
To Brianna Holston, May Paterniti, Kelly Nibayubahe, Josh Mutshaila, Sadie Johnson-Ouillette and Abdirazak Omar or being inducted into the National Honor Society.
To Owen, Finn, Jobe, James and Rowan for winning “2020 Film Intensive - Best Film Award” from their peers.
To recent HOWL Students of the Week for demonstrating exemplary Habits of Work and Learning: Andy Pham, Tatiana Rodriguez, Ella Couture, Samira Sharif, Christa Sabaho, Sumaya Shueib and Oliver VanSoest, Sophie Urey, Eowyn Michaels, Freya Bampton, Enas Khalil.
To the following students who’ve been recognized at school meeting recently by peers for embodying one of our Pathways to Success: Sam Cooper (Persevere) and Lilliana Frantz (Be Accountable) and Francisco Andre (Build Community).
Casco Bay High School
2019 – 2020 Trimester 1
Academic and HOWL (Habits of Work & Learning) Honor Rolls

GRADE 9

HIGH HONORS
Chloe Brydon, Simone Daranyi, Greta Holmes, Mali Jones, Caelistis Paulus.

HONOR ROLL
Fadoun Barkat, Delainey Black, Bryce Butterfield, James Carlo-Chau, Chloe Devlin, Jasper Ellis, Margaret Ellis, Miles Fischer, Sydney Grimm, Thompson Lynch, Declan Mercer, Eowyn Michaels, Mohamed Mohamed, Mohamedamin Mohamed, Nicholas Paterniti, Norah Peavey, Kiera Post, Lucas Richards, Liam Sommer, Kaitlyn Strout, Jack Taylor, Meredith Tierney-Fife.

HOWL Honor Roll

GRADE 10

HIGH HONORS
Deven Abrams, Freya Bampton, Megan Koren, Fatimah Lamloom, Devyn Shaughnessy.

HONOR ROLL

HOWL Honor Roll

Congratulations
Casco Bay High School
2019 – 2020 Trimester 1
Academic and HOWL (Habits of Work & Learning) Honor Rolls

GRADE 11

HIGH HONORS
Gridley Abercrombie, Wren Auld-Brokish, Maya Denkmire, Ella Ferguson, Lilliana Frantz, Ayden Grimm, Yusur Jasim, Declan McMahon, Oscar McNally, Sidonia Summers, Naomi Zarin.

HONOR ROLL
Logan Andrick, Lydia Baker-Pitre, Charlotte Bowder, Bryson Carter, Anya Criden-Clark, Eliza Crowley, Georgia Ellingsworth, Sabelle Guido, Nathaniel Hanscom, Tasha Hipple, Alain Igrayeza, Christopher James, Eleanor Johnson, Josaphat Kalombo, Enas Khalil, Thao Le, Audrey Leavitt, Baneen Maadi, Isabela Muldoon, Holy-Dan Ninziza, Jireh Nyarushatsi, Opiyo Oryem, Leo Oster, David-Thanh Pham, Oliver Ramsey, Ceili Tennenhouse, Marin Tinkham.

HOWL High Honors
Ayden Grimm, Yusur Jasim, Declan McMahon, Naomi Zarin.

HOWL Honor Roll
Francisco Andre, Logan Andrick, Lydia Baker-Pitre, Bryson Carter, Samuel Coursey, Ella Couture, Anya Criden-Clark, Eliza Crowley, Maya Denkmire, Georgia Ellingsworth, Ella Ferguson, Myles Finlay, Lilliana Frantz, Sabelle Guido, Evan Haapala, Tasha Hipple, Alain Igrayeza, Christopher James, Eleanor Johnson, Josaphat Kalombo, Thao Le, Audrey Leavitt, Baneen Maadi, Oscar McNally, Isabela Muldoon, Liza Ngoboka, Holy-Dan Ninziza, Jireh Nyarushatsi, Demetrius Paulus, David Thanh Pham, Oliver Ramsey, Sidonia Summers, Antonio Tela, Ceili Tennenhouse, Alice Thompson, Marin Tinkham.

GRADE 12

HIGH HONORS

HONOR ROLL

HOWL High Honors

HOWL Honor Roll

Congratulations
This trimester in Senior Humanities English, the seniors have been diving into the life of Maya Angelou through her adolescent years. They have been reading *I Know Why The Caged Bird Sings* and have been discovering the deep meanings embedded in her work through journal entries and in class discussions. Along with looking at Maya Angelou's work, the senior classes has been thinking about their "slice of the solution" for their senior expeditions. Our seniors have been working hard to figure out how to help solve the problems they see in the world such as, sex education, emotional and social services for incoming immigrants, LGBTQ representation, segregation, mental health in minors, misconceptions in sports, and many more. They are currently figuring out what their culminations are going to look like and getting everything organized to present their slice of the solutions.
The Opening Remarks to the Sophomores’ Beyond Borders Expedition
by Devyn Shaughnessy

Inscribed upon the Statue of Liberty is the famous sonnet that reads, “give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore, send these, the homeless, tempest-tost to me, I lift my lamp beside the golden door.” For centuries, this statue has been recognized as our nation’s symbol of freedom and hope, welcoming immigrants from all over the world, and unifying scores of nationalities, languages, religions, and cultures. We are, fundamentally, a nation of immigration; every single one of us coming from somewhere, whether it be yesterday or four hundred years ago. However, since the 20th century, things have changed. This ideal of welcoming newcomers who seek opportunity is being replaced with racist propaganda, extreme nativism, and people who believe they have the right to decide who is and is not American. In 2017, it was estimated that 68.5 million people worldwide were forcibly displaced from their homes due to atrocities such as natural disasters caused by climate change, war and persecution, or lack of opportunities for education or employment. This number is only going to increase.

Paradoxically, under the Trump administration, the cap on the number of refugees allowed into the country is being slashed. During Obama’s presidency, 110,000 refugees per year were allowed in. Currently, 30,000 is the number set by the Trump administration, a mere fraction of what it was before, however in the next 12 months it is proposed to be reduced to just 18,000. Clearly, with the number of displaced people rising exponentially, this cap is not sustainable. However, our president does not concern himself with the welfare of displaced people who seek refuge in the United States, but rather prioritizes those with white skin, a perfect accent, and a birth certificate from inside its borders.

Shortly from the class of 2022, you will hear how the history, geography, current events, and human rights issues of their respective countries are impacting the ever growing migration crisis, you will hear testimony to the obstacles individual refugees have faced along their journeys to a better life, and finally you will hear the solutions the youngest generation is proposing to fix this. In an era where politics divide a nation and borders divide the world, it is crucial to develop empathy for those in being displaced thousands of miles away and to hear their stories so we can develop solutions that will open our borders to those in need of refuge. As Pope Francis once said, “Migrants and refugees are not pawns on the chessboard of humanity. They are children, women and men who leave or who are forced to leave their homes for various reasons, who share a legitimate desire for knowing and having, but above all for being more.”

Freshmen Update
by Greta Holmes

We’ve been doing a lot since Winter Intensives! In social studies we have been studying Islam’s history, learning about the Five Pillars of Islam, and studying influential American Muslims. In art, we finished our pen and ink drawings based on nature. In English, we wrote about the origins of our names and how we feel about our names as well as how we want our names to have an effect on others. In science, we studied phylogenetic trees and learned about evolution. This week we wrote short essays on the evidence of the theory of evolution. In math, we’ve been working on trigonometry and we’ve been particularly learning about functions. Overall, this has been an interesting and exciting month in the 9th grade!

Looking Forward: Soon we will be starting a few new topics, some things to get excited about are making mandalas in art, and some fieldwork to places of worship in social studies to learn more about religion.
Winter Sports Intensive
by Sidonia Summers

During the winter sports intensive, we did different fun winter activities each day. We started off our first day by going snowshoeing in Freeport on the Wolfe's Neck trail. We snowshoed along the water and then ended our day by sledding at Riverside golf course. On Friday, we watched a movie called Cool Runnings, about the first ever Jamaican bobsled team and how they persevered even when the odds were against them. After we watched the movie, we went tubing at night at Seacoast Adventure Park. Then on Sunday, we spent our whole day at Mt. Abram. Some of us skied and snowboarded for the very first time, and those who were not new, helped those who were. On Tuesday we went ice skating in Falmouth, where again, some of us had never been on ice skates before. We then went sledding at Payson Park and bruised our backs while we went on the sled jumps. Then on our last day, we went candlepin bowling. Overall, we all got pushed out of our comfort zones and tried new things that we never thought we’d be able to do.
Weaving the World
by Sophia Kapita

In this Intensive, Weaving the World, we made four different baskets: a Wabanaki style basket, an egg basket, a coil basket with yarn and a square basket. Throughout this process I learned to never give up. When we started, I'd stop halfway through since I didn’t understand everything. But now I will try to understand it myself and work my way around it. Secondly, I got to see a little glimpse of Wabanaki culture by making a Wabanaki basket, and overall I really enjoyed this intensive. We talked about weird stuff like Baby Yoda and just got closer to each other, this was fun.

Pottery Intensive
by Eli Kahn and Will Cunningham

In the pottery intensive, we learned to “throw” and hand build pots of many shapes and sizes. Throughout the week we were visited by many great potters. We learned everything from how to center clay on the wheel, to creating gigantic slab bowls. We created many great works this week but made just as many piles of wet clay. This intensive was a huge success, even if we did cover ourselves in wet clay every day.
Basketball Intensive  
by Margardia Celestino

During the Basketball Intensive, we didn’t only focus on the sport itself, but how it has changed over time, how the NBA changed and how different players impacted the organization. We watched 3 episodes of a documentary called *Shut Up and Dribble* where different players addressed the social injustice they had to go through in order to ‘make it’. All these injustices were due to race and culture. After every episode we did a small presentation to help us synthesize what we learned. *Shut Up and Dribble* really made us all realize how uneducated we were when it came to struggles many athletes go through in order to gain fame and become as successful as they are today. Through watching the documentary it was more than obvious that black athletes, especially black basketball players face injustices that are often hidden and those who speak up, make room for other’s to join in bravery, which with time leads to improvements made not only in the NBA Association itself but in the game as a whole.

For the physical part of the intensive we had drills everyday before the games. On the first day we did drills to test our skills and on the last day we repeated the same drills to see our improvements over time. We learned and practiced how to shoot a basketball and those who already had the skills were able to improve and better themselves in various ways. We played 3 v 3 games everyday, which earned points for our teams.

I recommend this intensive to anyone who wants to try something new, get fitter during intensive week, and for those who enjoy watching and playing basketball.

Web Design  
by Aiden Sullivan and Mr. McNally

Web Design is an intensive course here at Casco Bay High School. The Intensive, run by Mr. McNally and Mr. Ford and covers the basics of web design. We were introduced to HTML, CSS, and JavaScript. In this course, we learned how to create HTML-based websites, and furthermore, we learn skills we can potentially carry on to our future career. The end goal of the intensive is to create your own website, or better a website for Casco Bay.

During the week, we conducted a usability study of the Casco Bay Website (thank you parents, alums and experts!). We also created mini-projects such as adding custom fonts and style to an inspirational quote web page, stylizing a website that presented a Marge Pearcy poem, and simulating turning a lightbulb on and off with JavaScript. By the end of the week we created web sites for everything from displaying Casco apparel for sale, to celebrating our favorite x-Blocks, to a site of advice for first-time car-buyers. If you would like to learn the basics of coding, how to make your own website or pursue a career in web design, then this is the course for you.
Film Making
by Tatreaux Sokol

In the filmmaking intensive, five groups of students each created their own 5-15 minute short films. They learned from alumni, current students, and teachers about directing, shooting, writing, and editing a film. They started the week out brainstorming and writing the screenplay for their short film. Some students wrote out long, 26-page scripts, while others just improvised their lines when it came time to shoot. After each group had come up with an idea for a film, it was time for them to shoot. Aided by alumni, groups of students travelled to all over the city, from City Hall, to the Portland Observatory, to various houses. Other groups stayed at Casco, making a set to shoot right in a classroom. After two days of shooting, most of the groups had all the footage they needed, and it was time to put it together into a short film. After editing together a rough cut of their films, each groups’ film was reviewed by the rest of the class, who gave feedback on how to improve. The next day, groups took that feedback, and went back out to reshoot, or reedit, based on that feedback. By 10am on the last day, the final cut of everyone's films were finished, so we made trailers and watched the films together. You can catch the film our intensive voted as “Best Picture” - Reunion - at the February 7th CBHS Film Festival.

Swimming Intensive
by Johan Sifa

We began with students who said, “I don’t want to swim!” Some couldn’t wait to swim back and forth in the pool. And one hardy soul wanted to dive right into the deep end! This was the swimming intensive...where all grades met for one and only one goal: to swim. Students in this intensive swam for five days: four in Riverton pool and one day at the Reiche pool. In all those days students were assisted by wonderful lifeguards and the teachers in order to elevate the comfort and swim level of each student. Not only were the students learning how to swim or to improve their skills, they also got to make children’s books that had to do with swimming in order to boost the confidence of second graders at Reiche School. Then they read to the 8 and 9 year olds. It was a great week and just the beginning of our swimming adventures.

Casco Cares
by Fatimah Lamloom

To start the first week of the year of 2020, Casco students, whom I was pleased to see were mostly freshmen, banded together to do volunteer work around the city. We first printed T-Shirts with the help of Louis and with a former student, Lilly. Experts from Portland Trails, Partners for World Health, AmeriCorps, and more came in to talk to us about the importance of volunteering. They discussed how our acts of kindness can not only benefit the community in dire need, but can also be used as a stepping-stone for our futures. We as Casco Cares took these words of wisdom and applied them to our own world right here in Portland, whilst proudly wearing our turquoise T-Shirts. Half our group split off to work with Jamie and Daniel from Portland Trails to build new bridges for bikers. The other half sorted out medical supplies with Partners for World Health to send off, to developing countries. But what really touched my heart the most was when we visited Riverton Elementary. The joy on these kids faces when they saw us really put into perspective how playing freeze tag in the freezing cold and casually eating lunch with them can impact the children in our community tremendously. Even Isa Gomez, an astounding member of Casco Cares, claims that volunteering makes her feel, “Warm and fuzzy inside… and good. Period.”
The Faculty Navigator Award - Mark Ford

This new annual award is given by alumni to a CBHS faculty member:
Whose teaching and advising has had a transformative, lasting impact on students;
Whose work has helped to steer students towards the best version of themselves.
We received lots of great nominations in this first year from alums. (Thanks.) Here's the tribute that was shared at Family Crew Night in recognizing this year's winner, Mark Ford, by Emma Hindall ('16).

My senior year at Casco Bay was a particularly anxiety ridden time in my personal life. For many of my peers, their senior school-work was the source of anxiety, but for me, Casco became like an escape, a safe place. I found the work we were doing to be very grounding, because it was rooted in something so much bigger than my personal problems. This was especially true thanks to the efforts of this particular teacher. I was being educated on the world, on the complexities of global conflicts such as the Arab Spring, on my fundamental human rights and on my right to speak freely. I was engaged in my work, not just through listening to a teacher I found fascinating, but also by relevant Ted Talks, by videos of actual protests and activism, and by opportunities to work creatively through artistic mediums. In a time where I was feeling like I had no control over the things happening in my life, this teacher taught me about taking control, taking a stand, and making a difference in the world.

I began spending time with this teacher outside of class time, choosing to eat lunch in their classroom with my friends because it felt more comfortable than the loud and overstimulating Great Space. During lunches I would talk to this teacher about other things we found similarly interesting, especially artwork. When this teacher had a gallery show of their own, they invited me to help install their work, which was my first gallery experience of many, and they taught me a lot about the importance of placing work specifically, not just wherever it fit best. I ended up choosing (pretty much at the last possible second) to go to an art college and pursue my dream of becoming a professional artist, largely because of this teacher’s encouragement in my artistic interests.

Now, I’m proud to say that I will be graduating this May with a Bachelors of Fine Arts in Printmaking. Of course, perhaps the most important thing this teacher ever introduced me to, above First Amendment law, the Arab Spring, or encouragement to follow my artistic dreams, was an app called “Neko Atsume, Kitty Collector.” There is no joy greater than unlocking your phone and finding that Mr. Meowgi or Chairman Meow have graced you with their presence.

For the first ever CBHS faculty navigator award, I would like to nominate someone who truly helped me navigate through a challenging time in my life, and perhaps helped steer me on the course that I am so proud to be on now. For this award, I nominate Mr. Mark Ford, social studies teacher and kitty collector extraordinaire.
Warm Winter Greetings!

We are so grateful and happy to report that we are more than halfway to our 19/20 goal of $24,000! Huge thanks to all who have made it possible, for what is shaping up to be another terrific year for CBHS! Some highlights include a tremendous week of intensives, our students' expeditions thus far have been stellar, our CBHS Film Festival celebrating 15 years of student film making will take place on February 7th, we have become the beneficiaries of the Dr. Philip P. Thompson Jr. Scholarship for CBHS graduates who attend Dartmouth College, and, if you haven't heard, CBHS has been named one of seven "Schools of Opportunity" in the nation and was featured in an article in the Washington Post https://www.washingtonpost.com/education/2019/12/03/this-school-maine-entire-state-is-classroom/ None of this would be possible without the support of friends like you! Please consider a donation to our Annual Appeal. Let's continue our tradition of surpassing our goal - we're more than halfway there! You can donate directly from the website via papal https://cbhs.portlandschools.org/ or mail a check with "PAG Annual Appeal" in the subject line to CBHS, 196 Allen Avenue, Portland, ME 04103. Thank you so much for your consideration!

With Sincere Gratitude,
Your Annual Appeal Committee

2020 CBHS MATH CUP Is BACK!

On Wednesday, March 25, CBHS will sponsor the thrilling 2020 Math Cup. An evening of math competition with school and community teams vying for the famed Casco Bay Math Cup. Join us for a fun evening and the opportunity to compete for this prestigious award.

We invite teams of four-made up of members from area businesses and organizations or local math-stars assembled for the occasion. Teams engage in numerous math challenges drawing on elements from Jeopardy to Survivor. Casco Bay student teams will also be competing.

Why Math Cup? The Math Cup raises money to support CBHS Math and Science programs.

Please let us know if you or your business would like to compete or sponsor a student team. The tax-deductible entry or sponsorship fee is $250 per team. This includes a lasagna dinner. If interested, you can complete the form or contact Susan Lieberman at liebs@maine.rr.com or home 773-4691.
Announcing...

The Casco Bay High School
2020 Math Cup
Wednesday, March 25th from 6-8 p.m.

What is the Casco Bay Math Cup?
- An evening of math competition with school and community teams vying for the famed Casco Bay Cup in a worthy fundraiser.
- An opportunity to celebrate the thrill of victory and the agony of defeat in the human drama that is math competition.

How Does It Work?
- Teams of four - made up of members of area businesses and organizations or local all-stars (or friends) assembled just for this occasion - will engage in numerous math challenges drawing on elements from Jeopardy to Survivor.
- We invite math geeks, mathletes desiring to relive former glory, or friends who want to have fun and support a good cause to put together a team.
- Casco Bay students will also be competing. (So you think you’re smarter than a 16-year-old?)
- The competition is designed and run by CBHS math students, parents, and faculty.

Why Math? Why Fundraise?
- To Raise Awareness about the Power of Math in Everyday Life
- To Celebrate the Challenge in Math
- To Raise Money for Casco Bay High School’s math and science programs
- For the Honor of the Cup and for Fun!

The tax deductible entry or sponsorship fee is $250 per team and should be made payable to the Parent Advisory Group of Casco Bay High School. Dinner is included. Questions? Contact Susan Lieberman at liebs@maine.rr.com or home phone 773-4691.
Casco Bay High School
Math Cup
Registration Form – 2020

Where: Casco Bay High School, 196 Allen Avenue, Portland, ME (2nd floor)
When: March 25th from 6-8 p.m., team check-in: 5:30 p.m.
Cost: $250 for a team of four, registration form and entry fee due March 15th

Thank you for supporting Casco Bay High School by entering the Casco Bay Math Cup. We are planning a night packed full of fun. Team costumes (from company T-shirts to togas) are encouraged. All team members receive the “All You Can Eat and All You Can Math” complimentary lasagna dinner.

If you need to fill a spot on your team of four, or you would like to sponsor a student team, Casco Bay student mathletes will be happy to represent your group.

How to Enter:
Please email this registration form to Susan Lieberman at liebs@maine.rr.com and mail a check made payable to “Parent Advisory Group of Casco Bay High School” to:

Parent Advisory Group c/o Casco Bay High School
196 Allen Avenue
Portland, ME 04103

Your Contact Information:
Company Name:
Contact Name:
Mailing Address:
Email:
Phone:

Team Members:
Please enter known team members below. Names of team members/alternatives may be added later, but the registration form itself must be received by March 16th in order to be included in our printed program.

Team Name (as creative or simple as you want):
Team Member (1): 
Team Member (2):
Team Member (3): 
Team Member (4):

You will receive a confirmation that we have received your team’s registration and we will send out more details about the format closer to the event. If you do not receive a confirmation, or have any questions, please contact Susan Lieberman at liebs@maine.rr.com or home 773-4691.

For the Honor of the Cup!
Thank you for supporting Casco Bay High School.
Casco Bay High School Presents

FILM FEST 2020

Catch the best films from Casco Bay Students!

The CBHS Film Fest 2020 will be premiering the best short films and documentaries from current students and alumni filmmakers.

February 7th, 2020
Friday 6:00 - 8:30pm

Hannaford Hall ~ USM
Performance by BigDaddyGang

For tickets visit:
www.eventbrite.com
Casco Bay High School Film Festival 2020
Start your New Year Right with **School Breakfast**

Join PPS Food Service for the Most Important Meal of the day!

**Did you know?**

Eating breakfast improves concentration, academic performance, memory, mood and more!

Find out what’s for breakfast by checking your school menu: https://www.portland.schools.org/departments/operations/food_service_menus
Multilingual and Multicultural Center

English
If you need help with translating this information into another language, please call the Multilingual and Multicultural Center at 874-8135.

Acholi
Ka imito kony me kwango ngec man i leb mukene, tim ber go cim i ofic pa Multilingual ki Multicultural Center i nama 874-8135.

Arabic
أذا كنت بحاجة إلى المساعدة في ترجمة هذه المعلومات إلى لغة أخرى، يرجى الاتصال بدار برامج اللغات والثقافات المتعددة في التربية على الرقم 8135-874.

Chinese
如果你需要这个资讯翻译成中文请打电话到多元文化和多种语言办公室874-8135。

French
Si vous avez besoins d’aide avec la traduction dans une autre langue, s’il vous plaît appelez le Centre Multilingue et Multiculturel au 874-8135.

Khmer
នូវកូន្វែងដើម្បីសួរជំនួយរបស់អ្នកបើអ្នកនិយមត្រូវការការដោះស្រាយលើសព្រឹត្តិការណ៍ជាច្រើនភាគដែលមានសកម្មភាពផ្សេងគ្នានៅក្នុងការរៀននេះ សូមអាចរៀបចំលេខទូរស័ព្ទ ៨៧៤-៨១៣៥។

Kinyarwanda
-Nimwaba mukeneye ubasemurira mu rundi rurimi, tubasavye guhamagara ikigo C’Indimi n’Imico itandukanye kuri 874-8135.

Español
Si usted necesita ayuda traduciendo esta información a otro idioma, por favor llame el Centro Multilingüe y Multicultural al 874-8135.

Português
Se você precisa de ajuda com a tradução desta informação para Português, por favor, ligue para o Centro Multilingual & Multicultural no telefone 874-8135.

Somali
Haddii aad u baahan tahay in lagaa caawiyoo sidii warbixintaan laguugu tarjumi lahaa af kale, fadlan soo wac Xarunta dhexe Luqada iyo Dhaqamada kala Duwan : 874-8135.

Swahili
-Ukihitaji msada na kutafsiri katika lugha nyingine, tafadhali piga simu ofisi ya Mipango ya Lugha na Kitamaduni kwa 874-8135.

Vietnamese
Nếu quý vị cần giúp đỡ để dịch thông tin này sang ngôn ngữ khác, xin hãy gọi Trung Tâm Da Ngôn Ngữ và Da Văn Hóa theo điện thoại số 874-8135.