



2022-2023

FAMILY HANDBOOK

DEERING HIGH SCHOOL

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WELCOME FROM YOUR PRINCIPALS

Whether you are new to Deering, or returning for another year, we want to start by welcoming all students and families to Deering High School. Our character as a school is defined as a place where everyone succeeds because everyone is valued, challenged, and empowered.

For us, living up to these values means creating a strong and inclusive community, supporting all students in achieving at high levels, and promoting student voice and youth advocacy throughout our academic and co-curricular programs. As you read through this handbook, you will notice that we have organized it around those core values.

In the wake of the global COVID-19 pandemic, we know more than ever how important it is to be in school – for both educators and students. At Deering, the experience extends beyond the classroom. We have more than 40 student led clubs available, ranging from Student Government to Debate to Drama to Anime to Model U.N.. We also offer more than 15 different sports, including our state champion E-Sports program.

We are a comprehensive public high school (one of three in the Portland Public Schools System) in an urban location. There are approximately eighty teachers and professional staff. Deering is the most diverse high school north of Boston and is one of the largest in the state of Maine, with an enrollment of approximately 750 students, grades 9-12.

This year, we will continue holding our students to high academic and behavioral standards. All ninth-grade students take AP Human Geography, and we are continuing to study how we can continue on this challenge mindset and give students the opportunities and support they need to meet higher expectations. Historically underserved children have routinely been denied access to grade-level curriculum and we are committed to disrupting that trend. We're committed to ensuring that all children at Deering will have a pathway to success.

We're so happy to have you join us in this community where we strive to value, challenge, and empower one another.

Welcome to your school.

Your principals,



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VALUED

At Deering, we are working to make sure this is a community where students feel respected, welcomed, and valued. To achieve this goal, we work together with our students to create an environment where students feel physically, socially, and emotionally safe and have the tools they need to be both healthy and well.

SAFETY

To facilitate a positive learning environment, it is important that students at Deering feel safe, both physically, socially, and emotionally.

PHYSICAL SAFETY

As part of ensuring student safety, we follow recognized state and district protocols for fire drills, lockdowns, evacuations, and threat assessment. We also stringently expect that all Deering community members refrain from physical violence.

FIRE DRILLS

Fire drills are required by law. When the alarm sounds, all students and staff must vacate the building immediately in a quiet and orderly manner. All alarms should be assumed to signal an actual fire or emergency. No one should re-enter the building until an administrator directs them to do so. Directions for evacuation are posted in each room and office.

Setting off false fire alarms is illegal and endangers the safety of everyone in the building. The Portland Police and Fire Departments will investigate false fire alarms, and any student involved in setting off a fire alarm will be subject to school discipline. Staff members are also prepared for procedures used when securing the building for emergency purposes. The procedures will be reviewed with students and practiced during the year. Student cooperation is essential during any drill or practice session.

LOCKDOWN AND EVACUATION PROCEDURES

Deering has procedures in place in case of the need for a lockdown or evacuation. Students and staff are educated in these procedures, and the district office will support the school in efficiently communicating to families in the case of activation.

THREAT ASSESSMENT

All Portland Schools utilize a nationally-recognized structured threat assessment and response protocol to assess and respond to threats of harm to others. This protocol uses an efficient, team-based process to distinguish between levels of threat and to tailor an appropriate multi-pronged approach to keeping all parties safe and to directing necessary support resources to those who need it. Family communication is an integral part of this protocol.

Deering additionally follows a parallel protocol to respond to threats of harm to self. This protocol allows for immediate attention to safety as well partnership with families to respond to the ongoing needs and safety of a student.

SOCIAL & EMOTIONAL WELLNESS

The social and emotional wellness of our students is important to ensure they are able to learn most effectively, which is why we have committed to the following policies.

COMMITMENT TO EQUITY AND RACIAL JUSTICE

Deering High School is committed to building an environment where every student and staff member feels valued, challenged, and empowered. We are reckoning with the fact that public school has not always been that environment for all stakeholders. As a public institution, we have perpetuated the same injustices and inequalities that plague our nation. We are committed to continuous self-reflection and to do the work to root out those inequalities, rebuild systems to be more equitable, and become a more just school.

As one school, of students and staff, we are committed to the following restorative practices:

- 1) **Rooting out Inequalities:** Not every student faces the same obstacles on the path to success. As educators, we must take on the challenge of creating pathways for every student, regardless of household circumstances. Our curriculum should reach students regardless of color or income and should never place blame on students or families.
- 2) **Rebuilding Systems:** Our institution is reflective of the historical implicit bias that plagues our nation, and we must actively work to rebuild unjust systems that are designed to maintain white power and subjugate BIPOC and marginalized students.
 - a) **Rebuilding Curriculum:** A curriculum that marginalizes and caricatures people of color is a pedagogical system of oppression that we collectively perpetuate and reinforce every day as educators. We must recognize and listen to young people of color and learn together how to overcome this oppressive pedagogical system.
 - b) **Reimagining Discipline:** We must work actively to dissolve the racial inequities in our school discipline system. We need to work together to find a way to educate all educators, students, and families that all people are created equal, and they deserve the same basic human rights as those who do not look like the majority.
- 3) **Becoming a more Just school:** Our students of color need commitment from their white teachers to educate themselves and unlearn harmful biases to become active allies. As predominantly white educators, we need to educate ourselves about implicit bias and systemic racism and understand the difficulties and the challenges people of color are facing every day in all aspects of their lives. Students and staff alike deserve a way to report instances in which they have been made to feel less than due to race, income, immigration status, gender, or ability.

We strive to be a place where students from different backgrounds learn side by side and challenge each other to understand the benefits of that diversity. We aspire to being progressive and anti-racist and to bringing about social justice through the act of educating diverse students to be truth seers, truth tellers, and agents of change. Together as one school, we can demonstrate how diverse communities can have respectful and constructive dialogue despite disagreements.

HARASSMENT

Portland Public Schools recently adopted a significantly revised policy (ACAA) regarding Harassment and Sexual Harassment of students. This policy prohibits discrimination against or harassment of students on the basis of race, color, sex, sexual orientation, gender identity, religion, ancestry, national origin, language, genetic information, pregnancy/family status, or disability (mental or physical) as well as a broad array of sexualized communication and behavior that are unwelcome to the recipient or observer.

An anonymous reporting system is being developed and formal complaints can be initiated through Deering's affirmative action liaison: Halima Noor.

BULLYING AND CYBERBULLYING

Bullying and cyberbullying, in that they harm or create reasonable fear of harm, are disruptive to the school environment and to the safety of students. In addition to providing preventative education and supports school-wide, Deering takes seriously instances of and reports of bullying and cyberbullying. If it happens in a school context or has an interfering effect with the school context, staff will promptly investigate and respond to any reports of such behavior. The response will aim to immediately ensure the safety of the complainant, uncover and address underlying dynamics, activate positive supports, and take measures to prevent retaliation, all in accordance with the detailed guidance in school board policy JICK.

BEHAVIOR

PHILOSOPHY

Deering High School (DHS) believes that people make mistakes and that error can be the catalyst for learning and growth. Further, we believe that people are capable of self-regulation, and that having everyone understand the disciplinary consequences for behavior before, during, and after an event occurs increases the likelihood of being able to self-regulate.

It is Deering High School's responsibility to provide consistent and appropriate responses to student behavior in a manner that encourages growth and offers both process and support to that end. Further, we believe any two people in equivalent circumstances should be treated the same when it comes to disciplinary consequences and access to restorative justice.

At DHS, we recognize the importance of community building through relationships with students, their teachers, and their families. When appropriate, the school's response to negative, anti-social behavior should involve key community stakeholders.

Students are always afforded due process, with school district representatives hearing their perspective as well as being committed to gathering information and evidence from all relevant parties.

All Deering High School community members are expected to maintain the following:

- mutual respect along with physical and emotional safety among all DHS community members
- respectful treatment of school property and the property of DHS community members
- regular, timely attendance to school and classes; work completion; and cooperation in the school and classroom

ESSENTIAL AGREEMENTS

At Deering High School, we maintain a safe school environment.

- We tell an adult if we are worried about someone.
- We make informed decisions about our safety and the wellbeing of others.
- We respect one another's personal space.
- We communicate important information with each other.
- We move away from conflicts or distractions and encourage others to do the same.
- We use technology, including phones, responsibly.

We treat each other with respect.

- We treat others as we wish to be treated.
- We hear all voices.
- We support one another.
- We recognize each person's strengths and point them out.

- We are aware of our power and privilege and apologize when we make mistakes.
- We strive to find common ground.
- We find ways to say things that are helpful, not harmful.
- We appreciate each other's similarities and differences.
- We are All One School.

We take responsibility for our learning and actions.

- We come to school prepared to learn.
- We get involved in clubs, activities, sports, outside organizations, and more.
- We promote an inclusive culture.
- We never stop trying to improve.
- We plan ahead and get where we are going on time.
- We hold ourselves to high expectations.
- We keep our campus clean.
- We appreciate the power of learning and value our education.
- Teachers and students know that attendance matters and we show up.
- We question our assumptions.
- We find opportunities for students to be teachers and teachers to be learners.

BOARD POLICY

The Portland Public Schools Board of Education has adopted a number of policies that relate to safety and behavior. They can be found at <https://go.boarddocs.com/me/portland/Board.nsf/Public#>, primarily in Book J. In case of contradiction between this handbook and board policy, board policy will prevail. If you want help understanding a policy, contact Assistant Principal Jake Giessman at giessj@portlandschools.org. Below are some highlights from selected policies:

JIC-SYSTEM-WIDE STUDENT CODE OF CONDUCT

Schools should be safe, nurturing, participatory, and productive learning environments. This requires both clear expectations for student conduct and positive, multi-tiered systems of support and interventions to meet students' social, emotional, and behavioral needs....

All students are expected to conduct themselves... in a manner that maintains the safety and productiveness of the learning environment, both for themselves and for the other members of their school community. This includes adhering to all federal, state, and local laws, as well as adhering to all other Board policies and building-level expectations. This expectation applies to students

- on school or district property,
- while in attendance at school or at any school-sponsored activity, or
- at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school, including but not limited to cyber-communications.

Below are some general examples of expectations the Board considers fundamental to a safe learning environment in our schools. While these expectations are for students, adults in schools should also be modeling these expectations. Building leaders are expected to adapt and elaborate on these expectations in a manner appropriate to their context and responsive to their full community's needs, values, and cultural backgrounds.

- Respect the rights and dignity of all school community members.
- Interrupt discrimination and inequity.
- Refrain from verbal, emotional, or physical violence.
- Follow reasonable requests.
- Arrive on time, attend all classes, and complete assigned work.
- Refrain from cheating or plagiarizing the work of others.
- Respect the property of others, including school property and facilities.
- Refrain from vulgarity, profanity, obscenity, lewdness and indecency.
- Adhere to all applicable federal, state, and local laws.

JICA-R-STUDENT DRESS CODE POLICY

It is not the policy of Deering High School to control individual student expression; however, students are expected to follow [board policy](#) when it comes to articles of clothing. Namely:

- Underwear should not be exposed. Footwear is required.
- Genitalia, nipples, and buttocks are to be covered at all times.
- No clothing that conflicts with other board policies and behavior standards (namely drug/alcohol use, violence, offensive language, pornographic material) is allowed.

Students violating these policies may be asked to avoid wearing the item of clothing again, or to change immediately depending on the infraction. Please read [the full board policy](#) for more information.

JKD-SUSPENSION OF STUDENTS

DEFINITIONS

In-school suspension is the temporary removal of a student for disciplinary purposes from their regular classroom to the direct supervision of school personnel for at least half of a school day. Out-of-school suspension is the temporary removal of a student from their regular school for disciplinary reasons for at least half of a school day.

APPLICATION

The school board delegates to principals the authority to suspend. Alternatives to suspension should be preferred whenever possible. Alternatives to suspension could include, but are not limited to problem-solving, restitution and restoration, skills instruction, counseling, and behavior planning.

When applied, suspension should be a stop-gap only long enough in duration to allow the development of a re-entry plan that supports the safety, health, and academic and social-emotional wellbeing of the student and the school community. Out-of-school suspension, in particular, should only be used when unavoidable as a safety measure, such as in the case of imminent likelihood of harm.

Suspensions longer than five (5) days, inclusive of both in-school and out-of-school suspension, may only be imposed with approval of the Superintendent. Suspensions longer than ten (10) days, inclusive of both in-school and out-of-school suspension, may only be imposed by the Board.

PROCEDURES

Prior to a suspension, except as hereinafter provided:

- A. The student shall be given verbal or written notice of the reason for suspension;
- B. The student shall be given an explanation of the evidence forming the reason for suspension;
and
- C. The student shall be given an opportunity to present their version of the incident.

However, students whose presence poses an immediate and serious safety threat may be immediately removed from school. In such cases, the notice of reason for suspension, explanation of evidence and the student's opportunity to present their version of the incident shall be arranged as soon as practicable after removal of the student from school.

The student's guardians shall be notified of any in-school or out-of-school suspension as soon as practicable by telephone (if possible) and by written notice sent by mail. Email and other forms of communication may be used in addition in order to make the process as accessible as possible to families. Interpretation and translation will be provided as needed. A copy of the written notice shall also be sent to the Superintendent. The family shall be given an opportunity to have input on the plans for re-entry and for subsequent supports.

Students are not allowed on school property during any out-of-school suspension except with the prior authorization of the principal or Superintendent, which could be necessary for access to services such as an in-school health clinic.

Administration will coordinate between faculty, student, and family to ensure that the student has information about and access to schoolwork and assessments that take place during the suspension and are essential to meeting content standards.

School administration, faculty, and student support staff shall collaborate with the student and family to create a re-entry plan that helps address underlying problems, restore relationships, prevent recurrence, and maintain the safety, health, and academic and social-emotional wellbeing of the student and the school community.

JICH-STUDENT DRUG AND ALCOHOL USE

Students are prohibited from consuming, possessing, furnishing, selling, receiving, buying, manufacturing or being under the influence of prohibited substances before, during and after school hours, at school, in any school building, on any school premises, in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities, off school property at any school-sponsored or school-approved activity, event or function (such as a field trip or athletic event) where students are under the jurisdiction of the school unit, or at any time or place if the conduct directly interferes with the operation, discipline or welfare of the schools.

The term “prohibited substance” shall include, but not be limited to:

1. Alcohol;
2. Scheduled drugs (as defined in 17-A MRS § 1101);
3. Controlled substances (as defined in the federal Controlled Substance Act, 21 USC § 812);
4. Prescription drugs not prescribed for the student and/or not in compliance with the Board’s policy on administering medications to students (see Board Policy JLCD);
5. Any substance which can affect or change a student’s mental, physical or behavior pattern, including but not limited to volatile materials such as glue, paint or aerosols (when possessed for the purpose of inhalation) or steroids;
6. Paraphernalia – implements used for distribution or consumption of a prohibited substance; or
7. Any look-alike drug or substance that is described as or is purported to be a prohibited substance defined in this section.

JICIA-WEAPONS, VIOLENCE AND SCHOOL SAFETY

Students, volunteers and visitors are prohibited from engaging in the following conduct on school property, while in attendance at school, at any other school-sponsored activity, or at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school:

- A. Possession and/or use of articles commonly used or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to firearms, BB guns, air guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars, and nunchucks;
- B. Discharge of a firearm within 500 feet of school property. "Firearm" means any instrument used in the propulsion of pellets, shot, shells or bullets by action of gunpowder, compressed air or gas exploded or released within it;
- C. Use of an object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such objects could include but are not limited to bats, belts, picks, pencils, compasses, articles capable of ignition (e.g., matches, lighters), files, tools of any sort, and replicas of weapons (including toys);
- D. Violent, threatening or menacing behavior, including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or

written death threats, threats of bodily harm, bomb threats), stalking, or blocking access to school property or facilities;

- E. Verbal or written statements (including those made on or through a computer or other electronic device) which threaten, intimidate, or harass others; verbal or written statements which tend to incite violence and/or disrupt the school program; blackmail; extortion; or demands for money or property;
- F. Intentional damage to school or personal property;
- G. Retaliation for reporting or giving evidence of violation of this policy; and
- H. Any other conduct that may be harmful to persons or property.

INTERVENTIONS AND SUPPORTS

The following interventions and supports are available to all students. Additional resources may be available to additional students with demonstrated exceptional need.

ADVISORS

Each student is assigned an advisory group that meets regularly. The advisor serves as a first-stop for questions, answers, support, and guidance for students and families. Students and families can reach out directly to the advisor on any topic, and the advisor will either answer the need or direct the student or family to the appropriate resource. The advisor also delivers curriculum designed to support the school's essential agreements and the basic social-emotional growth of students. Read more information about **Advisory** as a course later in the handbook.

STUDENT SUPPORT TEAM

Deering's student support team (SST) is composed of school counselors, social workers, administrators, and the school nurse. Not only do these individuals provide individual and small group support for students, they also meet weekly to review student data and to initiate specific support plans for students whose attendance, behavior, academic performance show a need for additional support or who ask for or are referred for such a plan.

LIAISONS

Halima Noor is a staff member designated as a liaison, specifically to field initial reports or complaints of discrimination or harassment. She is trained to activate necessary procedures while also respecting the privacy and safety of the reporter or complainant.

TEACHERS

Teachers' primary role is to facilitate teaching and learning. However, they are also responsible for maintaining a safe and productive classroom environment and may at times explicitly provide behavioral interventions or supports. They are authorized to maintain and enforce behavioral

expectations and to assign consequences. They should be in contact with families about any behaviors that require substantial intervention.

DEANS

Deering High School has four Deans. These are teachers designated to be points of support for students at each grade level. They coordinate with parents, teachers, families, and students to help make sure students are receiving the support they need to be successful.

In addition to your student’s advisor, a Dean and/or school counselor may contact you about:

- Behavior and related supports and interventions
- Attendance
- Grades and missing assignments

Deans also work with administration to monitor for and address any apparent racial, gender, or other disparities in disciplinary outcomes.

For the 2022-2023 school year, deans are designated per block as follows:

BLOCK 1	Halima Noor
BLOCK 2	Erin Benson
BLOCK 3	Scott Lawless
BLOCK 4	Ryan Hutchins

Contact information for deans (and all teachers) is available in the [staff directory](#) on the website.

DEAN LUNCH

Each morning, the Deans check attendance records to see who missed a class without permission the day before. Those students can be assigned lunch with a Dean that day to make up the missed time and discuss the importance of attending classes. Students who skip Dean Lunch will earn in-school suspension time.

REFERRAL TO ADMINISTRATION

In concert with the Deans, administrators will support when behavioral issues are either impractical for or too serious for teaching staff to handle. Below are some examples of administrative supports and interventions.

OFFICE RESET

A student may request or be sent for a 5 to 10 minute office reset, during which they will have a chance to de-escalate, discuss underlying issues, and get ready to re-engage with the learning environment. A Dean or administrator can also then return to class with student and verify that the student has successfully and appropriately re-engaged with learning. This intervention is meant to be low-level, and does not trigger family contact. If an individual student has a recurring need for office resets, further interventions and supports will be put in place.

FAMILY MEETING

At times, an administrator will request a meeting with a student and family to better understand an issue and to collaborate on a solution. Interpretation is provided for multilingual families as needed.

MAKING UP MISSED LEARNING TIME

For issues that require a student to miss a significant portion of a class period to resolve, administrators may require the student to make up the missed learning time after school. If possible, that will happen with the teacher whose class was missed. Families will be notified.

REMOVAL FROM COMMUNITY

If a student's presence in class or in common areas makes those spaces unsafe or unproductive, the student may be removed to an administrative space until the issues can be resolved. If this takes place for half a day or more, it constitutes in-school-suspension. In extreme circumstances, a student may be removed from school altogether, constituting an out-of-school suspension. Suspension is intended as an intervention of last resort. Out-of-school suspension, in particular, is used to give staff and families just the time necessary to create a plan for safe return to the school. In cases of removal from the community exceeding a simple office reset, families will be notified and engaged.

INVOLVEMENT OF SUPERINTENDENT

The superintendent oversees the most extreme cases of intervention, including suspensions exceeding five days, the involvement of law enforcement, and the rare cases in which expulsion is a possible outcome.

HEALTH & WELLNESS

Teachers, school counselors, social workers, deans, secretaries, the school nurse, and administrators are available and committed to supporting students. We invite any student who has a question or concern to meet and confer with any of these staff members before or after school, during lunch or during a study hall. Unless a concern is truly urgent, a student should make an appointment with a staff member, and plan to meet during times other than scheduled class time. If you schedule an appointment during a study hall, report first to the study hall teacher for attendance purposes with your appointment pass before you attend your appointment.

ATTENDANCE POLICY

Absences add up! Missing just two days a month leads to gaps in learning and lower graduation rates. That is why we believe EVERY DAY MATTERS.

Regular and punctual school and class attendance are essential to a student's success. We expect students to attend school every day unless they have an "explained" absence. Excused/explained absences are defined by Maine law and School Committee policy as follows:

1. Personal illness;
2. An appointment with a health professional that must be made during the regular school day;
3. Observance of a recognized religious holiday when the observance is required during the regular school day;
4. A family emergency;
5. A planned absence for a personal or educational purpose that has been approved;
6. Education disruption resulting from homelessness, unplanned psychiatric hospitalization, unplanned hospitalization for a medical emergency, foster care placement, youth development placement or some other out-of-district placement that is not otherwise authorized by either any individual education plan or a superintendent's' student transfer agreement. "Education disruption" does not apply to a student who is out of school for 10 or more consecutive school days as a result of a planned absence for a reason such as a family event or a medical absence for planned hospitalization or recovery.

Upon returning to school following an absence, a student must report directly to the Main Office, with a note from their parent or guardian providing a reason for the absence. Parents or guardians may also email attendance notices directly to dhssecretary@portlandschools.org. Students with a note explaining a legitimate absence will be marked "EXPLAINED" (EA) for attendance records. Absences without a note will be marked "UNEXPLAINED" (UA) and will count towards truancy.

TRUANCY

Students younger than 17 years of age with more than seven consecutive unexcused absences, or 10 cumulative unexcused absences, are considered truant under Maine State Law.

Any student with a truancy record will be referred to Student Support Team (SST) to determine the cause of the truancy and assess the effect of the student's absences. SST shall then develop an appropriate intervention plan, which may include (but is not limited to):

1. Frequent communication between the teacher and the family
2. Changes in the learning environment
3. Mentoring
4. Student counseling
5. Tutoring, including peer tutoring
6. Placement into different classes
7. Consideration of multiple pathways as described under section 4703
8. Attendance contracts
9. Referral to other agencies for family services
10. Other interventions, including, but not limited to, referral to the school attendance coordinator, student assistance team or dropout prevention committee

Should this intervention plan fail to correct the habitual truancy, the school shall follow the procedure outlined in [Title 20-A, 5051-A](#) of Maine State law, which includes serving a notice by mail to parents or legal guardians, and referring the truant student to local law enforcement.

TARDINESS

Students are expected to be on time and in class when the block begins. Students arriving late cause disruptions to the educational environment both in class and by lingering in areas outside of class. In an effort to curb continued tardiness on the part of students, the following procedures – which are linked to the school attendance policy - will be in place:

Students coming to school late must report directly to class. If a student has already been marked absent, it is the student's responsibility to – with verification from a parent – have the attendance code changed from absent to tardy. A parent note is required to change an attendance code.

Students that are present at the start of the school day and do not report to class promptly will be considered tardy to class. Support is available for students who are repeatedly tardy.

Any student who misses more than half of the class time will be considered absent from that class. This is not an excuse to remain in the hallways or outside of the class, as the student is still responsible for doing the work for that class.

It is at the teacher's discretion to allow a student to make up missed work from an unexplained absence.

LATE ARRIVAL/EARLY DISMISSAL

The Deering High Administration approves student schedules providing for late arrival and early dismissal based on the following criteria. The student must:

- be a member of the Junior or Senior Class (barring an approved extenuating circumstance),
- meet academic and behavioral expectations,
- be enrolled in at least 6 courses (3 every semester)

Students are responsible for being aware of all notices and other business that is communicated during advisory. They may always check with their advisor about any announcements they missed.

DISMISSALS

Students are asked to check out with a secretary prior to leaving the building and to have parent permission for dismissal. As a reminder, any student who misses more than half of a class will be considered absent from that class.

PLANNED ABSENCE FORM

The Planned Absence Form is used for students who know they will be out of school for a planned length of time. This form will allow the student to have the absence explained ahead of time and will also serve as notice to the teachers that the student will be out. The form can be picked up in the Main Office.

SOCIAL WORKERS

In alignment with Portland Public Schools Promise and the Social Work Code of Ethics, the Portland Public Schools Social Work Department provides advocacy and clinical expertise to enhance the wellbeing and educational success of all students.

Bob Carroll (he/him/ his), LCSW, works with students with last names beginning with A-K. Contact Mr. Carroll at 874-8260 ext. , carrob@portlandschools.org, or via his school cell phone at 207-233-0642. Book an appointment: <https://carrob.youcanbook.me/>

Melissa McStay (she/her/hers), LCSW, works with students with last names beginning with L-Z). Contact Ms. McStay at 874-8260 ext., mcstam@portlandschools.org , or via a school cell phone at 207-272-8586. Book an appointment: <https://mcstay.youcanbook.me/>

Kevin Parker, LCSW, works with the Deering Breathe Support program and the district Breathe Day Treatment Program housed at Deering. Contact Mr Parker at parkek@portlandschools.org .

Mr. Carroll , Ms. McStay, and Mr. Parker work with students individually and in groups to provide evidence-based behavioral, social-emotional, and mental health support. They also work as part of the school team to reduce barriers to school success, promote a safe and equitable school culture, and empower students to reach their full potential. Look for links to resources at [our website](#).

RAMILY MARKET

The market has free donated clothes and food for anyone in our school community. The market is open daily during lunch. Please take advantage of this resource!

HEALTH SERVICES

It is very important that parents/guardians promptly return the Emergency Information Forms so that school staff is aware of a child's medical information and knows how to contact you during the school day. Let us know as soon as possible whenever you have a change in address, telephone number, place of employment or emergency contact person.

SCHOOL NURSE

Our school nurse is available on a full-time basis. Students who wish to see the nurse should obtain a pass from their classroom teacher and have that pass signed when they return to class. Students and parents/guardians can also call or email the nurse to discuss non-acute health needs or to set up a time to talk.

ADMINISTRATION OF MEDICATION

It is the policy of the Portland Public Schools that when possible all student medication be administered by a parent at home. Whenever possible, the schedule of medication administration should be changed to allow a student to receive all prescribed doses at home.

If the schedule makes it necessary for medication administration to occur, it is necessary during school hours and the parent cannot be at school to administer the medication, the nurse or designee will administer the medicine. If this is the case, a medication authorization form must be completed and returned to the school nurse. = Please see Portland Public Schools policy JLCD.

ILLNESSES AND INJURIES AT SCHOOL

Students who become ill or are injured during the school day should report to the main office, guidance office, or nurse's office. If it becomes necessary for a student to go home, a parent/guardian will be notified and regular dismissal procedures will be followed. If a student leaves school without permission, the student will be given an unexcused absence for classes missed and will need written verification of the absence.

If the elevator is required, the nurse can give a key to students. If the key is not returned, students will be charged \$10.

IMMUNIZATIONS

Portland Public Schools follows all [state laws](#) regarding the immunizations of students. Maine law requires all students to receive the following immunizations: three polio (one after the first birthday); three DPT (diphtheria/pertussis/tetanus); rubella (German measles); mumps and measles. Non-immunized students are not permitted to attend school unless the parent/guardian provides a medical exemption from a physician. Philosophical and religious exemptions are not recognized under LD 798. The Superintendent and/or public health officials may exclude non-immunized students from school if there is a health threat to the student or others. Questions concerning these requirements may be addressed to the Principal or school nurse.

DEERING HIGH SCHOOL-BASED HEALTH CENTER

The School Based Health Center is a medical clinic in partnership with Greater Portland Health which provides accessible physical, dental and mental health care to students. A parent or guardian-signed enrollment form is required each year to be seen at the Health Center: enrollment forms are part of yearly paperwork for parents or guardians to fill out, and can also be obtained from the school nurse.

The School Based Health Center is located on the first floor, next to the drama classroom. Please complete the enrollment form and return to the Health Center or the school nurse, who coordinates scheduling.

HEALTH SCREENINGS AND PHYSICAL EXAMINATIONS

Students must have a physical examination every two years in order to participate in school-sponsored athletic programs. Evidence of a physical exam must be signed by a healthcare provider and given to school staff before a student will be allowed to participate. Physical examinations can be scheduled at the Deering High Student Health Center. Please see the school nurse to check enrollment status and to make appointments.

Vision screening is conducted in grade 9.

CHALLENGED

At Deering High School, our students are challenged by choice. Each student has the ability to determine an academic track that best suits their needs and abilities, and they are not locked in to one particular track. This helps make sure that every student gets what they need, when they need it.

ACADEMICS

GRADUATION REQUIREMENTS

The Portland School Committee has established that each student must earn a total of twenty-one (41) Units of Proficiency (UPS) and meet a computer proficiency standard to participate in graduation exercises and receive a high school diploma. The UPS are typically earned over a four year period, barring extenuating circumstances such as serious illness or academic failure. The computer proficiency standard is typically met by the end of middle school. All course credits and requirements must be completed in order for a student to participate in graduation exercises.

Students are expected to select their courses in consultation with their parents/guardians, teachers, and school counselors. Credits are awarded upon successful completion of a course. Typically, full-term courses at Deering High School are worth two credits each; half-term courses earn one credit each. Within this guide, each academic cluster has defined the courses recommended to meet the following graduation requirements:

4 courses of English	4 units of Proficiency (8 credits)
3 courses of Mathematics	3 units of Proficiency (6 credits)
3 courses of Science	3 units of Proficiency (6 credits)
3 courses of Social Studies	3 units of Proficiency (6 credits)
1 course of Fine Arts	1 unit of Proficiency (2 credits)
1 course of Physical Education	1 units of Proficiency (2 credits)
1 course of Health	0.5 units of Proficiency (1 credit)
Elective Courses	4 units of Proficiency (8 credits)
Senior Capstone Experience	0.5 units of Proficiency (1 credit)
Total for Graduation	21 units of Proficiency (41 credits)

Note: It is highly recommended that students planning to attend college should complete at least two courses of World Languages through Level II. Consult your school counselor.

To be eligible for any privileges that accompany a grade level, a student must have earned at least 10 credits every year (or be on track with their Units of Proficiency [UPS]). No student may participate in the graduation ceremony without having all the required credits for graduation.

ACADEMIC POLICY AND COURSE SELECTION GUIDE

Deering offers a variety of courses to match student interests, preparation, and goals. A detailed description of these courses as well as explanations of school academic policies is available in the Course Catalog, published each winter for the following academic year. Copies are available on the DHS [website](#).

PARENT/TEACHER/STUDENT CONFERENCES

Parent conferences are scheduled in October and February during the school year. Specific information is sent home through the mail or with students about the schedule; both afternoon and evening times are available. Students set up appointments for conferences at a time when the parent and teacher are available during conference time. Parents may always request additional conference time by calling the guidance office, assistant principal's office, or their student's teachers. Interpretations and translations are available for parents as needed.

COLLEGE ADMISSION TESTING

Some colleges and universities as well as some technical schools require an entrance examination. Students are encouraged to take the SAT or ACT in the spring of their junior or fall of their senior year. These tests require pre-registration and fees will need to be paid by the student. Fee Waivers for these tests are available for families receiving Free and Reduced Lunch vouchers. Your school counselor can help you determine the testing requirements of the school where you plan to apply.

SCHOOL COUNSELING DEPARTMENT

The school counselors in the Guidance Department provide brief counseling services for academic success, career and college readiness, and social/emotional development. They work with students to map out four-year plans and assist students in making decisions around selecting courses to meet particular goals. Students are welcome to drop in to the Guidance Office with questions, or to make an appointment to meet with their school counselor.

- Last Names A-D: Tracey Moore, mooret@portlandschools.org
- Last Names E-H: Asia Alexis, alexia@portlandschools.org
- Last Names I-N: Leah Dixon, dixonl@portlandschools.org
- Last Names O-Z: Aley Watts, wattsa@portlandschools.org

CHANGE OF SCHEDULE

Prior to the start of each term, students will have an opportunity to review their schedules. Once the semester begins, students will need to secure permission from the following people in order to remove or change a class:

- Current Teacher
- New Teacher
- Parent/Guardian
- School Counselor
- LAC Advisor and/or Special Education Case Manager (if applicable)

A student is considered full time if they take 3 or more classes. (Spring Ahead counts for 3 and PATHS counts for 2). If a student wishes to go to part-time status, they must seek the approval of the principals.

WITHDRAWAL FROM CLASS

A student may only withdraw from a class if their remaining schedule leaves them with at least 6 UPS. In order to change or drop a course, a student must arrange a conference with their School Counselor. Guardian approval is necessary. If a student withdraws from a class during the first two weeks of the term, there will be no record of this withdrawal on the student's transcript.

If a student withdraws after the second week of the term and before the final four weeks of the course (final two weeks for quarter courses), they will have a W placed on their transcript.

If a student withdraws during the final four weeks of the course (final two weeks for a quarter course) the procedure shall be as follows:

A student who withdraws from a class he/she is failing will have the grade at the time of the withdrawal placed on the transcript. This grade will be counted in the student's Grade Point Average (GPA).

A student who withdraws from a class he/she is passing during the above time frame shall have a W placed on their transcript.

INDEPENDENT STUDY COURSES

Deering students can take up to four credits of independent study to be counted as elective credit toward graduation. An Independent Study Plan must be approved in advance by the principal. The principal will not approve for credit any activity sponsored by a business or organization which is strictly for profit. When a student wishes to earn independent study credits, the following procedure must be followed:

1. The student initiates the request through his/her School Counselor. The counselor ascertains that the student is within the total number of independent study credits allowed.
2. Together the teacher and the student will complete an Independent Study Plan, and submit that plan to the cluster coordinator for that subject. If the cluster coordinator approves the plan, s/he will submit it to the principal. The principal will return the plan to the school counselor who will forward a copy to the supervising teacher.

3. The school counselor will assist the student throughout this process, to ensure that all procedural requirements are completed and to verify that the student's transcript is accurate. Upon completion of the Independent Study, the supervising teacher will enter the student grade and sign and return the course approval form to the school counselor to verify completion of the independent study.

SCHOOL RECORDS

The Family Educational Rights and Privacy Act (FERPA) provides certain rights to parents and eligible students (18 years of age or older) with respect to the student's education records.

- A. Inspection & review of educational records
- B. Request an amendment of the student's education records to ensure they are not inaccurate, misleading, or in violation of the student's right to privacy.
- C. Consent to disclosure of educational records, except in circumstances as permitted by law.
- D. School officials with legitimate educational interests may disclose to school officials with a "legitimate educational interest."
- E. Military Recruiters/Institutions of higher education are entitled to receive the names, addresses, and telephone numbers of secondary students.
- F. Complaints regarding school department compliance with FERPA who believe that the School Department has not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department of Education.

The Portland Public Schools shall comply with the Family Educational Rights and Privacy Act (FERPA) and all other federal and state laws and regulations concerning confidentiality and maintenance of student records and information.

The Portland Public Schools designates the following student information as directory information:

1. Name;
2. Participation and Grade level of students in officially recognized activities and sports;
3. Height and weight of student athletes;
4. Dates of attendance in the school unit; and
5. Honors and Awards received.

Portland Public Schools may disclose directory information if it has provided notice to parents (and eligible students over age 18) and has not received timely written notice refusing permission to designate such information as directory information.

Under federal law, military recruiters and institutions of higher education are entitled to receive the names, addresses, and telephone numbers of secondary students, and the Portland Public Schools must comply with any such request, provided that parents and students have been notified of their right to request that this information not be released without prior parental consent.

STUDENTS TRANSFERRING TO DEERING

Parents/guardians of students transferring to Deering from outside the school system are required to complete an online registration form and to provide all required documentation. Forms can be found on the [Deering website](#), or the [District website](#).

STUDENTS TRANSFERRING OUT OF DEERING

Parents/guardians who move to another school district should notify the student's school counselor and Guidance Department and sign a withdrawal form. Families should then follow the registration process of the new District. After receiving a records request from the receiving District, we will send the student's educational records to the new school. All library books, textbooks, and other school property assigned to the student must be returned before the student transfers or the parents/guardians will be billed for them. We request that parents/guardians notify the school office of a transfer at least one week in advance.

Students wishing to transfer between Portland high schools may request to do so during the summer months. Students will be asked to fill out the MPA Transfer Eligibility form. A student transfer between the high schools during the school year requires administrative approval from both high schools.

Students transferring to Homeschool are required to complete the [Intent to Homeschool form](#) from the Maine Department of Education.

GRADING

The foundation of our grading approach is consistent across the district, while specific decisions about implementation may vary by school. The below agreements define the common foundation to which all grading practices and policies will align.

[Portland Public Schools Proficiency-Based Grading Agreements](#)

We believe...	Because...	So we all...
Grading should be based on a common expectation for grade level learning.	Because what a child learns in our schools shouldn't be based on what teacher they happen to get. We know there are certain things young people need to learn in order to be ready for college or a career.	Teach from the same baseline learning standards across teachers and schools. Use consistent definitions of what meeting the standard means so that all students are held to the same expectation.
Grading should tell us what students actually know and are able to do.	So that schools can be responsive to what students need, whether it's more help or more challenge.	Distinguish academic grades from habits and behaviors. Determine a final grade based on where a student ultimately ends up with their knowledge or skill. Report out on each learning standard so we can pinpoint where to add in more supports/time and when to push to the next level. Ensure grade scale clearly delineates levels of proficiency.
Grading parameters should line up with what we know and believe about how people learn. (PPS Learning Beliefs)	Because we believe in "walking the walk". Our beliefs reflect our expertise as educators, which are grounded in research and experience.	Design and evaluate our grading practices in relation to each learning belief (e.g. formal academic recognitions, multiple opportunities, etc.)

DEERING GRADEBOOK AGREEMENTS SUMMARY

At Deering, our grading system is designed to:

- Give clear and actionable feedback - we always want the student to know and understand exactly what they need to do next to get better. Pandemic Protocol: Teachers should prioritize the grading of summative work before formative work to give timely feedback.
- Promote persistence and practice - No matter where you are at, you will need to work hard and practice to get better. To promote these life skills, students who can show that they have done additional practice can have another chance to demonstrate new understanding on summative assessments.

ALL GRADES ARE ALIGNED TO PROFICIENCY-BASED RUBRICS

We grade on a 0-100 point scale aligned to proficiency-based rubrics. Teachers may choose to use a 1-4 PBL scale for an assignment but regardless of the scale used, the marks are always aligned to a

proficiency-based rubric according to the following schedule. [See this chart for IC conversion table for PBL marks](#). Any summative assessment will have all scoring options available so that students always have the opportunity to earn any score, including a score in the Exceeding range.

0	Cheating
50	Missing
50-69	Beginning
70-79	Approaching
80-90	Meeting
91-100	Exceeding

DEERING RETAKE POLICY

1. Each student must have at least one opportunity to retake a summative assessment or its equivalent for a given standard.**
2. Students must demonstrate additional study and/or support prior to retaking a given summative assessment.
3. Teachers will measure and record HOWLs at least two times per academic unit.
4. Students must remediate summative assessments within two weeks unless there is a contract with the teacher for a different remediation timeframe due to illness, medical appointment that must occur during the school day, family emergency, religious holiday, educational disruption, or a pre-planned and/or an approved reason exists.
5. Students can retake regardless of the original score, and can score up to a 100/4 on a retake.**
6. Students will earn the higher of the two scores, i.e. either the score on the initial assessment or the score on the retake.

** Please note that in a few AP courses, with restrictions on released exams by the College Board, teachers will allow students to complete corrections for partial credit but let students fully retake other summative assessments in the course.

REPORT CARDS

Students and guardians may follow student progress and attendance on line using their Infinite Campus login. If you do not have an infinite campus log in, please contact a building secretary for assistance in obtaining your unique login name and password.

Students and guardians are encouraged to check grades and attendance in Infinite Campus regularly. Guardians are encouraged to contact teachers, school counselors, and administrators with any questions or concerns they may have about their student's performance.

For quality of work:

A+ 99-100	C+ 83-84
A 95-98	C 80-82
A- 93-94	C- 78-79
B+ 91-92	D+ 76-77
B 87-90	D 72-75
B- 85-86	D- 70-71
	F Below 70

GRADE POINT APPROXIMATION

It is the policy of Portland Public Schools to rank order all members of the senior class. Weighted class rank/standing is used to determine the class valedictorian and salutatorian and reported on transcripts. At the end of the junior year, students are asked to review their grades for accuracy. Grade point approximation is determined by calculating the average of all courses taken by the student in grades nine through twelve. A system of weighted grades is used in which grades in AP and honors courses receive more weight than other courses. The unweighted grade earned is the grade that is displayed on the transcript. For GPA calculation, honors is worth an additional 4 points, and AP courses are worth an additional 6 points.

HONOR ROLL

Honor rolls are determined at the end of each semester. The Honor Roll includes all students who earn grades of 85 or higher in all courses for a semester. To achieve High Honors, a student must earn 93 or above in all courses. A grade of Incomplete will render a student ineligible for the Honor Roll unless the student has presented a legitimate reason for not completing course work on time and the work is completed before the Honor Roll is documented.

ACADEMIC LETTERS

An Academic Letter is awarded in May to all Deering students in grades 9-12 who have maintained a grade point approximation of 93 or higher for the first three consecutive quarters of the school year.

VALEDICTORIAN AND SALUTATORIAN SELECTION

The valedictorian is the student who has earned the highest Grade Point Approximation (GPA), and therefore, class standing, over their high school career. The salutatorian is the student with the second highest GPA. GPAs are determined by calculating a weighted average of student grades for the first seven semesters of high school. Only students who have been enrolled and are attending Deering High School for two consecutive years (four semesters) prior to graduation are eligible for either of these

designations. Student honors, scholarships, and awards are made under specific guidelines. For more information, please contact a principal or school counselor.

NATIONAL HONOR SOCIETY

The National Honor Society recognizes students who have demonstrated excellence in displaying the qualities of scholarship, character, leadership, and service. Juniors and seniors who meet the requirements are notified of their eligibility in early February and invited to apply for membership. The induction ceremony is held in April. For more information, please see a school counselor or Andrew Gordon, gordoa@portlandschools.org

ACADEMIC HONESTY

Academic honesty is a fundamental value and expectation of the Portland Public Schools community. If you submit work or parts of work that is not your own, you have not shown that you have met the expectations for the course. Plagiarism is the theft of other people's intellectual work, and we treat it seriously. To avoid this, work with your teachers to plan your work and ask for help when you need it. Plan ahead and speak to your teacher early in the process to create a timeline for completing the assignment with the support you need. Remember to cite all sources and ask for help if you are unsure of what needs to be cited.

If you submit work that is copied from another source, you will receive a zero for that assignment. After a restorative conversation with the teacher (which may be facilitated by an administrator or other faculty member), then you may receive credit for doing the work within a mutually agreed-upon timeline with appropriate supports. In this instance, the consequence for not doing the work is to do the work, with the desired outcome being mastery of the standards.

If there are repeated instances of cheating and plagiarism within a given course, then it will be at the teacher's discretion whether or not to allow a retake. An administrator will interview the student to determine the root causes of the cheating, and may make a more comprehensive plan with the student about how to avoid academic dishonesty in the future.

The PPS School Board policy is [here](#).

RELIGIOUS HOLIDAYS

Please refer to the Portland Public Schools Holiday Observances Guidelines and Holiday Calendar available in each school office.

ACADEMIC CALENDAR

The calendar is updated on the Deering High School website. Deering High School follows the district calendar for all major holidays and school breaks. [View the calendar online for any changes made during the school year](#)

2022-2023 DEERING HIGH SCHOOL CALENDAR



Valued ▢ Challenged ▢
Empowered

No School

Conferences & Events

Modified Schedule

Testing

First & Last Day

Calendar Legend

JANUARY 2023

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

Jan 2 – New Years (Obs)
Jan 16 – MLK Day
Jan 25 – Semester Ends
Jan 25 – EER

FEBRUARY 2023

M	T	W	R	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

Feb 13-15 – Conferences
(Tentative Dates)
Feb 15 – EER
Feb 20-24 – February Break

SEPTEMBER 2022

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

Sept 5 – Labor Day
Sept 6 – First Day of School
Sept 15 – Picture Day
Sept 19 – Open House &
Community Celebration
Sept 28 – Early Early Release
(EER)

MARCH 2023

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

Mar 29 – EER

OCTOBER 2022

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

Oct 7 – No School
Oct 10 – Indigenous Day
Oct 11-14 – Spirit Week
Oct 14 – Pep
Rally/Homecoming Game
Oct 15 – Homecoming Dance
Oct 18 – MIH FAFSA Night
Oct 24-26 – Conferences
Oct 25 & 26 – EER

APRIL 2023

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

April 4 – 3rd Quarter Ends
April 12 – SAT for 11th Gr
April 14-21 – April Break
April 26 – EER

NOVEMBER 2022

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

Nov 8 – 1st Quarter Ends
Nov 11 – Veterans Day
Nov 23-25 – Thanksgiving
Break
Nov 30 – EER

MAY 2023

M	T	W	R	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

May 13 – Prom
May 17 – Capstone
Presentations
May 25 – Senior Awards
May 26 – Last Senior Day
May 29 – Memorial Day
May 31 – EER

DECEMBER 2022

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

Dec 5 – High School Choice
Night (Virtual)
Dec 15 – 8th Grade Open House
Dec 21 – EER
Dec 23-30 – Winter Break

JUNE 2023

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

June 1- Graduation @10:30 at
Merrill Auditorium
June 14 – EER
June 14 – 2nd Semester Ends &
Last Day for Students
June 19 – Juneteenth

BELL SCHEDULE

School begins at 8:20AM and ends at 2:50PM on Mondays, Tuesdays, Thursdays, and Fridays. On Wednesdays school ends an hour earlier, at 1:50PM. Students have four blocks, lunch, break time, and advisory/learning center time.

	Monday	Tuesday	Thursday	Friday
8:20-8:35 am	Advisory			
8:40-9:50 am	Block 1			
9:55-11:05 am	Block 2			
11:05-11:40 am	LUNCH			
11:40-12:50 pm	Block 3			
12:55-2:05 pm	Block 4			
2:10-2:50 pm	Learning Center			

Wednesdays

8:20-8:30 am	Advisory
8:40-9:50 am	Block 1
9:55-11:05 am	Block 2
11:05- 11:30 am	LUNCH
11:30-12:40 pm	Block 3
12:45-1:50 pm	Block 4

8:20-8:30 am	Advisory
8:35-9:15 am	Block 1
9:20-10:00 am	Block 2
10:05-10:45 am	Block 3
10:50-11:30 pm	Block 4
11:30-11:50	LUNCH

Early Early Release Dates: 9/21, 10/19, 10/25, 10/26, 11/16, 12/21, 1/18, 1/24, 1/25, 1/26, 2/14, 2/15, 3/15, 4/12, 5/17, 6/13, 6/14

Early Early Release Wednesdays

LEARNING CENTER

During Learning Center students receive extra time with their classroom teachers to review material, revise work, or extend their learning. On Monday, students spend Learning Center with their Block 1 teacher; on Tuesday, their Block 2 teacher; on Thursday, their Block 3 teacher; and Friday, their Block

4 teacher. Students who are excelling in their classes also have access to Extended Learning Opportunities during Learning Center.

ADVISORY

Students start their day in a 15-minute Advisory. In Advisory, students will check in with a trusted adult, connect with a consistent group of supportive peers, and hear about important schoolwide news. Advisors will communicate with families monthly.

The main outcomes of the advisory experience/course are to:

- build relationship between staff and students, increase academic achievement, and
- support students with post-secondary planning.
- Some of the activities in advisory include: goal setting, developing academic plans, engaging in extended learning opportunities, and community building.

Advisory Yearly focus:

- Freshmen: High school transition, study skills, time management
- Sophomore: Identifying interests, career exploration and preparation
- Junior: Exploration of post-secondary options including college and career
- Senior: Post-secondary planning

PROGRAMS AT DEERING

INDIVIDUALS WITH DISABILITIES

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) is a Federal law which mandates a free and appropriate public education for students with disabilities.

Students who might require accommodations in existing classes are eligible for the 504 program, while students with a disability that might require additional programming are referred through special education services.

SECTION 504

Under Section 504, an individual with a disability is defined as a person who: (1) has a physical or mental impairment that substantially limits a major life activity; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

If you believe your student may have a disability that substantially limits a major life activity, you may contact the Main Office and request a determination meeting. If your student qualifies for a 504, they are entitled to accommodations in class and on standardized tests.

SPECIAL EDUCATION

Students with a disability are identified through a referral system and an Individual Education Program (IEP) process. Maine Special Education Regulations define a student with a disability as having one or more of the following diagnoses: autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech and language impairment, traumatic brain injury, visual impairment including blindness. Referrals may be made by parents or teachers who have reason to believe that the student may have a disability which requires special education services. Students may also refer themselves. Parents are notified when a referral has been made, and parental consent is required before any special education evaluation or service is provided.

Deering High School provides a continuum of special education placements to meet the needs of students with disabilities. Supportive services such as physical therapy and occupational therapy are available whenever such services are required to assist a student with a disability to benefit from special education services. Academic success, emotional growth, and life skills are the focus of the high school special education program, with the goal being a smooth transition from high school to the adult world.

To learn about the full Student Support Service Continuum, [please visit the school website](#).

ENGLISH LANGUAGE DEVELOPMENT

The purpose of English language development (ELD) at Portland Public Schools is to advance English Learners' (ELs) language development and promote their academic achievement by integrating both language and content standards. ELD programming provides language instruction in listening, speaking, reading, and writing, and prepares students for general education by focusing on the social and academic language required across disciplines leading to a proficiency-based diploma. Placement and the curriculum is aligned to WIDA's English Language Development Standards, which capitalizes and builds upon the assets students bring to their learning: their cultural and linguistic practices, skills, and ways of knowing from their homes and communities. The District's Lau Plan details the procedural requirements and services to be provided to language minority students, including identification, registration, assessment, placement, exit from the multilingual program, and monitoring of student progress in mainstream classrooms.

All ELD courses prepare students for proficiency-based graduation requirements by focusing on:

- Supporting development of academic language proficiency through speaking and listening.
- Supporting development of academic language proficiency through attention to syntax and academic vocabulary in complex text and speech.
- Ensuring that students have opportunities to grow academic vocabulary through word study, close reading, and a volume of reading.
- Providing opportunities for students to read complex text closely and analytically on a regular basis, gradually developing students' ability to learn from complex text independently.
- Increasing the volume and range of reading and address fluency for those students who need it.
- Helping students use evidence to inform, argue, and analyze (write and speak with support from sources).
- Providing regular opportunities for short, focused research.

ALTERNATIVE EDUCATION PROGRAM

The alternative education program (AEP) is designed for students who may be struggling in a traditional classroom. Through this program, students have the opportunity to earn integrated credits in a smaller class setting through experiential learning. Students may self-refer or are referred by a staff member. All students must be approved through Deering's Student Support Services Team (SST).

JOBS FOR MAINE GRADUATES

The high school core program focuses on career attainment and growth, leadership, career exploration, post-secondary planning, and personal skills like financial literacy and "adulting." We also include hands-on community service projects, teaching students about the importance of giving back to our community.

JMG specialists work as a mentor, coach, advocate, and teacher, supporting students who are experiencing barriers to success.

Eligibility for JMG requires that students have at least one of the following barriers:

- are economically disadvantaged
- are living in foster care
- have a disability
- are facing inequities
- have a history of poor academic performance

For more information, please speak to your school counselor or one of our JMG Program Coordinators.

MAKE IT HAPPEN

The Make It Happen program is an academic support and college readiness program for high school multilingual students. One of the goals of the program is to support students in developing competitive academic profiles to secure college admission and scholarships. As well, MIH students engage in academic skills development to succeed in content area classes.

Students engage in eight components of the program including academic coaching, academic progress and profile consultations, standardized test support, course selection advocacy, college application and scholarship support, leadership opportunities, professional development, and service learning opportunities. For more information, please contact program director Tim Cronin, cronit@portlandschools.org

ADDITIONAL OPPORTUNITIES

EARLY COLLEGE

Early college programs allow high school students to engage in college-level academic work at a local college campus, gain valuable college-preparatory experience, and earn college credit while still in high school. Generally, tuition costs are waived for one course per semester; students are expected to purchase required books and pay non-tuition fees. Each program has different academic eligibility requirements. See your school counselor for more information. College course credit can be used to meet elective credit requirements toward graduation according to the following guidelines:

College or university credits to be applied toward high school graduation must be planned with a high school guidance counselor and receive approval of the principal prior to the first meeting of the college course.

Both 3- and 4-credit college courses will be counted as one Unit of Proficiency, or two Deering credits.

Students must provide their school counselor with a copy of their final grade report. Grades awarded by the college will appear on a student's high school transcripts, but will not be calculated into the grade point average.

Students choosing this option must recognize that this option could lower their class standing.

EARLY GRADUATION

If you desire to accelerate your high school program to graduate upon completion of less than four years at Deering High School, you must have the plan approved by your school counselor and principal at the earliest possible date. The number of credits approved from other institutions, summer school, and independent study are limited and require prior approval if you wish to count them toward graduation.

Your planning must include a conference for you and your guardian with your school counselor and the principal. Written approval from your parents endorsing the plan leading to early graduation is required. It is also required that students wishing to graduate early demonstrate their college readiness, for example, by passing the Accuplacer test.

Students graduating early are welcome to participate in the senior prom and all school sponsored graduation ceremonies.

STEM ENDORSEMENT

To earn a STEM Endorsement, students must:

- 1) Complete a minimum of 20 credits in STEM courses;
- 2) Show competency in Pre-Calculus concepts (minimum);

- 3) Earn credit in at least one STEM college course or STEM AP course;
- 4) Demonstrate substantial commitment and excellence in STEM learning beyond our STEM courses. This commitment can be achieved with at least 50 hours of STEM learning in at least 2 of the 3 categories below:
 - a) Complete a STEM-related internship (min. 10 hours)
 - b) Complete at least 30 hours of approved ELOs (Expanded Learning Opportunities):
 - i) STEM clubs & teams
 - ii) PPS summer intensives
 - iii) Professional Talks & Presentations
 - iv) Other STEM Programming
 - c) Complete a Senior STEM-related Capstone Project (min. 20 hours)

At the end of Junior year, to be officially “on track” for the STEM Endorsement and to be able to report this out to College Admissions, students must have earned at least 16 STEM credits and 30 hours of additional STEM learning.

SEAL OF BILITERACY

The Seal of Biliteracy is formal recognition of a student’s proficiency in English and another language, and can be used to earn college credit at UMaine schools, as well as used to demonstrate language proficiency to potential employers.

To receive the Seal upon graduation, students must:

- Demonstrate proficiency in another language by taking a nationally recognized exam, AAPPL or AVANT
- Complete a Global Competence Reflection (Short Essay)
- Demonstrate proficiency in English (complete high school English graduation requirements)

EMPOWERED

At Deering, we believe in our student leaders and in making sure all students feel empowered. We are dedicated to actively promoting opportunities for students to take on meaningful leadership positions, and we strive to uplift student voices. Part of the way in which we do that is providing resources and opportunities for students to self-serve and get involved.

RESOURCES

We provide resources for students so that they can succeed in a global economy. We expect students to be responsible for these resources and it is our goal to guide students into learning skills that enable them to succeed on their own in their post-graduate plans.

PRAYER IN SCHOOL

Students are allowed to pray in school. For Muslim students wishing to pray during school hours, the following protocol has been devised (in coordination with DHS students, administration, and local Imams). During standard time (March to November), students wishing to pray may be excused at 12:50 for ablutions and daily prayers. These students should return to class by 1:00. During daylight savings (November to March), participating students may be excused from class at noon and are expected to return by 12:10. Any student leaving class should follow the teacher's typical sign-out procedures and should check in with the teacher about any missed activities. Students who abuse the accommodation will not be allowed to leave the class.

VISITORS/DELIVERIES TO STUDENTS AT SCHOOL

In order to ensure the safety of our students and staff, visitors to the school must report directly to the Main Office upon arrival at the school. Visitors will be asked to sign in and will be issued a visitor's badge. Visitors who are not wearing a badge can expect to be approached by staff members and escorted to the office. Any delivery of flowers or gifts to students while at school must go through the main office, using the Stevens Ave entrance or by ringing the buzzer on the back patio.

STUDENT PRIVILEGES

As part of the belief that students at Deering should be empowered to succeed, we also empower them with certain privileges that allow them to demonstrate their degree of responsibility.

3 COURSE PERMISSION

Juniors or Seniors with a study hall during the school day (blocks two or three), may be allowed to leave campus during their study hall, provided they complete the proper paperwork and do not abuse this privilege. A 3 course permission form is available in the Guidance Office, or the Assistant Principals' office. When completed, forms must be returned to the Assistant Principals' office. Upon approval, study hall will be removed from the student's schedule, and they will no longer be required to attend. Forms **MUST** be returned before a student is allowed to leave a study hall. A senior or junior must be enrolled in six courses to qualify. The form details other specific eligibility requirements.

FIELD TRIPS

All field trips shall be approved in advance by the principal. In addition, out-of-state or overnight trips shall be approved in advance by the superintendent. Field trips shall be coordinated with the goals and objectives of the curriculum, and there shall be appropriate preparation and follow-up activities. Students will be appropriately supervised. Parental permission forms shall be required for school-sponsored educational trips and activities.

MESSAGES FOR STUDENTS

We understand that at times it becomes necessary for parents to get messages to their students. If this is the case, parents are asked to call the school office. Messages for students will be delivered during lunch and if possible at passing time between blocks. In order to limit distraction to learning, we typically will not interrupt class time for messages, but reserve the right to do so in cases of emergency. Students may use an office telephone in an emergency and with permission.

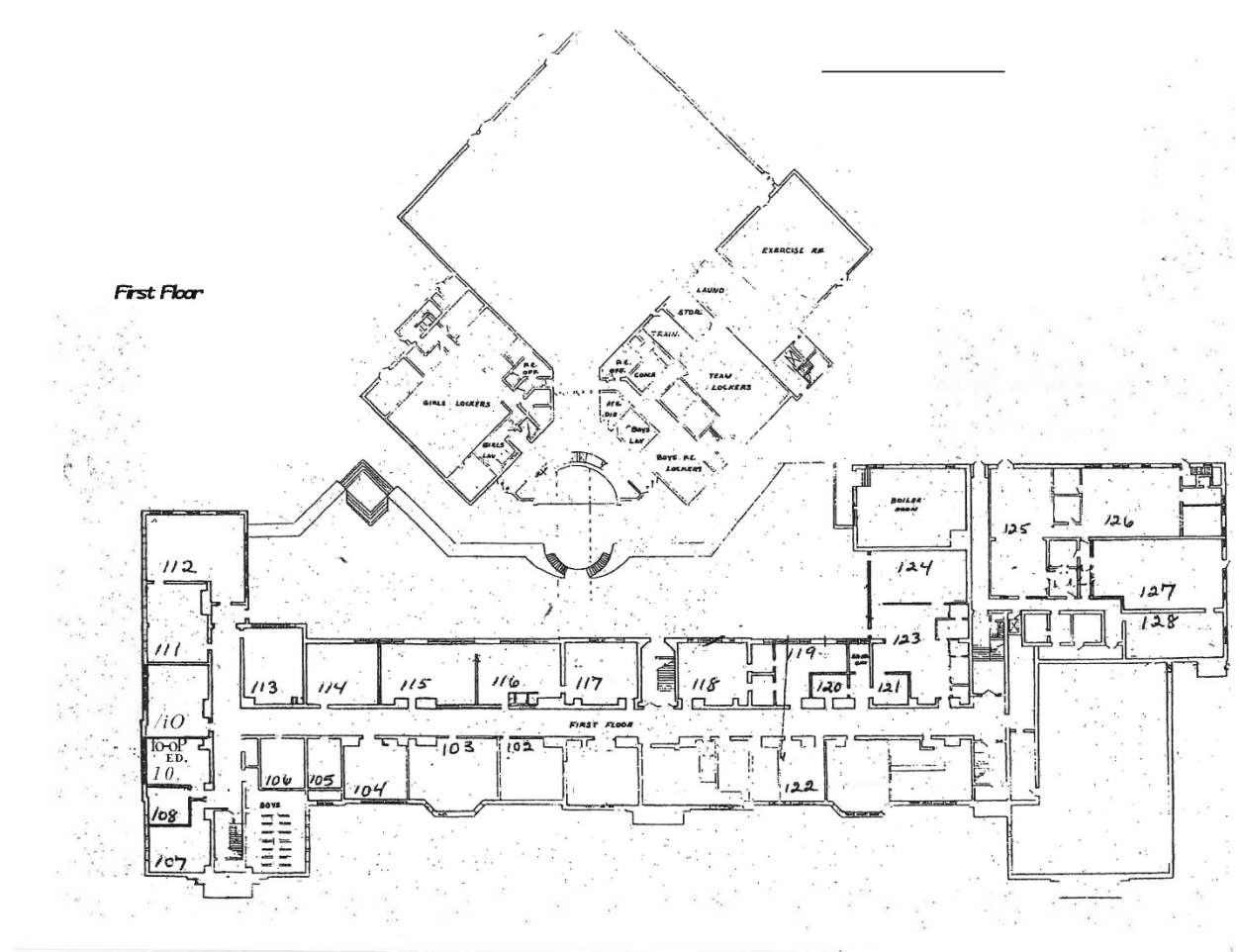
SCHOOL CANCELLATION OR DELAY

In the event of an emergency or weather-related school delay, cancellation, or early closing, announcements are made on local radio and television stations, and on the district website. Please do not call the school office for this information, as telephone lines are very busy during these times. School delays or cancellations are announced beginning at approximately 6:00 a.m. Early school closings may require announcements during the school day. The information is also posted on the district web site at www.portlandschools.org

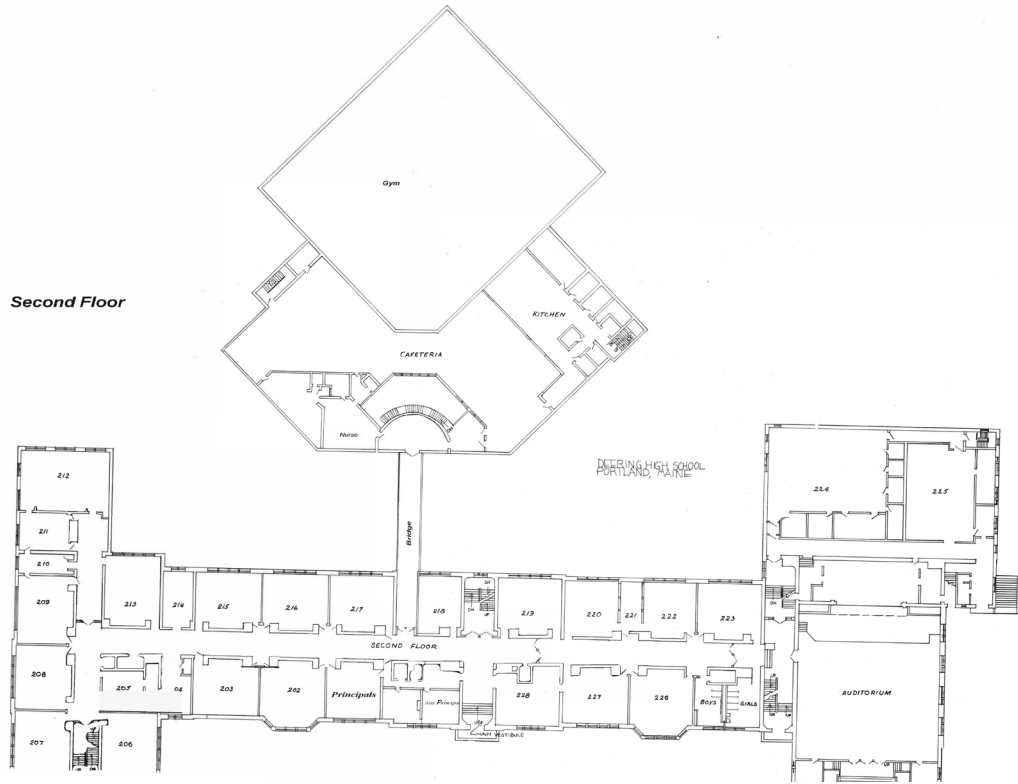
SCHOOL BUILDING

Built in 1922, we are proud of the historic building that houses Deering High School. Designed in the Tudor revival style and named the most beautiful high school in Maine by Architectural Digest magazine in 2017, the building has had additions in 1932 and 1982 and houses our student population on three floors.

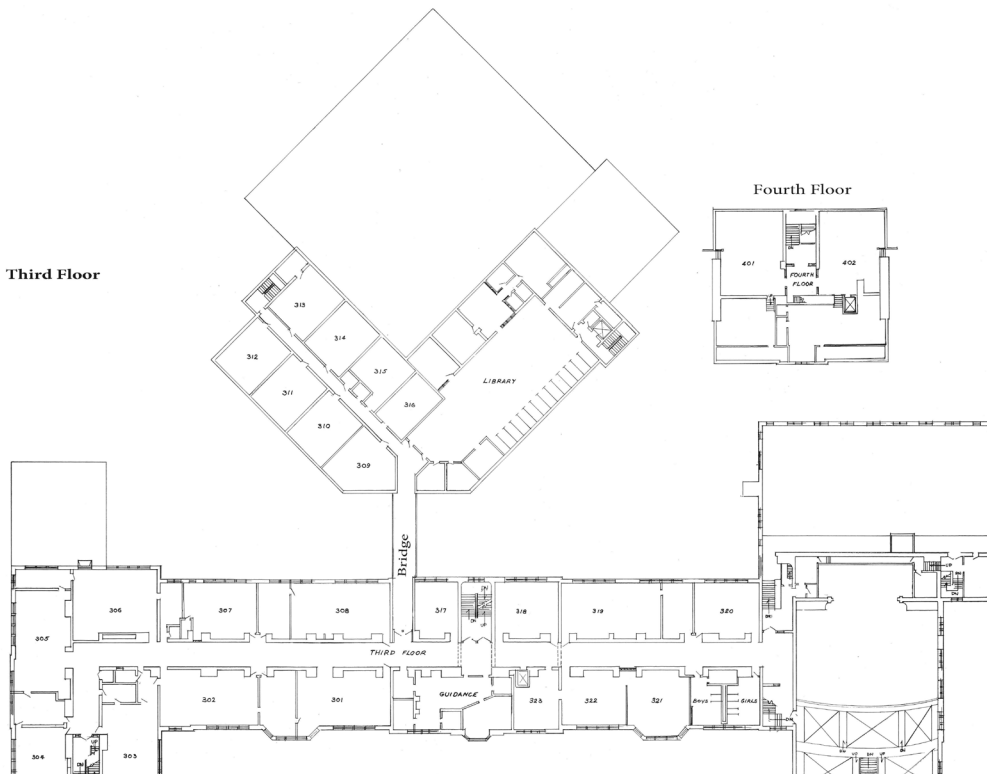
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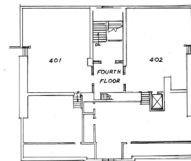
Second Floor



Third Floor



Fourth Floor



CAFETERIA & LUNCHES

Breakfast and lunch in the cafeteria are available for free to all Deering students. The use of the cafeteria space is a privilege, and inappropriate behavior in the cafeteria may be grounds for disciplinary action. We expect students to behave courteously to staff members and to each other. Students are well advised to support each other in maintaining a civil cafeteria environment.

All students have open campus privileges during lunch. To leave at any other time during the day, a student must be a junior or senior with privileges. Administrators reserve the right to rescind these privileges from any student whose decisions violate our core values or result in missing class time.

All families are encouraged to fill out an application for [Free and Reduced Lunch](#). For information on meal prices, menus, and payment information, please see the [district website](#).

DEERING HIGH SCHOOL LIBRARY

The library is open from 8:00AM – 2:30 Monday through Friday. On early release Wednesday, the Library will close the same time as student dismissal. Students may use the library freely before and after school depending on the hours. The library is closed during lunch. No food or drink (except water) is allowed.

Quiet study is expected in the library to ensure an academic atmosphere. Assigned seating may be required to maintain order.

LIBRARY RESEARCH PASSES

To use the library during a study hall, students must obtain a library research pass from the librarian. After obtaining this pass, the student needs to check with their study hall teacher, and sign in when they reach the library. When leaving the library, the student needs to get their pass stamped and return to study hall. (Passes will not be issued if a class is signed up to use the library during a particular block).

OVERDUE LIBRARY BOOKS

Books are checked out for a 3-week period. If a book is not returned after 3 weeks, the student will get an overdue notice in Deering Coaching. Students with overdue books will not be allowed to check out additional books until the overdue books are returned. The DHS Library does not charge “fines”, but does charge replacement costs for lost or damaged books. Seniors who have not resolved outstanding overdue or missing book responsibilities may not participate in graduation ceremonies.

LIBRARY VOLUNTEERS

Please see the librarian if you are interested in volunteering to help out in the library during a free block.

PERSONAL PROPERTY

The Portland Public Schools are not responsible for theft or damage to students' personal property, including money and electronics. We urge students to leave at home items of significant value that are not needed during the school day. Personal belongings should be stored in assigned school lockers for safekeeping. Do NOT put any valuables in lockers in the locker room in the gym.

STUDENT LOCKERS

Freshmen are issued lockers at the beginning of their freshman year. Students keep the locker they are assigned until graduation. Locker assignments are made by the guidance department.

Physical education teachers will issue lockers and combinations to students. One locker is for books and personal articles; the other is in the gymnasium for the purpose of keeping gym clothes. Guidelines for use of these lockers:

- Keep all lockers locked at all times.
- Do not keep large sums of money or valuables in a locker. The school is not responsible for lost, stolen or damaged property.
- Report immediately to the teacher in charge and to the Main Office any loss of money or property.
- Report to the Guidance Office any lockers that do not work properly.
- Bring any found items immediately to the Office so that the owner can be located.

Remember: there is no district insurance to cover losses from lockers.

LOCKER CLEAN OUT will be held on the last full day of classes in June.

Two weeks following the close of school in June, all lost and found items will be donated to charity.

Lockers, desks and other school storage facilities are school property, and remain under the control, custody and supervision of the school even when they are assigned to individual students. Students have no expectation of privacy in school storage facilities or for any items placed in such facilities. School officials have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion and without notice or consent. Only locks provided by the school may be used on lockers and all other locks will be removed.

SEARCHES

Lockers, desks and other school storage facilities are school property, and remain under the control, custody and supervision of the school even when they are assigned to individual students. Students have no expectation of privacy for school storage facilities or for any items placed in such facilities. School officials have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent. Only locks provided by the school may be used on lockers and all other locks will be removed.

School officials may also search students' wallets, purses, backpacks, pockets, automobiles, and other property when they have a reasonable suspicion that the search will reveal evidence that the student has violated or is violating the law, School Committee policies, and/or school rules.

Illegal and/or prohibited items such as firearms, weapons, drugs, alcohol, tobacco, stolen property, or other items determined to be a threat to the safety or security of the school will be seized and the student's parent/guardian notified. Evidence may be forwarded to law enforcement as deemed appropriate by school officials, even if the search was initiated for school purposes. See School Committee Policy JIH.

TRANSPORTATION & PARKING

Bus or ferry transportation is provided for eligible high school students in accordance with School Committee guidelines regarding specific geographic areas. Special education students or students with medical issues who do not meet the distance requirement may be allowed to ride the bus under some circumstances. School buses are also frequently used for transportation for co-curricular activities. Students and guardians should remember that riding the bus is a privilege and not a right. Students who do not follow the student bus conduct code may be disciplined and/or lose their transportation privileges. If this happens, guardians will be responsible for transporting the student to and from school. (See Policy JICC).

PATHS TRANSPORTATION

Students who have morning classes at PATHS will use the METRO to arrive there and Portland Public Schools will provide transportation from PATHS back to the student's school. PPS will also provide transportation to and from PATHS for those students who have afternoon classes. All transportation by school buses is provided from PATHS to the student's school only.

PARKING

Parking at Deering High School is reserved for juniors and seniors on a first come basis. A Parking Registration form, available in the Main Office, must be completed. Upon receipt of a completed Parking Registration form with parent signature, students can purchase a parking sticker for \$10. Replacement stickers will require a \$10.00 fee and a request from the student's guardian. A lottery may be held to determine students who may park on school grounds. All students must provide the vehicle registration number (VIN) of all vehicles they will be driving to school. Unauthorized vehicles on school grounds are subject to fines and immediate towing at driver's expense. Parking patrol happens twice a day. A list of approved off-campus areas for parking will be made available in the office. If you receive a parking ticket and wish to dispute it, please contact Portland Parking.

METRO

Students may ride the METRO home from any school. Metro Students Transit Pass is provided to high school students by the Portland School District based on a partnership with the Greater Portland Transit District (Metro). Riding the bus is a privilege and not a right.

Students who do not follow the Metro Code of Conduct may be disciplined and/or lose their transportation privileges. If this happens, parents/guardians will be responsible for transporting the student to and from school. Portland Public Schools will provide transportation to high school students who require specialized transportation.

HOW TO GET A METRO CARD

Students needing a bus card should fill out and return the Metro Use Agreement form. They will then receive instructions on how to set up a Metro account, either via a phone app or using a physical card they receive in the Guidance Office.

TECHNOLOGY

Students at Deering High School are provided with several technology resources to enable them to succeed. It is the expectation that students will act responsibly to maintain this technology in order to ensure ongoing access.

CHROMEBOOKS

Upon enrollment, all students are given a Google Chromebook to be used as a tool to enhance learning. Students are not required to use the school-provided Chromebooks and may choose to use a personal computer. Technology repair hours are available to students who are experiencing issues with their devices. Students are expected to return Chromebooks upon graduation or leaving the school, or if they are not using them and using a personal computer instead.

Lost or damaged Chromebooks (due to negligence) incur a replacement fee of \$225. Missing chargers can be replaced for a fee of \$45. These fees are not required to be paid at the time of replacement, and the fees should never preclude you from seeking repairs or a replacement device. We ask that you attempt to pay these fees in a timely manner to ensure we have the resources to continue providing one-to-one computing for all students across the district.

Families should fill out and return form P274 – the Computer Use Letter at the beginning of each school year to indicate their acceptance of our Computer Use and Internet Safety Policies.

GOOGLE ACCOUNT

Upon enrollment, all students are provided with a school email address and access to the Google Education Suite of programs. This account, which is the studentID@portlandschools.org, should be

used to check email and communicate with teachers, as well as access Google Classroom and Google Docs to facilitate online and hybrid learning.

INFINITE CAMPUS

Both students and parents can access information about grades, attendance, schedules, and course planning using Infinite Campus at <https://ic.portlandschools.org/campus/portland.jsp>

Students should log in using their student ID and password for their Google account.

Parents can request access by completing and returning the [P29- the IC Parent Portal Agreement](#). They will then receive instructions on accessing Infinite Campus. The Parent Portal is where parents will be able to fill out forms and information, and sign off on student course plans.

APPROPRIATE USE

Use of the Portland Public Schools computer network and the Internet is a privilege, not a right. Inappropriate use will result in cancellation of privileges. (Each student will receive orientation and training in the proper use of the computer network and the Internet.) Based upon the acceptable use guidelines outlined in Policy IJNDB, the Superintendent and/or their designee will deem what is inappropriate use and their decision is final. In addition, the Superintendent and/or their designee may revoke use privileges at any time as required. The administration, faculty and staff of the Portland Public Schools may request the system administrators to deny, revoke, or suspend privileges. See the complete policy Student Computer and Internet Use Policy (IJNDB).

The Deering High School staff recognizes the need for the responsible use of technology in education. While the advantages of technology are clear, we also understand that if limits for students on where, when and how technology is used are not in place, tech can stand in the way of student success; technology can negatively affect concentration / attention, sleep patterns, and students' social and emotional health. Recognizing that tech in school is a complex issue, we offer our phone policy and suggestions for the use of tech outside the classroom.

PHONES

Our phone policy is that phones are to be off and out of sight during class, and students may not bring them with them when they leave the classroom. Some teachers use a shoe rack or a box in a locked closet to store phones during class. There are very few reasons a student would need to have access to a phone during class. If there is an emergency at home, parents can call the main office at 207-864-8260.

We strongly recommend that at home, phones be kept in a separate room when students are doing homework and that all devices be in another room when they go to bed.

RULES FOR STUDENT USE OF PHONES AND OTHER ELECTRONIC DEVICES

- These devices may not be used in any manner that disrupts the educational process, is illegal, or violates Board policies and/or school rules.
- During classes and school activities, all such devices must be turned off and out of sight. Teachers may ask students to stow their phones in a secure classroom location during class. We ask that families support teachers in the use of this highly effective classroom management strategy.
- The only exception to this rule is when a teacher specifically authorizes students to use such a personal electronic device for a specific purpose (such as entering an assignment in a PDA).
- If this rule is violated, the teacher may immediately confiscate the device for the remainder of the school day, and discipline may be imposed as provided below.
- Students may use electronic devices between class periods and during lunch periods. Cellular telephones must be kept on "vibrate" mode to avoid disrupting others.
- Students may use electronic devices on field trips and during extracurricular activities only if authorized by the staff member in charge.
- The use of cameras in any type of electronic device is strictly prohibited in locker rooms and restrooms.
- In other locations and at times when students are allowed to use electronic devices, students are required to obtain permission before taking a photograph or video of any individual. Students must also obtain permission from any individual appearing in a photograph or video prior to posting on any social networking site or other Internet site such as YouTube.
- Any use of cellular telephones and other electronic devices that violates any Board policy/procedure or school rule is strictly prohibited. In addition, accessing, viewing, posting, forwarding, downloading or displaying any materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal is prohibited.
- Student cellular telephones and other electronic devices may be subject to search if there is reasonable suspicion that a student is violating Board policies/procedures and/or school rules.
- A building administrator may maintain possession of an electronic device as long as is reasonably necessary for evidentiary purposes
- Students violating these rules will be subject to discipline, which may include: not being allowed to bring electronic devices to school; or sanctions ranging from detention to expulsion from school depending upon the nature of the offense and the student's disciplinary record.
- Evidence of illegal activities involving electronic devices will be referred to appropriate law enforcement authorities and a building administrator may give a device to law enforcement authorities upon request.

SOCIAL MEDIA

Your social media use can have ramifications outside of the internet. Before communicating digitally about someone else or with someone else...

1. Remember Yourself: Make sure your online reputation doesn't ruin your "real" reputation.
2. Remember the Human: Would I and should I say it to the person's face?

3. Remember your Guardian: Would I want my guardian to read this?
4. Remember your Future: Would I want my employer or college admissions officer to read this?
5. Remember to Breathe: Would I respond the same way if I took a five minute break?
6. Do No Harm to Others: Before communicating digitally about or with someone else, consider...
 - a. Is this my business?
 - b. Am I causing drama?
 - c. Am I making the situation better?

STUDENT LEADERSHIP

At Deering High School, we believe in strong student voices and having multiple opportunities for leadership and inclusion in the broader school community. These are just some of the programs empowered students participate in.

STUDENT GOVERNMENT

The goal of student government is to make a structure that helps promote a representative student voice that has the capability of taking actionable steps toward a strong positive Deering identity. It is run in the image of a representative government. Each Advisory has a representative that meets as a full student government at least once a week, and in class senates biweekly. The student government meets with administration once a month and discusses the needs, goals, and wishes of the student body!

NATURAL HELPERS

Deering Natural Helpers is a group of students chosen by their peers for being good listeners and supports. They receive training on how to support other students. They are a wonderful resource when you just need someone to talk to. They are also aware of resources and are in touch with school staff to help with connection to resources. Follow us on Instagram at @dhsnaturalhelpers

DEERING MENTORING

Deering Mentoring is a near peer student to student mentoring program. Deering senior mentors share their knowledge and experience with Deering freshmen so they can take advantage of all that Deering offers and make the most of their own education at Deering. Emphasis is placed on self-advocacy, learning effective study habits, and developing positive student relationships through peer educational support and friendship. Deering Mentoring is a great student leadership opportunity and a great way for students to connect and participate in the Deering community.

CO-CURRICULAR ACTIVITIES & ATHLETICS

Students who participate in co-curricular activities benefit by making new friends, learning new skills, working with teachers outside the academic setting and having fun doing something they enjoy. All students are strongly encouraged to participate in at least one club, activity or sport. Students may sign up then or at any time by contacting an organization member or advisor. (Some organizations, like the National Honor Society, have membership requirements.)

The Portland Public Schools are committed to providing a balanced, inclusive, and diverse program of co-curricular activities as an important dimension of student learning. Co-curricular activities are defined as programs or out-of-class activities that are supervised and/or financed by the Portland Public Schools. Participation in co-curricular activities is voluntary. These activities are not part of the regular academic curriculum, are not graded, and do not earn academic credits.

The goal of these activities is life enrichment of each participant through development of good sportsmanship, citizenship, skills, health, strength, self-reliance, emotional maturity and social growth. The School Committee intends co-curricular programs to be aligned with the Portland Public Schools' Mission, Vision, and Beliefs, and honor the complex wholeness of each learner. Since research indicates that co-curricular participation is a good predictor of students' future success, we believe:

- That all students should be encouraged to participate in co-curricular activities;
- That student interests and talents come in many different forms and all should be equally valued and supported;
- That activities offered should reflect a broad spectrum of interests, talents, and learning modalities;
- That equity in co-curricular learning opportunities is fundamental;
- That high standards of performance are expected of all students and staff;
- That schools set the conditions for success for students;
- That success breeds success and influences esteem, attitude, and motivation; and
- That school is the practice setting for future success.
- The success of the programs is dependent upon a positive partnership between parents and the Portland Public Schools aligned with the above philosophy.

ATHLETIC AND CO-CURRICULAR ACTIVITIES CODE OF CONDUCT

Since participation in athletic and co-curricular activities is a privilege, it is important that students, parents/guardians and other interested persons are aware of the following rules and regulations. As representatives of the schools, students are expected to exhibit appropriate behavior at all times. These rules are adopted by the Portland Board of Public Education (The Board) in order to support the social, emotional and physical well-being of students and promote healthy, enriching and safe athletic and co-curricular opportunities for all students.

1. Students in good standing may participate in the athletic and co-curricular activities of their school. A student is considered in good standing if they are not the subject of any disciplinary action for violation of any policy or school rule and is currently academically eligible based on MPA guidelines and this policy.
2. For the purpose of this policy, any student who misses any portion of the school day with an unexcused absence may NOT participate in athletic and co-curricular activities. All exceptions to this requirement must be approved by a building administrator/Co-Curricular Administrator.
3. Students suspended from school (including in-school and out-of-school suspension) will not practice, participate, attend or compete in athletic and co-curricular activities during the days of suspension.
4. Students are required to abide by all Board policies, school rules and any additional rules, and/or training guidelines imposed by coaches or advisors. Any additional rules and/or training guidelines must be consistent with Board policies and be approved by the Athletic/Co-Curricular Administrator in advance of the season/activity.
5. Student use of tobacco, alcohol and drugs is illegal and negatively affects student health, safety and performance. Students participating in athletic and co-curricular activities carry a responsibility to themselves, their fellow students, coaches/advisors, parents and school to set the highest possible example of conduct, sportsmanship and training, which includes avoiding any involvement with tobacco, alcohol and drugs. Therefore, students participating in athletic and co-curricular activities may not engage in the prohibited behaviors and activities described in Policy JICH/R (Drug and Alcohol Use by Students) and Policy ADC/R (Tobacco Use and Possession) at any time or place from the beginning of the student's first athletic or co-curricular activity of the school year through the end of the school year. **Students found in violation of these infractions will report to their Co-Curricular Administrator who will proceed with disciplinary procedures as outlined in Policy JICI-E Co-Curricular Code of Conduct Administrative Procedures – Disciplinary/Contractual Matrix.**
6. Students are expected to conduct themselves so as not to discredit themselves, their team or organization, their coach or advisor, or their school. If a student is charged with a crime, he or she may be suspended from participation in athletic and co-curricular activities until the case is adjudicated. A student who is convicted of a crime may be suspended from participation in activities for a period of time to be determined based upon the facts of the particular case.
7. Students will be responsible for all uniforms and equipment issued to them by the school. The cost of replacing damaged or lost uniforms/equipment will be the responsibility of the student and parent/guardian. A student will not be issued uniforms/equipment for a new activity until all uniforms/equipment from a previous activity have been returned or paid for. All exceptions to this requirement must be approved by the building administrator/co-curricular administrator.
8. Students and their parents/guardians are required to sign the Athletic/Co-Curricular Contract as a condition of participating in athletic and co-curricular activities. Students participating in fall sports and their parents/guardians must sign the contract at the beginning of pre-season. All other students who plan to participate in athletics and co-curricular activities at any time during the school year and their parents/guardians must sign the contract prior to beginning their first activity.

ACADEMIC ELIGIBILITY

Students who participate in athletics and co-curricular activities must meet the following academic eligibility requirements.

1. Eligibility is determined by academic standing and progress, where “academic” is defined as “credit-bearing.” Eligibility and progress will be checked approximately once a month. A schedule of check-in dates will be determined annually. A student must be academically eligible on the first day of the activity in order to begin participating. For 10th through 12th graders, eligibility for activities which begin in the fall will be determined by grades checked the previous June.
2. Eligibility is based on the course load scheduling of each school. Students must be making adequate progress to learning standards, with adequate progress defined by the district and school, for the minimum load of classes in order to be academically eligible to participate in athletic or co-curricular activities.
 - a. Portland High School and Casco Bay High School students must take and be making adequate progress to learning standards for five academic classes per semester, or the equivalent as determined by the Principal.
 - b. Deering High School students must take and be making adequate progress to learning standards for three academic classes per semester, or the equivalent as determined by the Principal.
 - c. A course at Portland Arts & Technology High School will be counted as two courses in determining minimum course load.
 - d. Requirements for home school students are addressed in Policy IHBGA (Home Schooling-Participation in School Programs).
 - e. For students attending other educational alternative programming, the student meets equivalent academic standards as those established for regularly enrolled students participating in the activity and provides evidence that the academic standards are being met.
3. The Principal or their designee is responsible for certifying the eligibility of all students participating in athletic and co-curricular activities.
4. Students with identified disabilities must meet the same eligibility requirements as other students. Adjustments may be made by the IEP Team or 504 Team as written in that student’s plan.
5. Any student promoted from 8th grade to 9th grade will be considered academically eligible for fall activities in the 9th grade.

Adjustments may be made by the IEP Team or 504 Team as written in that student’s plan.

ACADEMIC INELIGIBILITY

- A. Level 1: If a student is ineligible, they will be removed/suspended from active play/participation for 7 calendar days. The student can participate in practices but cannot actively take part in games, scrimmages against other schools, competitions, tournaments, or exhibition games. The student will work with building administration to create/modify a contract detailing their plan to make acceptable progress toward proficiency.
- B. Level 2: If a student continues to be academically ineligible at the end of the Level 1 Period, they will be removed from all official participation/contact with the team/activity for 7 additional calendar days. During this period of time, a school staffing meeting will be held to examine the student’s contract, make any necessary modifications, and review relevant policy.
- C. Level 3: If a student continues to be academically ineligible at the end of the Level 2 Period, they will be deemed ineligible for the rest of the season or the duration of the activity. Building administration will continue to work with the student to help regain status for the future.

A written appeal may be made to the Principal if a student and their parent/guardian believes extenuating circumstances have impacted their ability to pass a course. The Principal will review the

matter and inform the student and their parents/guardian of the decision within a reasonable time. The student remains ineligible during this review. The decision of the Principal is final.

DISCIPLINARY ACTION

Improper conduct, as determined by school personnel, will result in disciplinary action up to and including removal/suspension from the team or activity in addition to any discipline imposed under applicable Board policies or school rules. The Co-Curricular Administrator, administration and coaches/advisors are expected to enforce all policies and school rules at all times and to use their best judgment in applying penalties for violations. The advisor or coach will consult with the Co-Curricular Administrator prior to suspending a student from an activity or team.

Repeat or extreme violations of any team/activity rules, school rules and/or Board policies may warrant administrative review and additional sanctions. Violations are cumulative during a student's middle school career, but do not carry over to the high school. Violations during a student's high school career are cumulative.

For infractions involving drugs, alcohol and/or tobacco, disciplinary action will be taken as specified below in addition to any discipline imposed under policies JICH/R (Drug and Alcohol Use by Students) and ADC/R (Tobacco Use and Possession).

ACTIVITY/TEAM LEADERSHIP POSITIONS

A student elected to a leadership position for a team/activity forfeits that position for the duration of the season/activity if they are suspended from the team or activity for any reason. A second suspension from a team or activity any time during the student's high school career will result in the loss of any leadership designation held for twelve calendar months. A third suspension during a student's high school career will result in the loss of any leadership position for the remainder of the student's career.

APPEAL OF DISCIPLINARY SUSPENSION FROM TEAM/ACTIVITY

- If a student and their parent/guardian wish to appeal the suspension, they must do so in writing to the Co-Curricular Administrator within two school days of notice of the suspension decision. The Co-Curricular Administrator will conduct an investigation as they deem advisable and render a decision, in writing, to the student and their parent/guardian within three school days, when possible.
- If the student and their parent/guardian are dissatisfied with this decision, the decision may be appealed in writing to the Principal within two school days. The Principal will conduct whatever investigation they deem advisable and render a decision, in writing, to student and their parents within a reasonable time. The Principal's decision is final.
- The student shall remain under suspension during the appeal process.

Cross Reference:

- ADC- Tobacco Use and Possession

- ADC-R- Tobacco Use and Possession Procedure
- IHBGA- Home Schooling-Participation in School Programs
- JICH –Drug and Alcohol Use by Students
- JICH-R – Drug and Alcohol Use by Students Procedure
- JIC – Student Code of Conduct
- JICIA – Weapons, Violence, and School Safety
- JICK-Bullying
- JKD – Suspension of Students
- JKE – Expulsion of Students
- JJIF-Management of Concussions and Other Head Injuries

CLUBS

The following school-sponsored organizations are open to all DHS students unless otherwise stated. For more information about these clubs and how to get involved, please contact the activities office, across from the main office on the 2nd floor. Want to start a new activity? Ask Michael Daly, the Co-Curricular Activities Director.

CLUB/ACTIVITY	FACULTY ADVISOR(S)
ANIME/WEBTOON CLUB	MS. NOOR
BLACK STUDENT UNION (BSU)	MS. NOOR
BRECCIA (DHS LITERARY MAGAZINE)	TBD (OPEN)
CAN WE? PROJECT	
CHESS CLUB	MR. BORLAND
CIVIL RIGHTS CLUB	MS. WILLIAMS & MR. KULAW
CLASS ADVISOR-FRESHMAN	MR. LAWLESS
CLASS ADVISOR-SOPHOMORE	
CLASS ADVISOR-JUNIOR	MS. SAWYER

CLASS ADVISOR-SENIOR	
THE CLOCKTOWER	MR. GORDON & MS. EIFERMAN
DEBATE TEAM	MS. CALLAGHAN & MS. SIMONIS
DEERING MENTORING	TBD (OPEN)
DRAMA CLUB	MR. CHARD & MS. SERWAY
ENVIRONMENTAL CLUB	
FASHION & DESIGN CLUB	MS. BOUDREAU
FIGURE SKATING	TBD
FILM CLUB	MR. WILLIAMS
FRENCH CONVERSATION CLUB	MR. KANAMUGIRE
GIRLS WHO CODE	
GSA (GENDER SEXUALITY ALLIANCE)	MS. WEYL & MS. EIFERMAN
INTRAMURAL SPORTS/FITNESS CTR.	TBD (OPEN)
KEY CLUB	
KINDRED SPIRITS	MR. CARROLL
MARCH FOR OUR LIVES	MS. PLATT
MATH TEAM	MS. BOUDREAU
MODEL U.N.	TBD (OPEN)

MUSIC: CHORUS, BAND & HANDBELLS	
MUSLIM STUDENT ASSOCIATION	MS. COSTELLO
NATURAL HELPERS	MS. MCSTAY
NHS (NATIONAL HONOR SOCIETY)	MR. GORDON
OUTDOORS CLUB	MR. BORLAND
PHOTOGRAPHY CLUB	MR. LAWLESS
PRESIDENT'S CLUB	MS. SAWYER
PROJECT GRADUATION	
SAILING	TBD
SEEDS OF PEACE	
SISTERHOOD	MS. MCSTAY
SOCIAL MEDIA/COMMS	
SPANISH CONVERSATION CLUB	MS. EIFERMAN & MS. CALLAGHAN
STUDENT EQUITY TEAM	TBD (OPEN)
STUDENT GOVERNMENT/SENATE	MS. SAWYER
TEACH PORTLAND (FTA)	MS. HALL
TEEN TRENDSETTERS	
YEARBOOK ("AMETHYST")	MR. LAWLESS

ATHLETIC TEAMS

For more information, please visit deeringathletics.com

FALL	WINTER	SPRING
Cheering	Basketball – Boys’	Baseball
Cross Country – Boys’	Basketball – Girls’	ESports
Cross Country – Girls’	Cheering	LAX – Boys’
ESports	Ice Hockey – Girls’	LAX – Girls
Field Hockey	Ice Hockey – Boys’	Outdoor Track – Boys’
Football	Indoor Track – Girls’	Outdoor Track – Girls’
Golf	Indoor Track – Boys’	Softball
Soccer – Boys’	Nordic Skiing	Tennis – Boys’
Soccer – Girls’	Swimming – Boys’	Tennis – Girls’
Volleyball – Girls’	Swimming – Girls’	
	Wrestling	