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WELCOME

Whether you're a parent or student or teacher, a community partner, or community member, when you enter the doors of HCA, we hope you find:

- ★ a vision for a truly 21st century public school - deliberately small, fiercely focused on helping our young people, regardless of background, learning style, or any other factor, find a pathway to productive, rewarding citizenship.
- ★ a strong sense of place embedded in all we do - the natural and man-made world, the people and other creatures, the history and the traditions, and the possibilities for the future of Harpswell and Mid-Coast Maine.
- ★ a sense that anything is possible, and that HCA - for our students and our faculty especially - is where conventional wisdom is tested and retested - some of it lasting, and some of it going by the wayside, depending on whether it helps us get where we need to go, or gets in the way.

During the school year, the HCA Parent Partnership meets each month with administrators. We talk about important issues related to the school, and offer an opportunity to ask questions and learn more about our programs. Come join us, learn about what we're working on, and how you can help. If you do walk through the door, chances are I'll try to talk you into helping our students one way or another. Each connection a student can make - to a person they look up to, to a job they might be interested in, to an idea that stirs their passion - makes them more likely to take an active, rather than passive role in their future. I look forward to trying to make that connection!

Carrie Branson
Executive Director

The **MISSION** of Harpswell Coastal Academy is to educate and develop critical thinkers, leaders, and lifelong learners who are actively engaged in their community and broader world.

This will be accomplished through our **VISION** of cultivating a place-based and project-based educational environment tailored to meet the needs of our students. Crew curriculum will be reinforced with problem solving, goal setting, task prioritization and accountability of expectations while students become immersed in a scholastic culture of social and intellectual integrity, creativity, and civic involvement.

What Does It Mean to be a Public Charter School?

Maine's charter school law was passed in 2011 to give parents choices for their children's education. The law is intended to:

- ★ Improve student learning and achievement;□
- ★ Increase the availability of choice to parents and students when selecting a learning environment;□
- ★ Encourage the use of different and innovative learning methods;
- ★ □Establish a new system of accountability for schools;□
- ★ Make the school the unit for educational improvement;□
- ★ Establish new professional opportunities for teachers.

A charter school is a public school that operates independently of district schools and policies. It is managed by a board of directors under a charter granted by the Maine Charter School Commission. Charter schools are public schools open to everyone, free of charge. There is no tuition. Charter schools cannot, and do not, select their students. If there are more students than available seats, public lotteries are held to determine who will attend.

Charters are funded by allocating a portion of education spending from districts based on how much money districts spend on each student. Since districts no longer educate these students, they no longer receive the funding for that child. The money for that child's education is paid by the sending school administrative unit to the public charter school.

Maine Charter School Commission

Additional information about Maine Charter Schools can be found on the Department of Education website: [Maine Charter School Commission](http://www.maine.gov/csc/index.html). <http://www.maine.gov/csc/index.html>

Maine Association for Charter Schools

For information about the [Maine Association for Charter Schools](#), the nonprofit organization that worked diligently to bring public charter schools to Maine, please visit their website.

<http://www.mainecharterschools.org/>

SCHOOL ADMINISTRATION

HCA's administration consists of the following people. Please refer to this list when determining who to contact for different questions or concerns.

Executive Director, Carrie Branson (cbranson@harpswellcoastalacademy.org).

Carrie is the point of contact for:

- Enrollment
- Charter Commission or Board of Director related questions
- Summer Programs

Division 1 Principal, Scott Barksdale (sbarksdale@harpswellcoastalacademy.org).

Matt is the point of contact for:

- academic/ behavior/ school culture issues for Division 1 students
- Bus behavior issues for division 1 students

Division 2 Principal, Maria Russell (mrussell@harpswellcoastalacademy.org).

Maria is the point of contact for:

- academic/ behavior/ school culture issues for Division 2 & 3 students
- Bus behavior issues for division 2 & 3 students

Director of Teaching & Learning, Micah Depper (mdepper@harpswellcoastalacademy.org).

Micah is the point of contact for:

- Questions or issues related to Project Foundry

Digital Learning Leader, Phelan Gallagher (pgallagher@harpswellcoastalacademy.org).

Phelan is the point of contact for:

- Technology questions, in particular regarding iPads & laptop computers

Special Education Director, Deryl Holt (dholt@harpswellcoastalacademy.org).

Deryl is the point of contact for:

- Issues related to special education services (please contact your child's case manager first)

504 Coordinator, Lee Emmons (lemmons@harpswellcoastalacademy.org)

Lee is the point of contact for:

- Issues related to 504 plans.

Finance Director, Andrew Smaha (asma/ha@harpswellcoastalacademy.org).

Andrew is the point of contact for:

- School lunch payment questions

- Finance related questions/ concerns

School Health Aid, Angelina Simmons (asimmons@harpswellcoastalacademy.org).

Angelina is the point of contact for:

- Health services for your child

Transportation Director, Dan Deforge (ddeforge@harpswellcoastalacademy.org)

- Bus/ Transportation questions

ACADEMIC PROGRAM

A set of distinct practices define HCA's academic program. These include:

Investigations

Our curriculum is organized around Investigations. Investigations are long-term, in-depth studies of a single topic that explore vital guiding questions. They incorporate standards and involve fieldwork, service and research, culminating in a project, product or performance. Investigations require strong habits of work and quality thinking that come through the daily rituals of reading, writing, research, problem solving, and discussion. Individual and group projects are designed to unify and ignite student learning by calling for concrete products or actions that address authentic problems, typically with a component of social or environmental justice.

Rigorous Academics and Focus on College Preparation

HCA has a rigorous curriculum and promotes a high level of student engagement through real-world learning focused on issues of concern to teenagers. All students will meet college entrance requirements by graduation and will be proficient in the Crew subject areas of English, math, science, and social studies. We also place a strong emphasis on wellness and the arts. Faculty members will take students to visit colleges and help them through the college application and financial aid process.

Building Character and an Ethic of Service

Students learn that values such as collaboration, perseverance, and craftsmanship are essential to the production of high quality work. Service to the community is an ethic that permeates HCA. Students will experience authentic service to the community as an important element of their academic work, including investigations. At HCA, we are all crew, not passengers.

Portfolios

Students will use portfolios to organize their work and reflect on their progress, for instance at student-led conferences.

Wellness

Our health and physical education program has a focus on lifelong fitness and nutrition. Students participate in Wellness at least 3 times a week. Activities may include field games such

as Capture the Flag or Ultimate Frisbee, gym games such as Basketball or Volleyball, or walks through the neighborhood and area land trust trails. In addition, students have an hour for lunch and recess each day and we encourage physical activity during that time.

Fieldwork

Learning extends beyond our school's walls; it connects to the world. Students at HCA learn from fieldwork, experts, and service in addition to learning from texts. Students frequently work in the field during investigations. In our first year, our students have worked with scientists, writers, business people, college students, artists, documentarians, inventors, gardeners, and more. When in the field, students are active investigators using the research tools, techniques of inquiry, and standards of presentation used by professionals. In addition to having students conduct research outside the school, teachers bring experts from the community into the classroom. These experiences maximize students' motivation to learn and achieve.

Use of Primary Sources

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

High Quality Work

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

Learning is Public and Collaborative

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

School Schedule

The school day at HCA is a flexible one; Division 1 students arrive at 9 Ash Point Road, Harpswell Campus by 8:30 and leave at 2:45; Division 2 & 3 students arrive at the Brunswick Landing Campus (8 Leavitt Avenue, Brunswick) by 7:55 and leave at 3:05. Wednesdays are early release days to support professional development time for faculty. Students depart Division 1 at 11:45 and depart Division 2 & 3 at 12:15.

There is not a rotating schedule or block schedule at HCA. Rather, the faculty create the daily schedule week to week, depending on the projects underway and the fieldwork planned.

Students can expect their days to be filled with Humanities, Science & Math class time, as well as Wellness (our approach to physical education, nutrition & health). Students are grouped using a flexible grouping model, which means that they are broken into groups based on the skills being taught, and the projects undertaken.

Early Release

HCA has an early release every Wednesday to provide professional time to faculty. Dismissal on Wednesdays is at 11:45 for Division 1 and 12:15 for Divisions 2 & 3. HCA provides families with information about a number of extracurricular activity options on Wednesday afternoons. These are not HCA programs, and there are participation fees. Please look to communication from the school at the start of each semester for extracurricular opportunities.

School Calendar

HCA follows our own school calendar which is available on our [website](#) and by contacting the school office.

Divisions

HCA breaks students into 3 divisions:

- ★ *Division 1*: Typically considered middle school, and includes grades 6, 7 & 8
- ★ *Division 2*: Typically considered grades 9, 10 & 11
- ★ *Division 3*: Typically considered grade 12

Passage from one division to another is not automatic with the conclusion of a school year, but rather dependent on a student meeting the standards associated with the division, as well as meeting set standardized testing benchmarks. We believe that students should progress through the divisions as they are ready, which in some cases may mean completing a division in an accelerated manner, or with extra time. For example, it may take a student 2, 3, or 4 years to complete Division 1.

Crew

Each student at our school is a member of a Crew group. We strive to have student Crews stay together for 2-3 years, with one Crew advisor for Division 1, another for Division 2 and another for Division 3. Crew advisors are also often their advisees' classroom teachers. Our primary focus in Crew is to ensure that each student: (1) is known well by at least one adult within the school and (2) is an active member of an on-going, small peer community. Crew is a dynamic vehicle for students to explore the Crew Guiding Questions:

- ★ Who am I?
- ★ What can I do to become more aware of who I am as an individual, a learner and a contributor to the school and broader community?
- ★ How am I doing?

- ★ How am I doing relative to the Crew standards? My own academic, personal and character goals?
- ★ What are my plans for the future?
- ★ Where am I going? Which college will I attend? What careers do I want to explore? What steps am I going to take now to get where I want to go?

Student Led Conferences

Students, with guidance from their Crew Advisors, are responsible for preparing for and leading student led conferences, once in the fall and once in the spring. These conferences are an opportunity for students to share their strengths and challenges with their parents, and an opportunity for parents to see student work and check in with student's Crew advisors.

Homework

HCA is aiming to provide time at school for students to get the majority of their homework completed during the day. Standing assignments such as a set number of minutes of silent reading and math work on Khan Academy will at times be required at home. Families should help set aside this time and work with students to plan ahead if some days are busier than others. Teachers will post homework digitally, using Project Foundry each day. Teachers also post assignments on the board during class each day.

Working Ethically

HCA students are asked to work ethically. Students are expected to meet the following guidelines:

- ★ I use technology in class for an appropriate educational purpose. *I do not use technology to waste class and learning time.**
- ★ When working collaboratively, I do my share of group work and contribute to the group's success. *I do not let down my peers.**
- ★ I make appropriate use of peers, experts and technological resources to further my learning within the parameters permitted by the teacher and the assignment. *I do not cheat by presenting others' learning and knowledge as if it is my own.***
- ★ I am honest with myself and others about what I have learned and what I have not. *I do not cheat by turning in work that contains answers obtained elsewhere that I do not understand or that misrepresents what I have learned.***
- ★ Even when I am unusually stressed or behind, I turn in my own work and accept any consequences for late work. *I do not work unethically or take immoral short-cuts to try "catch up" or "get it done."*
- ★ When I am asked to complete an "on demand" and/or independent assessment, I show what I know and can do. *I do not cheat by giving or receiving unauthorized assistance.***
- ★ I give credit and seek permission wherever and whenever it is due. *I do not include copyrighted material or others' intellectual property in my products without the proper credit and/or permission.***
- ★ When doing research, I make clear what is my own thinking and give credit through

citations for ideas and information that came from others. *I do not plagiarize.***

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

**Cheating will also result in disciplinary consequences that begin with a grade of “1” on the assignment and the student making a phone call to his or her parent/guardian and can rise to the level of suspension or expulsion depending on the circumstances. Plagiarism is to use and pass off the ideas or writing of another as one’s own. It is a form of stealing. When a teacher determines that a student has plagiarized, s/he will first determine if the student’s actions were knowing or ignorant; did the plagiarism occur before or after a related research skill has been taught? If the plagiarism is deemed inadvertent (e.g.: improperly cited sources), the student will be educated. If the plagiarism is deemed flagrant (e.g.: an essay copied from the Internet or a repeated offense), the assignment will receive no credit, parents will be notified, and the case will be referred to the administration for disciplinary consequences. Repeated, flagrant plagiarism may be grounds for suspension or expulsion.

Assessment

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

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

Summative Assessments – higher stakes learning tasks (eg: end of unit tests, final draft essays, culminations) which are designed to measure whether or not students have mastered long-term learning targets or course standards once a unit of instruction is complete.

Standardized Testing – HCA recognizes that standardized test scores are often crucial factors in the college admissions process, and we prepare our students to neither undervalue – or overvalue – their importance. All HCA students will complete the NWEAs a few times annually, and the SATs as juniors & seniors. Additionally, students will complete state mandated testing.

Portfolios - A portfolio is a collection of work showing what a student has been thinking about, working on, and learning to do. It may contain written work, artwork, recordings of performances, photographs of three-dimensional constructions, and more. It can be used as a formative or summative assessment. A portfolio does not include all work; instead it is a selection made by the student with teacher help. The purpose of the portfolio is to give an

ongoing record of:

- how a student's thinking about significant issues and questions has grown
- how a student's range of knowledge and skills has developed
- the effort that the student has made to achieve worthwhile goals, taking into account reflection on and revision of work

Portfolios can help students learn at a deeper level and measure their growth over time.

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

Electives

HCA is committed to providing a balanced, inclusive, and diversified co- curricular program of activities as an important dimension of student learning. Our elective workshops are designed to get students involved in the arts, environmental sustainability, and more. It is also a time when faculty are available to provide academic support to students in need.

HCA offers a growing slate of electives. Offerings during our first two years include: Gear Grab/ Art Studio, Makers (robotics), a Gender Sexuality Alliance, Yearbook, Sustainability club, Cooking, Yoga/Dance, Journalism, Documentary Filmmaking, Fiber arts, Digital Photography, Model United Nations, House Band, and more. Students may propose launching a new club if there is sufficient student interest, and it meets existing criteria. See Mr. Hamilton or Ms. Russell with questions or for a proposal form.

Co-Curriculars at the Public School of your Sending District

HCA athletes are welcome to participate in athletic teams at the public school from their sending school district. HCA provides an early van to Mt. Ararat and to Brunswick schools for student athletes when advanced plans are made. Please speak to the if your child will be participating on a team and will need an early van. HCA students must meet the same eligibility requirements (see below). HCA students are responsible for their own transportation home once the activity has concluded.

Co-Curricular Eligibility

All students who wish to participate in interscholastic athletics and activities must adhere to the

eligibility policy agreed upon with the sending district. Please speak to your Division Principal for details.

STUDENT SERVICES

Transportation

Bus or van transportation is provided for students in the SAD75 and Brunswick school districts, in accordance with the Charter Commission guidelines regarding specific geographic areas. Students from areas outside our HCA's catchment area may ride the bus, but must get to a central shuttle stop location. ***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, parents/guardians will be responsible for student transportation.

Bus Behavior Expectations

Behavior standards for HCA students on the bus are based on our community agreements that include the following commitments: At HCA we will be patient, helpful, productive, honest, safe, leaders, upstanders and respectful.

Bus Behavior Rules for Students Include:

1. Following the directions of the driver, respectfully, without talking back.
2. Sitting in the seat, facing forward and keeping hands, feet and objects to themselves.
3. Absolutely no body parts or objects may be put out the window.
4. Maintaining an appropriate noise level.
5. Using good language and not degrading others.
6. Taking good care of the bus.
7. Not eating or drinking from open containers on the bus.
8. Any technology used must be used individually, not shared with peers.

If a student chooses to break a rule, the following consequences will apply:

- 1st step: The Driver will verbally warn a student, specifying the rule.
- 2nd step: The Driver will assign a seat to the student.
- 3rd step: The Division 1 Principal or Dean of Students will phone the parents. The school will send the incident report home, with the appropriate disciplinary action.
- 4th step: When the student receives a second incident report the school will suspend the student from the bus for three (3) days, providing for a 24-hour notification.
- 5th step: Further disciplinary action will necessitate an administrative review (Principal, Parent & Student) prior to suspension for five (5) days.

Severe Disruptions:

The following inappropriate behavior will result in an automatic three (3) day suspension of transportation privileges. Such action will be considered within the normal sequence of incident reports:

1. Physical harm to student
2. Property damage
3. Total disruption of bus
4. The use of alcohol, drugs or smoking
5. Use of foul language
6. Physical harm or threat to driver

At any time parents have concern about the disciplinary action, they may request a meeting with the Executive Director. The student will have the opportunity to explain their behavior before disciplinary action is taken.

Lunch

Lunch at Div 1 is made at school, and lunch at Div 2 comes from [New Beet Market](#) in Brunswick. Menus are built to provide healthy choices to students. Whenever possible, local ingredients are used. Lunch costs \$4.00. HCA offers free & reduced lunch to students who qualify. Forms are made available at the start of the school year and by contacting the school office. The cost of the reduced lunch is \$1.20.

School Nurse & Health Services

We have a School Health Aide who operates under the supervision of a RN. Students who become ill during the school day should report to the School Health Aid's office. No student should be dismissed as ill from school without first checking in with the health aid. If it becomes necessary for a student to go home, a parent/guardian will be notified and regular dismissal procedures will be followed. If a student leaves school without permission, the student will be given an unexcused absence for classes missed, and there will be disciplinary consequences. Parents/guardians will be notified about accidents, the extent of the injury, and the treatment provided.

Medications and Treatments in the Health office

All medications, prescription and non-prescription alike, must be kept in health office. In compliance with state law, the school requires **both a doctor's order and parent permission to administer** any medication to a child. Please see the website for permission forms or contact your School Health Aide.

Whenever possible, the schedule of medication administration should be arranged to allow a student to receive all medication, prescribed and otherwise, at home. If it is necessary for a

student to take medication during school hours, the School Health Aide or any staff member who is the principal's designee will supervise self administration. This may include a school nurse or a medically unlicensed person designated by the principal as allowed by law. **Parents must bring** prescription medication to school to give to the School Health Aid. Students may not bring their own medications to school, with the exception of prescribed inhalers and EPIpens that their physicians have deemed them able to self-carry. The school may only house 20 doses of a student's medication at one time. The School Health Aide will attempt to notify families when a student is running out of medication, however, it is the parent/guardian's primary responsibility to track how frequently they need to drop off medication.

No child with a potentially life-threatening illness will be allowed to attend Harpswell Coastal Academy without providing the school with unexpired emergency medication. This includes but is not limited to an Epipen, glucagon, or an albuterol inhaler.

For more information, please contact The School Health Aide 207 833-3229 ext 107. In an emergency situation and immediate medical care is indicated, the school will call 911. The student will be transported to the hospital. Parents/legal guardians will be notified.

Social Work/Counseling Services

HCA contracts with consultants to provide certain services, including a school Social Worker. Students or parents should speak with their Crew advisor or building leader if services are needed.

COMMUNITY AGREEMENTS

Our code of Community Agreements was developed in conjunction with our students during our first year.

- ★ *At HCA we will be patient.* This means we won't rush the teachers and students. We will be understanding about time and remember that this isn't a regular school system and things are going to be different. This means we will be kind, courteous, and accept delays, problems, or suffering without becoming annoyed.
- ★ *At HCA we will be helpful.* This means if someone is sad or frustrated we will help them with emotional support. We will also provide physical support like setting things up, cleaning, carrying, etc., even when it is only for the benefit of others. We will always be kind by trying to understand the problem and do our best to help. If we can't provide help ourselves then we will get someone who can.
- ★ *At HCA we will be productive.* When in groups or alone we will turn in the highest quality work at all times and will stay on task no matter what distraction may be near. We will constantly work to improve the school and ourselves.
- ★ *At HCA we will be honest.* This means we will be fair to all people even if it's hard

because we know it is best for everyone. We will not cheat or lie. We will follow the rules and do the right thing even when nobody is watching.

- ★ *At HCA we will be safe.* We will follow directions carefully, use caution when needed and make smart choices so as not to hurt anyone or their feelings. We will think about everyone and everything that might be affected by our decisions and actions before doing them. We will always use language that welcomes, and makes others feel protected and avoid language that makes other community members feel judged or put down.
- ★ *At HCA we will be leaders.* This means we will listen to each other's thoughts, needs and feelings. As a leader we will take responsibility for our own success and support others success by being an example. Leaders will be responsible for themselves and their group at all times.
- ★ *At HCA we will be upstanders.* This means we will make sure that people who cause harm to others know their affect on the community and that those actions are unacceptable. We will do this by showing that no matter what, we will stand up for our community agreements.
- ★ *At HCA we will be respectful.* This means we will show that we value individual differences and opinions by listening to others ideas with positive regard and appreciation. We will show we value each individual of our community and what they contribute to it as a whole. We will treat all people, their things, and their ideas with courtesy.

Respect for Cultural Diversity

Our community is fortunate to include people from diverse backgrounds and perspectives. Students have the opportunity to learn from their peers – and that opportunity extends to matters of language, race, gender, sexual orientation, class, religion, disabilities and cultural traditions. Students are expected to offer the same kind of respect they deserve to receive from others - and will face disciplinary consequences if they fail to do so.

Respect for Individuals

Respect, at a minimum, means an environment free from harassment. Harassment is conduct or speech which is unwelcome, intimidating, derogatory, hostile and/or offensive, and which unreasonably interferes with a student's ability to learn or a faculty member's ability to work. Bullying, cyber-bullying, and hazing are forms of harassment. Harassment may be student-to-student, staff-to-student, student-to-staff, or staff-to- staff. Harassment may be offensive to a person for variety of reasons, including his or her gender, race, ethnic background, religion, age, sexual orientation, ability, or disability.

Sexual harassment is harassment which is of a sexual nature. This can include a range of behaviors including sexual insults and name-calling, off-color jokes, intimidation by words or actions, offensive touching, and pressure for sexual activity.

Harassing behavior is subject to disciplinary consequences up to and including expulsion. It

may also be grounds for legal action and fines through the civil justice system.

Respect for the Environment

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

Respect for Visitors

We are each HCA ambassadors. We encourage students and parents to welcome and introduce yourself to any school visitor.

Restorative Justice

Restorative Justice is a grounding philosophy that fosters a transformative process for individuals and the community in what are traditionally referred to as “student discipline” issues. Restorative Justice is rooted in a relational worldview emphasizing connection and community. This sense of interconnection is profoundly demonstrated by the Southern African concept of “Ubuntu” which loosely translates to: “A person is a person through people.” It is based on the belief that through connection, not exclusion, balance can be restored when harm has been done. The transformative approach requires faith that people have it within themselves to find their way through conflict when given a safe space and the opportunity for authentic communication to take place.

Restorative Justice practices at HCA include the use of:

Restorative Circles that address:

- class issues
- problems affecting students
- disruptive behaviors
- failure to follow community norms

Mediation/Conferencing to address issues of:

- staff-student conflicts
- staff-parent conflicts
- concerns about a student or behavior
- minor issues involving harm caused in a group of students
- minor issues involving harm/disruption in a group of students
- issues needing parental involvement
- exclusion issues

Peer Juries that address specific incidences of:

- student conflicts,

- staff conflicts,
- staff-student conflicts,
- and class issues/harm within the community.

While some situations involving dangerous behaviors and behavior governed by law cannot be resolved through the restorative justice process HCA will aspire to use restorative practices whenever applicable and support/enforce the outcomes of this practice. The following infractions may be reported to the police for additional investigation and consequence: *harassment, civil rights violations, forgery, vandalism, false alarms, bomb threats, weapons possession, theft, fighting, and substance possession, use, sale or distribution.*

HCA will provide professional development and student/parent training in support of restorative justice practices in support of creating an exemplary school based restorative justice practice.

SCHOOL POLICIES

Attendance

Regular, punctual school and class attendance are essential to a student's educational success. Students are expected to attend school every day unless they have an excused absence. Excused absences are defined by Maine law and School Board policy as follows: personal illness; an appointment with a health professional that must be made during the school day; observance of a religious holiday; a family emergency; or a planned absence for a personal or educational purpose which has been approved in advance by the school. Other absences are considered unexcused and may result in disciplinary consequences and loss of credit for missed assignments. Upon returning to school following an absence, a student must report directly to the Office, with a note from his/her parent or guardian explaining the absence. In the event that a student is absent from school and does not bring a note from his/her parent or guardian, the absence will be marked as "UNEXCUSED," and the student will be given the opportunity to bring the note in the next day. Students with a note explaining a legitimate absence will be "EXCUSED" for attendance records. All others will be marked "UNEXCUSED." Students are expected to arrange for and complete make-up work for all absences. Faculty may establish deadlines for submission of make-up work.

Bikes, Rollerblades, and Skateboards

HCA students are allowed to use bikes, rollerblades, and skateboards to travel to and from school. Students should secure these possessions upon arriving at school. Students are not allowed to use bikes, rollerblades, or skateboards for doing tricks or stunts anywhere on our campus unless by special permission and under staff supervision. Helmets must be worn at all times a student is using a bike, skateboard or rollerblades.

Bomb Threats

The Board has adopted a policy prohibiting bomb threats. Bomb threats cause a severe

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

Cell Phones and Texting

Although students are allowed to have a cell phone in school, ringers should be turned off during the school day. Division 1 students may use a cell phone for calls or texting before 8:30am, between 12:00-12:30, after 2:45pm or with teacher permission. Division 2 & 3 students may use a cell phone for calls or texting before 8:10am, between 12:00-12:30, after 3:25pm or with teacher permission. During the school day, school phones will be available for student use on a limited basis (e.g., for emergencies, not for social calls). Students who text or use their their cell phone in class without permission will have their phone confiscated until the end of day. Repeated misuse of cell phone and texting will result in a student being banned from having the phone in school.

Dances

Dances will be held periodically during the year. Each HCA student is allowed to bring up to two guests if s/he is pre-approved. Potential guest names must be submitted to the office by Thursday at 12:30 before the dance. Guests must be age appropriate and students in good standing at their own school. Students under suspension or with outstanding disciplinary consequences are not allowed to attend dances.

Dress Code

HCA students routinely leave school for fieldwork, and may find themselves ankle deep in mud flats, tilling a potato field, or exploring the woods for invasive species. Hardy outdoor clothes and shoes are important everyday. Additionally,

- ★ Student dress should allow for students to express their views. However, dress that disrespects or attacks others is not allowed.
- ★ Students should not wear clothes that promote illegal behavior.
- ★ Students should not wear clothes that are too revealing.
- ★ Shoes are required at all times.

Staff will interpret any dress issues based on the preceding principles. Students may appeal a staff interpretation to their building leader. If any of these principles are violated, students will be asked to alter their outfit accordingly. Students may wear hats and head coverings in school. If a student is asked to remove a hat by a staff member for an educational reason, the student must comply.

Emergency Information Forms

Please promptly return the Emergency Information Forms so that school staff are aware of your child's medical information and know how to reach you during the school day. Please let us know as soon as possible whenever you have a change in address, telephone number, place of

employment, or emergency contact person.

Fieldwork

HCA students often learn in and from the community. Whenever students are in the field, they are school ambassadors and are expected to represent themselves and HCA appropriately. All school rules remain in effect. Misbehavior on fieldwork will result in disciplinary consequences, including, potentially, losing the privilege to participate in future fieldwork.

Food, Gum, & Drink

Students should be careful to follow classroom rules regarding food, gum and drinks. No food or drinks (including water) are allowed near school computers, iPads or laptops. No food or drink is permitted in the Div 2 & 3 theater. ***Candy and soda are prohibited at HCA.*** Prohibited items will be confiscated by faculty.

Immunizations

Maine law requires all students to receive and provide evidence of the following immunizations: Five doses of Diphtheria/Pertussis/Tetanus (DTP, Tdap, Dtap, Td) or four doses if the fourth dose was given after the 4th birthday; Four doses of Polio vaccine (IPV, OPV) or three doses if the third dose was given after the 4th birthday; Two doses of measles/mumps/rubella (MMR); Two doses of varicella vaccine (Varivax) if age 13 or over. One dose if younger than age 13. Non-immunized students are not permitted to attend school unless the parent/guardian provides a written statement from a physician that immunization against one or more diseases may be inadvisable, or the parent/guardian provides a yearly written statement that immunization is contrary to their philosophical beliefs. The Executive Director and/or public health officials may exclude non-immunized students from school if there is a health threat to the student or others.

Messages for Students

To minimize classroom disruptions, when a parent/guardian calls with a message for a student, the message will be given to the student during lunch. If the message is urgent, the student will be called to the office. Parents who text students during the day need to know that students are asked NOT to use cell phones except before the day begins, during recess (11:20-12:00), or after dismissal. If you need to reach your child at another time, please send a message through the office.

Personal Property

HCA is not responsible for safeguarding students' personal property, such as money, musical instruments, audio equipment, electronic games, cell phones, clothing, jewelry, skateboards, and collectibles. Students are discouraged from bringing items of significant value to school unless needed during the school day.

Public Displays of Affection

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

School Cancellation or Delay

In the event of emergency or weather-related school delay, cancellation, or early closing, announcements are made on the HCA website, via email to parents, as well as on local TV stations. Please do not call the school as telephone lines are very busy during these times. School delays or cancellations are announced around 5:30 am.

Student Records

Students' rights of confidentiality and protection from improper disclosure of their records are respected by HCA in accord with the Federal Family Educational Rights and Privacy Act of 1974 and with Maine law.

Use of Physical Restraint and Seclusion

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

Weapons in School

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

Visitors & Shadowing

Although we welcome both young people and adults to view all dimensions of our school, no student may invite a visitor without the explicit permission of the building leader at least one day prior to the visit. Students interested in shadowing an HCA student may schedule a visit through Mr. Hamilton or Ms. Russell. Visitors who do not have permission may be asked to leave campus.

Personal Electronics

Managing the use of cellphones and other personal electronic devices is a part of communicating effectively. Strive to be present and attentive to other members in the community and to recognize the impact personal technology can have on your connections to your community.

Electronics/Music

- Electronics should be used ONLY to promote learning during instructional time.
- Personal electronics (excluding headphones) should not even be visible during instructional time. This includes crew, academic support, field work and team support time - without explicit teacher permission first.
- No music during ANY instructional time (classes, CREW, ACAD, TST, fieldwork) unless by teacher permission first.
- No personal gaming during instructional time (including independent study time).

Consequences for misuse of personal electronic devices

If a personal electronic device is used inappropriately,

- First offense: The device will be confiscated until the end of the day.
- Second offense: The device will be confiscated and returned to family/guardian or upon communication with family/guardian.

FAMILY INVOLVEMENT

At HCA, we don't just enroll students; we enroll families. We ask parents to be aware of their role as ambassadors for the school. Especially as a new public charter school, there are many people in the broader community who do not know about how we do things at HCA. We encourage parents to share your thoughts about the school in a positive manner and direct concerns or questions from the community to the administration.

We look forward to partnering with parents and families to help our students to achieve their best. In an effort to work effectively together, we have the following expectations for parents:

- Be sure children get 8-10 hours of sleep and are on time to school
- Provide a quiet area to study and assistance when necessary
- Provide necessary resources and materials
- Offer praise and encouragement
- Monitor and limit television watching
- Reinforce the HCA Community Agreements with your children outside of school
- Stay informed about happenings at school by reading the weekly email newsletter and other school communications

We ask that parents monitor their student's school progress by:

Harpswell Coastal Academy
Family Handbook

- Periodically checking work on Project Foundry, Google Classroom and Khan Academy
(see Navigating the Parent Portal below)
- Inform the school of changes in emergency contact information
- Be in contact with your child's Crew Advisor as needed
- Attend Student Led Conferences, Open House, etc.,
- Volunteer when possible

HCA Parent Partnership (HCAPP)

The HCAPP is our version of the PTO. The objectives of the HCAPP include:

- ★ Establish and maintain a working relationship among parents, school and community.
- ★ Increase student safety and security through parent education.
- ★ Develop programs and projects that will support or enrich the curriculum.
- ★ Create opportunities for parent discussions and support
- ★ Enhance the quality of education by raising funds for school supplies or programs that fall outside the school budget.

The HCAPP does:

- ★ Support the educational programs and extracurricular activities of the school;
- ★ Provide feedback and suggestions for school programs;
- ★ Coordinate programs and projects that will support or enrich the curriculum;
- ★ Provide feedback / assist with increased awareness of school safety and security issues;
- ★ Organize fundraising efforts to support some additional programs, equipment, and services not covered in the school budget.

The HCAPP does not:

- ★ Run the school;
- ★ Set policy regarding school programs;
- ★ Define the school's curriculum;
- ★ Define or interfere with the school's security program and policies;
- ★ Control the school's budget.

The HCAPP meets on the second Thursday of most months. Meetings are announced in the weekly email newsletter and are posted on the HCA website. We encourage all parents to participate in the HCAPP.

Parent Volunteer Opportunities

Parent volunteers both enrich the life of our school and provide vital support for our programming. We appreciate any time you spend supporting our school. If you are interested in volunteering, please contact the Volunteer & Community Partnership Coordinator, Whitney Conway at wconway@harpswellcoastalacademy.org. Please note that volunteers must complete the HCA volunteer screening process.

Parent Communication

Information is provided to parents in a few ways. First, through the weekly newsletter for families. Information about upcoming events, field work, and lunch menus are available in the newsletter. Second, email, phone and in person communication with your child's Crew Advisor or the school Administration. Information is also available on the parent portal on our website with links to the school calendar, GoogleClassroom, Project Foundry, and more.

NAVIGATING THE PARENT PORTAL

On our website, www.harpswellcoastalacademy.org, is a [parent portal page](#). This page provides links to a number of important documents and programs we use to track student work and progress towards meeting standards. All parents will receive with login information for Project Foundry, our standards tracking program. Information about Google Classroom, Khan Academy, and Rosetta Stone is found below. Please read the information below carefully to understand how we use these resources, and what information you can get from them. If you have questions, please contact your child's Crew Advisor.

Project Foundry

Project Foundry is the tool we use to track student progress towards mastering standards at HCA. Information to be made available later in the fall.

Google Classroom

All students have HCA email addresses that are linked to Google Classroom. To login, open a browser and enter <https://classroom.google.com>. Student email addresses are firstinitiallastname@harpswellcoastalacademy.org. Passwords are set by, and known to, students. If they can't tell you what their password is, please contact Phelan Gallagher. Once logged in, you will see that faculty have set up class pages for Humanities, Science, Math and some workshop classes. Each class page has assignments listed, with details about what specifically needs to be accomplished and links to the associated resources needed for the assignment (videos, articles, directions, etc.).

This is a resource for you to have a sense of what work is being done in our classes, and what work your student has completed. Please note that if an assignment was turned in through google drive, it will be marked as "complete". If an assignment is turned in on paper, it will show as "due" or "late". If you have concerns about outstanding work, please contact your child's Crew Advisor.

Khan Academy:

All students have Khan Academy accounts. [For an illustrated guide about logging in and monitoring progress, please click here.](#) Login is completed using student google account information (firstinitiallastname@harpswellcoastalacademy.org; passwords set by students). Parents can see how much time a student has spent on Khan by looking in the "progress" area of the program. You can also see what work your child's teacher has recommended when you click on "Coach Recommendations." We encourage parents to look at these areas periodically and check in with students to see what they are studying. Khan academy has excellent videos and explanations to support students as they learn new skills; parents can explore these as well.

The expectation for Division 1 is that all students will complete 20 minutes of Khan Academy out of class from Monday-Thursday unless something else has been assigned instead. This can be done in independent work time at school, during Academic Support, or at home.

The expectation for Division 2 is that all students will complete 20 minutes of Khan Academy out of class from Monday-Thursday unless something else has been assigned instead. This can be

done in independent work time at school, during Academic Support, or at home.

BOARD OF DIRECTORS

HCA is governed by a Board of Directors. The Board of Directors establishes the framework for the organization. It creates and updates the mission and vision statements, defines what benefits (or end results) the organization is providing to whom and what it will cost to deliver them, and determines how organizational performance will be measured.

The Board of Directors sets the direction for the organization. The Board sets goals and approves and monitors the strategic or business plan and develops organizational policies, including the policies that govern how the board will operate.

The Board of Directors is responsible for the behavior and performance of board members and the Executive Director. Thus, the Board establishes the code of ethics for the board and Executive Director, including policies related to private inurement and conflict of interest, and sets the tone for organizational behavior.

The Board hires and fires the Executive Director, establishes the end results the Executive Director is assigned to achieve, and defines any limitations on the means the Executive Director can use or any functions the Executive Director must perform. The Board evaluates the Executive Director based on achievement of the end results and compliance with predefined limitations or requirements. It monitors financial and operational performance; in addition, it selects an auditor and receives the audit report in keeping with the requirements of the school's charter. The Board serves as the last court of appeal within the organization.

The Board of Directors represents the organization to the outside world and provides support and counsel to the Executive Director. The Board supports the organization by making personal donations, garnering resources and advisors and assisting with fundraising. It serves as the organization's ambassador to other organizations, funders and potential funders and the general community; communicates the value of the organization to prospective donors; and attracts donors, supporters, favorable press, and new board members.

Communicating with the Board

When parents have a concern or question about something at school, we encourage them to contact their student's Crew Advisor or a school Administrator first. However, there may be times when a parent feels more comfortable communicating with a Board member first, or as an additional step, after communicating with Administrators. The Board is open to communication from parents, and welcomes these conversations. Contact information for Board members is available on the school website at www.harpswellcoastalacademy.org/board-of-trustees.

In addition to reaching out to Board members individually, parents are welcome at all Board meetings, which typically take place on the 3rd Wednesday of each month. There is always a time for public comment at Board meetings. Information about the timing and location of board meetings is available on the school website, as well as on the weekly newsletter to parents. Additionally, Board meeting minutes and agendas are available on our website.

NOTE TO STUDENTS & PARENTS

Students and parents/guardians are responsible for reading and following the rules in this handbook. HCA reserves the right to change the terms of the handbook at any time and without prior notice when it is in the best interest of the school. Any change will be communicated to the school community. This handbook has been developed within the framework of HCA Board Policies. In case of a conflict between a School Board policy and the rules in this handbook, the School Board policy will prevail. The handbook is provided solely for the convenience of students, parents and staff; HCA, to the extent permissible by law, expressly disclaims any liability that may be incurred. If you have any questions about this handbook, please contact the Executive Director.

EQUAL EDUCATIONAL OPPORTUNITIES

HCA is committed to the concept and implementation of equal educational opportunities, as required by federal and state laws, for all students, regardless of race, sex, color, national origin, ancestry, religion, disability, or sexual orientation.