

Harpswell Coastal Academy
Family Handbook, 2020/2021

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Welcome

Thank you for joining us at HCA! Enrolling at HCA is a choice that we are glad you have made. We strive for a “high challenge/high support” environment that is engaging, inclusive and welcoming, and being successful at HCA requires commitment from students and families. Thank you for reading through this handbook.

Over our first 7 years, we have found that students are most successful at HCA when they are intentional about developing a number of dispositions. These include self motivation, a passion for learning, a strong work ethic, an openness to new experiences and ideas, a desire to be part of a diverse community, and a love of nature. Importantly, we recognize that everyone is not in the same place with all of these! We are here to help students take their next steps and leaps - whatever they might be.

By enrolling a student at HCA, parents and guardians are agreeing to support their student’s success in a number of ways. These include:

- Supporting your child’s daily attendance by transporting your child to a hub bus stop or to the school directly every day;
- Participating in Family Orientation (in person or virtually) at the start of the school year and Student Led Conferences in the fall and spring;
- Communicating with your child’s Crew Leader frequently to advocate for and support your child’s progress;
- Monitoring your child’s academic progress on our standards tracking platform, Infinite Campus;
- Attending Celebrations of Learning at the end of each trimester; and
- Building an understanding of Restorative Practices and how they are used at HCA.

Students enrolling at HCA commit to:

- Following our Community Agreements;
- Embracing our Habits of Work & Learning and completing coursework as assigned;
- Participating in Restorative Practices;
- Supporting our community by being “*crew not passengers*” and actively helping to maintain a clean, safe and welcoming school environment;
- Attending school everyday.

As a standards-based school, credit at HCA is earned as students demonstrate proficiency of academic standards. Academic standards and Habits of Work and Learning (HOWLs) are separated, so students receive feedback on both their academic progress and their growth as active learners.

Our faculty are a dedicated team of educators who are eager to support all of our learners. Part of this team is our Special Education faculty who support learners with disabilities using

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Individual Education Plans. All of our faculty work hard to design and present creative learning experiences that include long term investigations of compelling questions, Field Work off campus, collaboration with community partners and exciting final projects. As a small school, we emphasize *quality* over *quantity* in our course offerings. To expand course options for our students, we rely on partners like Region 10 Technical High School, Southern Maine Community College (our next door neighbor in Brunswick!), and AP4ME.

We will do everything we can to help your child thrive at HCA! We look forward to doing this in partnership with you.

Thank you for being a member of the HCA community!

Warm regards,

Scott Barksdale
Head of School
Harpswell Coastal Academy

Mission & Vision

Our mission is to create an engaged community of creative thinkers, compassionate leaders, and effective problem solvers. Learning at HCA is project-based and place-based, grounding students in a purposeful exploration of the natural and human worlds. Our curriculum cultivates curiosity, integrity, and civic-mindedness and prepares students for post-secondary success, whether in college, technical training, or the workforce. We envision HCA students and alumni as lifelong learners and champions of positive social change, economic opportunity, and sustainability in our towns, state, country, and world.

HCA Guiding Principles¹

Growth and Self-Discovery. Learning happens best with emotion, challenge, and the requisite support; it is both a personal process of discovery and a shared activity. Students become increasingly responsible for directing their own learning while growing in reliance on their school and home communities. We help students discover that they can do more than they think they can.

Investigation. Making sense of our world is a shared enterprise. When topics, resources and tasks are interesting and complex, students can develop meaningful questions and answers. Wonder and curiosity drive investigation, projects and audiences focus and deepen it, independence and interdependence keep it progressing.

Diversity and Inclusion. We invite, welcome, and genuinely engage with all people as a daily practice. By honoring all backgrounds (including gender, race, ethnicity, religion, sexual orientation, gender identity, political affiliation, and immigration status), we build equitable opportunities and respect for others. We deliberately and explicitly challenge all forms of inequity.

The Natural World. A direct and respectful relationship with the natural world nourishes the human spirit. We teach students to love and appreciate their natural surroundings so that students are more likely to become stewards of the earth for future generations. Also, a critical awareness of the relationship of people to the places they live helps students make decisions that sustain healthy communities and ecosystems.

Depth Leads to Breadth. Consequential learning happens when students develop a deep understanding of one context or topic and then transfer and adapt this understanding to new

¹ Partially adapted from the Coalition of Essential Schools Common Principles and the Expeditionary Learning Design Principles.

contexts and topics. A focus on depth of learning takes dedicated time and high-quality resources and practices. As students develop their knowledge base, complex mental models, and positive habits of work and learning, a long-term result is greater depth AND breadth of understanding.

Service & Compassion. We are crew, not passengers. Our learning community intentionally nurtures the attitudes and skills to learn from and be of service. Service and compassion are based in humility, empathy, understanding, and helpfulness. Students and teachers strengthen themselves and their communities through acts of consequential service.

Learning for a Changing World. Combining skills and knowledge with principled imagination is how we create the world we all want to live in. We look to the past and to other perspectives to help us make decisions about the future; we recognize the strengths and limitations of technology and innovation; we identify true progress as that which can benefit all people and our planet.

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 local 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 (i.e. there is no tuition). Charter schools do not select their students through an application process. If there are more students than available seats, a random lottery is conducted to determine who will be admitted.

Charter schools are funded by allocating a portion of State education spending from local districts based on how much money sending local districts spend on each student. Similar to private school or homeschool students, local districts no longer receive State funding for that child once they enroll in a charter school, though a student's enrollment does not directly affect a district's funding from local municipalities. The money for that child's education is paid by the

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Maine DOE to the public charter school and comes out of Maine's General Fund, which is funded by tax revenue from the whole state of Maine.

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>).

School Administration

Roles & Contact information

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

Head of School, Scott Barksdale (sbarksdale@harpswellcoastalacademy.org, 833-3229 x103).

Scott is the point of contact for:

- Charter Commission or Board of Director related questions,
- General questions, suggestions or concerns about HCA academics and school climate/culture, and
- Questions about Divisions 1, 2 or 3.

Assistant to the Head of School, Angie Arndt (aarndt@harpswellcoastalacademy.org, 833-3229 x 602).

Angie is the point of contact for:

- To get a message to a student,
- General Inquiries,
- Bus/transportation questions,
- Enrollment questions,
- Paperwork questions, and
- Summer Programs.

Dean of Studies & Students, Mae Applegate (mapplegate@harpswellcoastalacademy.org, 833-3229 x601).

Mae is the point of contact for:

- Questions or concerns about HCA's curriculum,
- Questions or concerns about assessment,
- Questions or concerns about HCA's school climate or an individual student's wellbeing, and
- Questions regarding a student 504 or the potential need for a 504.

Special Education Director, Jen Winchester (jwinchester@harpswellcoastalacademy.org, 833-3229 x603).

Jen is the point of contact for:

- Issues related to special education services (please contact your child's case manager first), and
- General inquiries about Special Education.

School Nurse, Tracey Donagan (tgonagan@harpswellcoastalacademy.org, 833-3229 x 107)

Tracey is the point of contact for:

- Student health support at Division 2/3.

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School Health Aid, Angelina Simmons (asimmons@harpswellcoastalacademy.org, 833-3229 x 107).

Angelina is the point of contact for:

- Student health support at Division 1.

Business & Finance Director, Andrew Smaha (asmaha@harpswellcoastalacademy.org, 833-3229 x 604).

Andrew is the point of contact for:

- School lunch payment questions,
- Free/Reduced lunch qualification, and
- Finance related questions/ concerns.

Your student's crew leader is the point of contact for:

- Academic questions or concerns, and
- Behavioral questions or concerns.

Division 1 and grade 9 Guidance Counselor, Amanda Wogaman (awogaman@harpswellcoastalacademy.org, 833-3229 x 111).

Amanda is the point of contact for:

- Social and emotional needs for students,
- Support for students undergoing life transitions (e.g. new school, parent divorce, moving),
- Career awareness and planning,
- Student conflict resolution, and
- Passage questions to Division 2.

Division 2/3 Guidance Counselor, Kaitlyn Pulju (kpulju@harpswellcoastalacademy.org, 833-3229 x 122).

Kaitlyn is the point of contact for:

- Social and emotional needs for students,
- Support for students undergoing life transitions (e.g. new school, parent divorce, moving),
- Career awareness and planning,
- Student conflict resolution,
- Passage questions to Division 3 or graduation questions.

Technology Coordinator, Zach Gagnon (zgagnon@harpswellcoastalacademy.org, 833-3229 x 114).

Zach is the point of contact for:

- iPads & laptop questions.

Academic Program

HCA is a Standards-Based school, meaning students progress by producing work and completing tasks that demonstrate proficiency in individual standards. We expect our students to be active participants in their education, and we hold them to high standards.

Our academic program is rigorous and prepares students for post-secondary success, whether that is college, technical training, or the workforce. We work with students to help them understand their strengths and challenges as individual learners. Many students feel successful at HCA in part because they have the opportunity for project-based and interest-driven learning, where we support them as they become well-rounded learners who know how to lean into their struggles. We honor our students' diverse strengths and allow them to show their proficiency in standards in a variety of ways, including projects, performances, traditional assessments, and standardized tests. All are components of a complete picture of a student.

How We Learn @ HCA

HCA students learn in a variety of ways, including:

- Workshops: skill-based classes that develop math, literacy, and science competency. These include whole-class, small group, and individual instruction, all supported with online and independent learning.
- Investigations: interdisciplinary, student-driven courses that culminate in projects presented to the public. These include fieldwork.
- Electives: short-term experiences driven by student and faculty interest. These vary by season, and include outdoor pursuits, arts, sports, music, and more.
- Community service: students regularly give back to their community. Examples include: beach and roadside clean-ups, volunteering at Midcoast Hunger Prevention Program and Habitat for Humanity, and trail work. We also all pitch in to maintain our school facility by cleaning classrooms, common spaces, and the school grounds.

Habits of Work & Learning (HOWLs)

Students at HCA are expected to work to their best ability, and to meet our Habits of Work and Learning expectations that follow.

1) Participation in the Learning Community:

- Students are willing to try new things;
- Students use class time effectively;
- Students contribute positively to the learning environment;
- Students follow procedures and community agreements;
- Students take accountability for actions;
- Students regulate their own behavior.

2) Preparation & Work Completion

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- Students prepare adequately for class;
- Students ask necessary questions to tasks;
- Students plan for and utilizes adequate time to complete assignments;
- Students meet deadlines and established criteria.

3) Perseverance & Revision

- Students remain determined and pursues goals, even when he/she encounters large-scale and complex obstacles;
- Students seek solutions to problems;
- Students learn from feedback;
- Students improve work with each draft.

4) Reflection

- Students find strengths and weaknesses in own work product;
- Students identify beneficial and detrimental habits of work and learning;
- Students identify strengths and weaknesses in collaboration skills;
- Students identify obstacles to learning and strategies to overcome them.

5) Initiative

- Students pursue opportunities to expand knowledge, skills, and abilities;
- Students attend to tasks without reminders;
- Students recognize and advocates for rights of self and others;
- Students show a willingness to take academic risks;
- Students demonstrate openness to new ideas and perspectives.

Assessment @ HCA

The purpose of assessment is to get a clear sense of student academic growth and achievement, which are tracked in Infinite Campus. 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.

To receive a diploma from HCA, students must show mastery of approximately 250 individual standards spanning 8 content areas, including Math, ELA, Science, Arts, Health and Physical Education, Career, Social Studies, and World Language. We use Infinite Campus, an online Student Information System and Learning Management System, to track student progress with these standards. Students are assessed on a scale of 1 - 4 for all academic standards:

- 4 = Exemplary
- 3.5 = Meeting plus
- 3 = Meeting

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2 = Approaching

1 = Beginning

Incomplete = insufficient evidence to assess a student's mastery

HCA does not provide a GPA equivalence. Standards-based systems, which track proficiency on individual competencies, do not translate into traditional grades, which represent an average of performance.

HCA also uses [Marzano's Taxonomy](#) for establishing the level of cognitive complexity necessary for proficiency. Students earn a "3" when they can demonstrate their knowledge and skills at the level of difficulty in the taxonomy that best describes a particular standard. For example, if a standard is best described by the "Analysis" level, students would be asked to complete a task such as making inferences or identifying errors. When a student is able to complete that task independently, this is evidence of proficiency. Then, students can earn a "4" when completing work in a way that demonstrates thinking at a level of difficulty in the taxonomy that is above the target level (e.g. Knowledge Utilization for the prior example). Students earn a "2" by approaching the standard; this may mean they have developed some foundational knowledge towards proficiency, but haven't yet applied the skill or concept at the level of difficulty required by the standard.

Also, students can receive a "meeting plus" ("3.5") when they demonstrate proficiency in a standard either in a novel context or through a long term project. For example, a meeting+ would be used when a student not only demonstrated their understanding of how Bernulli's principle explains the spinning of a wind turbine that was taught in class, but also how it could be applied to modify a sail's design to make a boat go faster.

Standardized Testing

Standardized testing is one of several ways we monitor and track student growth and achievement at HCA. All HCA students will complete the NWEAs three times annually, and the SATs as juniors & seniors. Additionally, students will complete annual state mandated testing (MEA's).

Portfolios

A portfolio is a collection of work showing what a student has been thinking about, working on, and learning. It may contain written work, artwork, recordings of performances, photographs of three-dimensional constructions, and more. It is 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 support. 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

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- the effort that the student has made to achieve worthwhile goals, taking into account reflection on and revision of work

Portfolios help students learn at a deeper level and are an effective way to demonstrate and document their growth over time.

Culminations (“Celebration of Learning”)

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.

Divisions

HCA breaks students into 3 divisions:

- ★ *Division 1*: Typically considered middle school, and includes grades 5, 6, 7 & 8
- ★ *Division 2*: Typically considered grades 9, 10
- ★ *Division 3*: Typically considered grades 11, 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 group of standards associated with the division. 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, and in other cases with extra time. For example, it may take a student 3, 4 or 5 years to complete Division 1.

Student Led Conferences (SLCs)

Students, with guidance from their Crew Leaders, 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. We request that parents/guardians attend both SLCs annually.

Independent Work

HCA is aiming to provide time at school for students to get the majority of their completed during the school day. We are intentional about limiting the amount of homework so that students can

be well-rounded family and community members in their towns. Students do, however, have independent work that they must complete outside of class time. Learning to manage their independent work is an important skill, and we support students in this. Standing assignments such as a set number of minutes of silent reading or math work 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 independent work digitally, using Google Classroom.

Learning Pace

We are a school that supports students learning at their own pace by providing both clear expectations and scaffolding to support their success as learners. Due dates and deadlines are still important components this, which means:

- Teachers will frequently remind students of due dates, help them learn strategies to track their work (e.g. dedicating the closing minutes of class to writing down assignments or making reminders on their laptops), and proactively monitor progress during work times.
- Students should know that they will not progress if they do not complete assigned work, and that work assessed in Infinite Campus as beginning (1), approaching (2), or incomplete does not contribute to graduation and will have to be redone or revised.
- Students will have a set period of time to complete work after the completion of a Trimester.
- Crew leaders will hold monthly portfolio sessions to address academic progress with students.
- Students who are not on track for passage may be recommended for Summer Academic Programming.

Working Honestly and Ethically

HCA students are asked to work honestly and 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 avoid learning or create distractions.**
- ★ 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 present 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 turn 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 academic short-cuts.*
- ★ When I am asked to complete an "on demand" and/or independent assessment, I show what I know and can do. *I do not give or receive unauthorized assistance from peers or*

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*other resources.***

- ★ I give credit and seek permission wherever and whenever credit 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.***

**Unethical and dishonest academic work will result in disciplinary consequences that begin with a grade of “1” on the assignment and school communication with a 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.

Proficiency-Based Diploma Requirements for Harpswell Coastal Academy

HCA is committed to ensuring equitable access to a rigorous Proficiency-Based Diploma. Content and skill-based standards can be learned and assessed in a variety of settings, including at HCA, Region 10 Technical School, local colleges, accredited online courses, internships, and other work/learning experiences. These requirements will take full effect with the Class of 2021, with modifications of these requirements applying to the Classes of 2019 and 2020.

The Universal Graduation Requirements of HCA are:

- a. Standards: Students must achieve a “Meeting” level of proficiency on 80% of the Learning Targets of the Division 3 Standards in ELA, Math, NGSS Science Content, Science and Engineering Practice, Visual and Performing Arts, World Language, Career and Education Development, Social Studies, Digital Citizenship, Physical Education, and Health.
- b. Habits of Work and Learning (HOWLS): Strong habits of work completion, perseverance, reflection, initiative, and revision are requirements for college and career readiness. Students must demonstrate consistent “meeting” assessments in each of the 5 HOWLS for at least three Trimesters in two years prior to graduation.
- c. Satisfactory Completion of an Internship or 3 credits of College or Vocational Courses.
- d. Submission of a Portfolio which showcases high-quality, project-based work.

Electives

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

HCA offers a full slate of electives. Offerings have included: Art Studio, Makers (robotics), coding, Gender and Sexuality Alliance, Yearbook, Sustainability club, Cooking, Yoga/Dance, Journalism, Documentary Filmmaking, Fiber arts, Digital Photography, Model United Nations, House Band, hiking, and more. Students with adequate HOWL's may propose and facilitate student led electives.

Co-Curriculars at the Local School of your Sending District

HCA athletes are welcome to participate on athletic teams at the public school from their sending school district, provided the sending school allows them to do so. HCA students must meet the co-curricular eligibility requirements (seen below). HCA does not provide transportation for students participating in these activities.

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.

School Structures

School Calendar

HCA follows our own school calendar. Our 2020-21 calendar can be seen in appendix A.

School Schedule / Early Release

Full Days (Monday, Tuesday, Thursday, Friday, and Wednesdays of 3 or 4-day school weeks**)

Division 1

Start: 9:00

Finish: 3:30

Division 2/3

Start: 7:30

Finish: 2:00

Early Release Wednesdays (Wednesdays of all 5-day school weeks)

Division 1 (Optional in-school day)

Start: 9:00

Finish: 12:15

Division 2/3

Closed

**This does not apply for weeks with non-scheduled days off, such as snow days.

Crew

Each student at our school is a member of a Crew, led by a faculty member. A student's Crew Leader is the primary and first point of contact for families in regard to academic questions or behavioral concerns. Crew leaders can also help families navigate questions about school events, policies and structures. Our main goals for Crew is to ensure that each student is known well by at least one adult within the school, and is an active member of an on-going, small peer community.

Student Services

Transportation

Bus or van transportation is provided for students in the SAD75, Brunswick, Bath, Lisbon and Lewiston 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 Behavior Expectations (below) 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 helpful, productive, safe, and respectful.

All students are expected to wear a mask/face covering on the bus and to sit in designated seating to comply with all social distancing requirements.

Bus Behavior Rules for Students Include:

1. Follow all directions of the driver, respectfully, without talking back.
2. Sit in seat, facing forward and keeping body and objects to self.
3. No body parts or objects may be put out the window.
4. Maintain an appropriate noise level.
5. Use school-appropriate language; treat others with respect.
6. Take care of the bus.
7. Any technology used must be used individually, not shared with peers.
Earbuds/headphones for listening to music; no speakers.

If a student doesn't meet the expectations, the following consequences will apply:*

- | | |
|-----------|--|
| 1st step: | Verbal warning |
| 2nd step: | Assigned seat with parent/guardian notification |
| 3rd step: | Parent/guardian meeting |
| 4th step: | up to 3-day suspension from bus |
| 5th step: | Additional possible suspension days/weeks from bus |

**Severe Disruptions:*

Severe disruptions may result in an automatic suspension of transportation privileges for a period of time determined by the administration.

At any time parents/guardians have concern about the disciplinary action, they may request a meeting with the Head of School or Dean of Studies and Students. Students will always have

the opportunity to explain their behavior before disciplinary action is taken and have the opportunity to resolve the issue through the restorative process.

School Lunch

Lunch is made at school. 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 \$2.25. Second helpings are charged at full price. "Grab & Go" breakfast options are provided to students each morning for \$2.00.

Health Services

We have a part time school nurse at Division 2/3 and a full time Health Aide at Division 1 who operates under the supervision of an RN. Students who become ill during the school day should report to the School office. No student should be dismissed as ill from school without first checking in with the office. If it becomes necessary for a student to go home, a parent/guardian will be notified and regular dismissal procedures will be followed. Parents/guardians will be notified if the student has an accident at school, the extent of the injury, and the treatment provided.

Please see HCA's [Reopening Plan](#) for health services related to Covid-19.

Medications at School

All medications, prescription and non-prescription alike, must be kept in the 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 or click on the link for [permission forms](#) or contact the Nurse or 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 Head of School's designee will supervise self administration. This may include a medically unlicensed person designated by the Head of School as allowed by law. **Parents must bring prescription medication to school to give to the Nurse or 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 or Nurse at 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 and has a school social worker on staff. Students or parents should speak with their Crew advisor if services are needed.

Self-injurious behavior, Suicidal threats, Suicide

If self-injurious behavior or suicidal ideation is suspected or identified through staff observation, peer disclosure, and/or self-disclosure, the student will be referred to a member of the Student Support Team. The student may also be referred to the school health aid for injury assessment if a suspected injury is current. The school will contact local emergency services if deemed needed.

If the student is not in imminent danger, the student will be referred to a member of our Student Support Team. If the student is determined to be low risk, strategies will be discussed for alternative coping skills. If the student is determined to be moderate/ high risk, parents will be contacted; outside services will be discussed, a referral determination is made, and a plan for follow-up will be determined and scheduled. If a referral to DHHS is made, HCA will follow referral policy.

Community Agreements

Our faculty, students and families are asked to abide by the following Community Agreements:

- ★ *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 **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 **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.

Respect for Individuals - Harassment and Sexual Harassment

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. Students should make daily use of available recycling and composting options. Members of the HCA community are encouraged to seek and advocate for ways to make our school more "green."

Restorative Practices

HCA has adopted the use of Restorative Practices in our school community. Restorative Practices stem from Restorative Justice, 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 other people" or "I am because we are." It is based on the belief that through connection, not

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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 espouses a strength-based approach to working with students, supporting them in identifying and building upon their innate strengths. This is based on beliefs that:

- All human beings have the capacity to learn, grow and change;
- All families have strengths;
- We don't know anyone's upper limits;
- We are all doing the best we can at any given moment.

No one makes life changes overnight, and HCA recognizes and actively supports the process of change and growth.

Restorative practices at HCA include:

Restorative Circles that address:

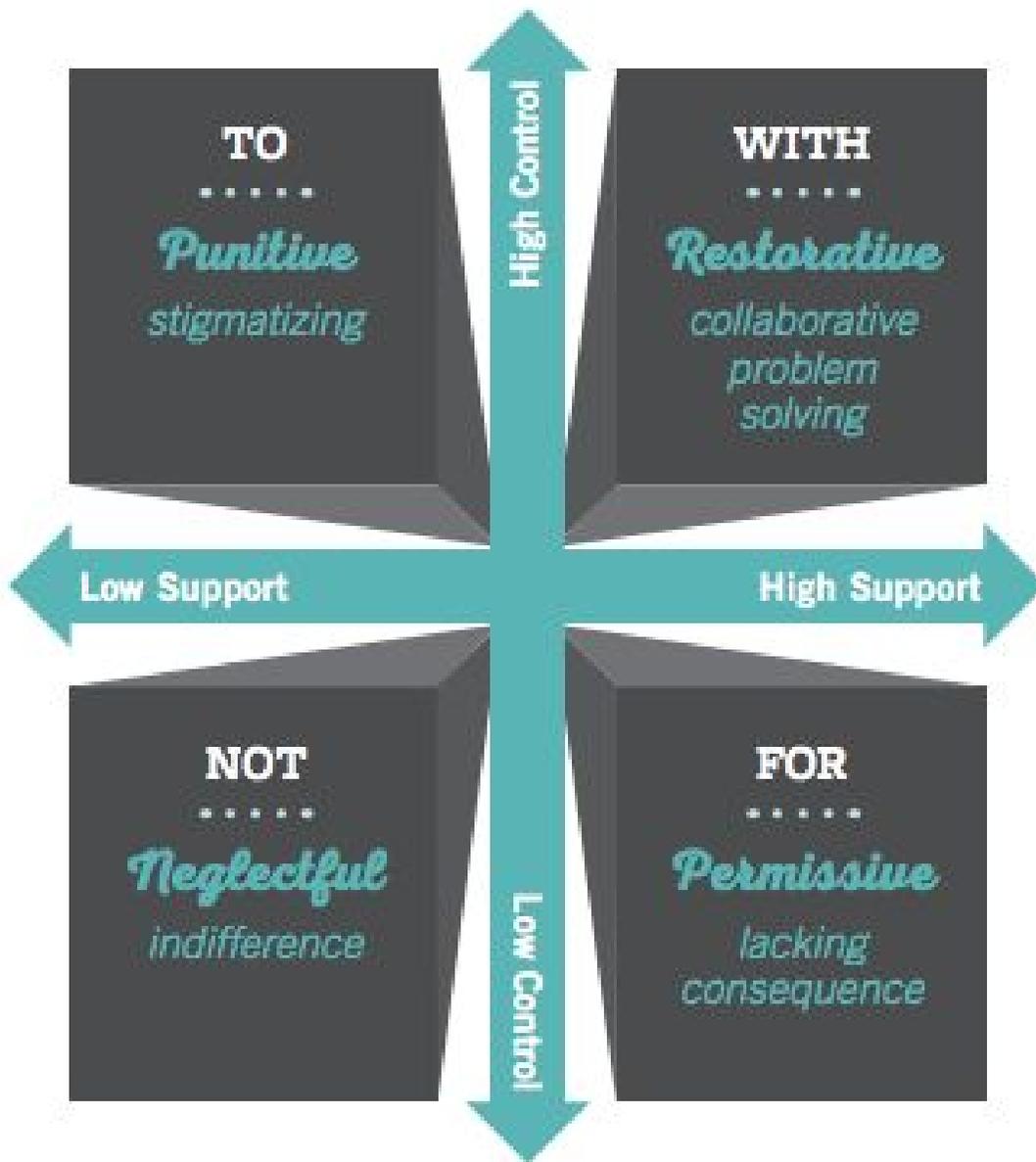
- classroom issues
- problems affecting students
- disruptive behaviors
- failure to follow HCA community agreements

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

While some situations involving dangerous behaviors and behavior governed by law cannot be resolved through restorative practices, HCA uses restorative practices whenever applicable and supports the outcomes of this practice. When students or families opt out of the restorative process, traditional disciplinary practices will be utilized.

Social Discipline Window



Punitive vs. Restorative Discipline²

The goal of restorative practices is to support discipline in the “high control/high support” quadrant, where we do things *with* students, and not *for* or *to* them.

² <https://www.skidmore.edu/campusrj/documents/Denver-2017-School-Wide-RP-Implementation-Guide.pdf>

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PUNITIVE	RESTORATIVE
"Misbehavior" defined as breaking school rules or letting school down.	"Misbehavior" defined as harm (emotional/mental/physical) done to one person/group by another.
Focus is on what happened and establishing blame or guilt.	Focus on problem-solving by expressing feelings and needs and exploring how to address problems in the future.
Adversarial relationship and process. Includes an authority figure with power to decide on penalty, in conflict with wrongdoer.	Dialogue and negotiation with everyone involved in communication and cooperation with each other.
Imposition of pain or unpleasantness to punish and deter/prevent.	Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices.
Attention to rules and adherence to due process.	Attention to relationships and achievement of a mutually desired outcome.
Conflict/wrongdoing represented as impersonal and abstract; individual versus school.	Conflict/wrongdoing recognized as interpersonal conflicts with opportunity for learning.
One social injury compounded by another.	Focus on repair of social injury/damage.
School community as spectators, represented by member of staff dealing with situation; those directly affected uninvolved and powerless.	School community involved in facilitating restoration; those affected taken into consideration; empowerment.
Accountability defined in terms of receiving punishment.	Accountability defined as understanding impact of actions, taking responsibility for choices, and suggesting ways to repair harm.

Five key themes for Restorative Practice³

A whole environment can be transformed when people bear these five themes in mind in all their interactions with family, friends, neighbors, colleagues, clients, service users and even total strangers.

Theme 1 – Unique and equally valued perspectives

Everyone has their own unique perspective on a situation or event and needs an opportunity to express this in order to feel respected, valued and listened to. There are many ways to invite people to share their perspective of what is going on in a current situation, or of what has happened in the past.

Theme 2 – Thoughts influence emotions, and emotions influence subsequent actions

What people think at any given moment influences how they feel at that moment, and these feelings inform how they behave. The thoughts and feelings are 'beneath the surface' and yet very important to understand. Again there are many ways to invite people to share their thoughts and feelings. Here are a few suggestions:

It's important to use a variety of different 'thinking' questions so you do not sound like a stuck record:

³ <http://www.transformingconflict.org/>

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What was on your mind at the time?
What was going through your head?
What were you telling yourself?

But try to avoid asking for opinions –don't ask questions like "What did you think about that?" or "How did you feel about that?" Opinions and judgments can block effective communication and polarize people.

Theme 3 - Empathy and consideration for others

When there are conflicts or disagreements harm can result – in terms of negative emotions such as anger, hurt, fear, frustration and confusion and in terms of damaged relationships and connections between people. To live in harmony together people need empathy and consideration so they understand who is likely to be, or to have been, affected by their choice of action in any given situation and how.

Theme 4 – Awareness of our own and others' needs

Unmet needs can be the underlying cause of inappropriate or harmful behavior.

Theme 5 – Trust and empowerment

It is the people affected by a situation or event who are best placed to identify what should happen. As far as children and young people are concerned this is in accord with the United Nations Convention on the Rights of the Child (UNCRC) Children have the right to be heard in all matters affecting them, and for their views to be taken into account. It isn't always appropriate to ask all sides what they could do to help move things on, but often even those who have not been harmed have ideas and can be allowed to join in the discussion. This can help re-empower them after having been disempowered by their experiences.

School Policies

HCA has a Compiled School Policies document with a comprehensive list of policies that all families and students should be familiar with. What follows is only a few policies of note.

Attendance

Regular, punctual school and class attendance are essential to a student's educational success. Students are required to attend school every day unless they have an excused absence. For a thorough Mandatory Attendance Policy, and our Truancy Policy, please see our compiled school policy document.

Students who attend classes remotely during the 2020/2021 school year will be marked "present" when they actively participate in class and complete assigned work.

Bikes, Rollerblades, and Skateboards

HCA students are allowed to use bikes, rollerblades, and skateboards to travel to and from

school. If a student brings a bicycle to school, it must remain locked on the bicycle rack with a lock the student provides. Students may only ride bicycles during the school day when they are on a bicycle trip with a staff member. Rollerblades/skateboards must be secured upon arriving at school; the school is not responsible for lost or damaged items. Students are only allowed to use bikes, rollerblades, or skateboards on our campus during approved times. 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 (see our Compiled Policies document). 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

Students are allowed to have cell phones with them at school.

At Division 1: cell phones must be turned off before students get off the bus in the morning; students may turn a phone back on during dismissal. If a student needs to check a phone to communicate with a parent, he or she can ask permission to go to the office to use his or her cell phone.

At Division 2 & 3: cell phones should be powered off during class and must not be visible or a distraction. Students may use cell phones during breaks or with express faculty permission only. Students who text or use their cell phones in class without permission will have their phone confiscated until the end of the day. Repeated misuse of cell phones and texting will result in a student needing to turn in a cell phone upon arrival at the building.

Classroom Expectations

At HCA, we have the following classroom expectations:

- Arrive on time.
- Come prepared with the tools you need for class.
- No headphones until / unless you get direct permission.
- Treat peers and faculty with respect.
- Ask permission to leave to use the restroom, or get a drink.
- Clean up after yourself before leaving class.

Dances

Dances may be held periodically during the year. Guest routines will be announced before a 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 may wear hats and head coverings in school.
- ★ Students should wear clothing that is appropriate for a school or professional environment.
- ★ Students are required to wear a mask or face covering in school.

Students may be asked to alter their outfit accordingly.

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. Fieldwork eligibility will be determined by Crew Leaders/ Building Leaders and will take into account academic standing and a student's demonstrated ability to meet community agreements.

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. ***Energy drinks 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. Also required for 7th grade entry: 1 Tdap and 1 Meningococcal Conjugate Vaccine (MCV4). Also required for 12th grade entry: 2 MCV4 (only one dose is required if the 1st dose is given on or after 16th birthday). Each immunization entry must include: vaccine type, date, administered and the name of the provider.

In the case of an outbreak of a specific disease, for which a student is not protected, the student may be kept out of school and school activities as advised by the Maine Centers for Disease

Control and Prevention. The length of time any student will be kept out may vary from a week to over a month depending on the disease and the length of the outbreak. If a student is kept out of school, the school is not required to provide off-site classes or tutoring.

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 Head of School and/or public health officials may exclude non-immunized students from school if there is a health threat to the student or others.

Leaving Campus

Division 3 students may leave campus independently to attend SMCC courses, to use the SMCC Learning Commons if they are enrolled in a course, and for approved internships. Any other needs to leave campus must have written permission from a parent/guardian and from the Head of School. Seniors in good standing have open campus privileges.

Messages for Students during the school day

To minimize classroom disruptions, when a parent/guardian needs to get a message to a student during the school day, the parent should call the school office and the message will be given to the student. Parents who text students during the day need to know that Division 1 students are not allowed to use phones at school, and Division 2 students are only permitted to use phones during breaks.

Personal Property

HCA is not responsible for safeguarding students' personal property, including, but not limited to money, musical instruments, audio equipment, electronic games, cell phones, clothing, jewelry, skateboards, bikes 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 an 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.

In the case of closing campuses due to Covid-19, parents will be notified via text/voice/email messages.

Student Drivers

Students who have a valid driver's licence are allowed to drive to school. They are not allowed to transport other students to school without written permission by their parent and the other parent on file at school. Students are not allowed to drive to field trips, field work and internships without parent and administration approval. **Students may not access their cars during the school day.** Unsafe operation of a car may result in driving privileges being revoked.

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 school 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 (*please see the HCA Compiled Policies document*). 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. Facsimile weapons are also prohibited at school and students found with them may face disciplinary consequences.

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 Head of School at least one day prior to the visit. Students interested in shadowing an HCA student may schedule a visit through the school office. Visitors who do not have permission may be asked to leave campus.

Technology at HCA

HCA provides iPads, computers, networks and Internet access to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. The Administration and HCA Board of Directors believes that the resources available through the Internet are of significant value in the learning process and preparing students for future success. At the same time, the unregulated availability of information and communication on the Internet requires that schools establish reasonable controls for lawful,

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efficient and appropriate use of this technology. Student use of school computers, networks and Internet services is a privilege, not a right. Students are required to comply with this policy. Students who violate the policy and/or rules may have their computer privileges revoked and may also be subject to further disciplinary and/or legal action.

All HCA iPads and computers remain the property and under the jurisdiction of HCA on and off campus. HCA reserves the right to monitor all computer and Internet activity by students at all times. Students have no expectation of privacy in their use of school computers. While reasonable precautions will be taken to supervise student use of the Internet, HCA cannot reasonably prevent all inappropriate uses, including access to objectionable materials and communication with persons outside of the school in violation of HCA Board policies/procedures and school rules. HCA is not responsible for the accuracy or quality of information that students obtain through the Internet. Parents and Guardians assume responsibility for all content accessed on networks outside of the HCA campus.

Before a student is allowed to use school iPads, computers and Internet services, the student and the student's parent/guardian must sign and return the *Student Technology Acceptable Use Policy* and *MLTI Device Care & Insurance Form*. The signed acknowledgements and applicable fees will be retained by the school.

The Head of School shall be responsible for overseeing the implementation of this policy and the accompanying rules, and for advising the Board of the need for any future amendments or revisions to the policy/rules. The Head of School may develop additional administrative procedures/rules governing the day-to-day management and operations of HCA's computer system as long as they are consistent with the Board's policy/rules. The Head of School may delegate specific responsibilities to others as he/she deems appropriate.

The HCA Vision for Technology Integration

- ★ Students will develop the 21st century foundational technological literacies necessary for success in college, in the workplace, and in our community.
- ★ Teachers will receive professional development and technical support so that they can use technology to advance how students learn and create as well as how students manage, share, and present data during the course of learning experiences and investigations.
- ★ Regardless of how our technological resources evolve over time, students will have equitable access.
- ★ We use technology to make connections with - and to provide services for - our parent body, area citizens and learning partners beyond our community.

A technologically literate student will demonstrate the following skills and habits; s/he will:

- ★ Craft or refine meaningful products using technology;
- ★ Effectively organize and manage data using technology;
- ★ Effectively share or present data using technology;

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- ★ Utilize technological tools to further learning and understanding;
- ★ Take advantage of technology's capacity to network people and ideas for new learning and knowledge creation;
- ★ Efficiently navigate the Internet and locate reliable, relevant information, ideas, and data that deepen learning and understanding;
- ★ Recognize both when to use technology resources and when books and human resources are superior;
- ★ Understand that technology is a tool that can be used in society for both great good and great harm (and everything in between), depending on its user's skills, care, and intentions;
- ★ Recognize appropriate boundaries and etiquette with personal use of technology and avoid over-dependence on technology, especially at the expense of human interactions and relationships;
- ★ Demonstrate proper care and respect for technological resources;
- ★ Use technological resources for appropriate educational purposes during educational times and abide by stated acceptable use guidelines at all times;
- ★ Recognize that technological needs and capabilities are ever evolving and strive to keep learning and improving his/her technological aptitudes;
- ★ Practice healthy ergonomics and habits of computer work.

Technology Policy

These rules are intended to provide general guidelines and examples of prohibited uses, but do not attempt to state all required or prohibited activities by users. Failure to comply with HCA's *Student Technology Acceptable Use Policy* and these rules both on and off campus may result in loss of device and Internet access privileges, disciplinary action and/or legal action.

Computer Use is a Privilege, Not a Right

Student use of the HCA's computers, networks and Internet services is a privilege, not a right. Unacceptable use/activity may result in suspension or cancellation of privileges as well as additional disciplinary and/or legal action. The Head of School shall have final authority to decide whether a student's privileges will be denied or revoked.

Acceptable Use

Student access to HCA's computers, networks and Internet services are provided for educational purposes and research consistent with HCA's educational mission, curriculum and instructional goals. The same rules and expectations govern student use of computers as apply to other student conduct and communications. Students are further expected to comply with these rules and all specific instructions from the teacher or other supervising staff member/volunteer when accessing HCA's computers, networks and Internet services.

Prohibited Use

The user is responsible for his/her actions and activities involving school computers, networks and Internet services, and for his/her computer files, passwords and accounts. Examples of

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unacceptable uses that are expressly prohibited include, but are not limited to, the following:

Accessing Inappropriate Materials – Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal;

Illegal Activities – Using HCA’s computers, networks and Internet services for any illegal activity or that violates other Board policies, procedures and/or school rules;

Violating Copyrights – Copying or downloading copyrighted materials without the owner’s permission;

Plagiarism – Representing as one’s own work any materials obtained on the Internet (such as term papers, articles, etc.). When Internet sources are used in student work, the author, publisher and Web site must be identified;

Copying Software – Copying or downloading software without the express authorization of the system administrator;

Non-School-Related Uses – Using HCA’s computers, networks and Internet services for non-school-related purposes such as private financial gain; commercial, advertising or solicitation purposes, or for any other personal use;

Misuse of Passwords/Unauthorized Access – Sharing passwords, using other users’ passwords without permission and/or accessing other users’ accounts;

Malicious Use/Vandalism – Any malicious use, disruption or harm to HCA’s computers, networks and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses;

Unauthorized Access to Chat Rooms/News Groups – Accessing chat rooms or newsgroups without specific authorization from the supervising teacher.

No Expectation of Privacy

HCA retains control, custody and supervision of all computers, networks and Internet services owned or leased by HCA. HCA reserves the right to monitor all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers, including e-mail and stored files.

MLTI Insurance Plan

Parents are required to pay an insurance fee for the use of MLTI devices. The fee is \$50/year; students qualifying for reduced lunch are asked to pay \$20/year and this fee is waived for students qualifying for free lunch. This fee covers one instance of accidental damage and will be

required again to recover a second instance of damage if it occurs. If this fee is not paid, devices may not be allowed to go home and/or the student or the student's parent/guardian may be responsible for compensating HCA for any losses, costs or damages. See *MLTI Device Care & Insurance Form* below for more information.

HCA Assumes No Responsibility for Unauthorized Charges, Costs, or Illegal Use

HCA assumes no responsibility for any unauthorized charges made by students, including but not limited to credit card charges, long distance telephone charges, equipment and line costs, or for any illegal use of its computers such as copyright violations.

Student Security

A student shall not reveal his/her full name, address or telephone number on the Internet without prior permission from a supervising teacher. Students should never meet people they have contacted through the Internet without parental permission. Students should inform their supervising teacher if they access information or messages that are dangerous, inappropriate or make them uncomfortable in any way.

System Security

The security of HCA's computers, networks and Internet services is a high priority. Any user who identifies a security problem must notify the Head of School. The user shall not demonstrate the problem to others. Any user who attempts or causes a breach of system security shall have his/her privileges revoked and may be subject to additional disciplinary and/or legal action.

Parental Acknowledgement Required

Students and their parent/guardian are required to sign and return the Student Technology Acceptable Use Policy annually before being allowed to access school technology.

Safety Protocols

HCA has extensive safety protocols for each campus. Plans are regularly reviewed with students, and families should make themselves aware of plans annually. Students at both campuses will participate in evacuation and lock down drills annually.

HCA will use the Family newsletter list to send emails to families in cases of emergency. Families with updated cell phone information in our Student Information System (Infinite Campus) will also be alerted of emergencies by text message.

In case of evacuation at Division 1 students will go to Curtis Farm Preserve or to the Division 2/3 campus. In case of an evacuation at Division 2, students will relocate to the Brunswick Rec Center.

Family Involvement

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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.

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 & technology use
- Reinforce the HCA Community Agreements with your children outside of school
- Reinforce the use of Restorative Practices 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 support students by:

- Periodically checking work on Infinite Campus and Google Classroom (*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.,
- Support fundraising efforts on behalf of the school
- Volunteer when possible
- Complete all required paperwork
- Maintain a positive lunch account balance

Infinite Campus: Student Information System

Annual completion of registration forms (emergency contact, health, etc.) is required prior to a student's attendance at school. We use Infinite Campus for student information; you will receive login information to the database to complete required forms. Please let us know through the Parent Portal as soon as possible whenever you have a change in address, telephone number, place of employment, or emergency contact person over the course of a school year.

Parent Communication

Information is provided to parents in a few ways. First, information about upcoming events, field work, and lunch menus are sent in a weekly email/Facebook newsletter for families. Second, email, phone and in person communication with your child's Crew Leader or the school Administration. Third, information is also available on the parent portal on our website with links to the school calendar, Google Classroom, Infinite Campus, and more.

Navigating the Parent Portal

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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 login information for Infinite Campus, our standards tracking program. 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.

Infinite Campus

In addition to being our Student Information System, Infinite Campus is the tool we use to track student progress towards mastering standards. Parents are sent login information to the Parent Portal before the first day of school.

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 students. If they can't tell you what their password is, please contact Zach Gagnon (zgagnon@harpswellcoastalacademy.org).

Once logged in, you will see that faculty have set up class pages for 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.

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.

HCA Parent Partnership will meet on the third Tuesday of most months from 4:30 - 5:30 PM. February and April will be the second Tuesday due to school vacations. 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 Head of School at sbarksdale@harpswellcoastalacademy.org. Please note that volunteers must complete the HCA volunteer screening process.

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 Head of School. Thus, the Board establishes the code of ethics for the board and Head of School, including policies related to private inurement and conflict of interest, and sets the tone for organizational behavior.

The Board hires the Head of School and establishes the goals the Head of School is expected to achieve, and defines any limitations on the means the Head of School can use or any functions the Head of School must perform. The Board evaluates the Head of School based on achievement of the goals 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 Head of School. 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

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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

<https://harpswellcoastalacademy.org/about-hca/board-of-directors/>.

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. February and April will be the fourth Wednesday due to school vacation. There is no December meeting. 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.

Parent Notification Regarding Title I Programs

Harpswell Coastal Academy (HCA) currently receives Title I Federal Funds. The amount of this funding fluctuates between \$65,000-\$85,000 depending on our student enrollment and our percentage of students who qualify and the funding rate any given year. The primary purpose of this funding is to help ensure that all children have access to the supports they need to meet academic state standards. The purpose of this notification is to inform all parents of the use of these funds and ways for parents to be involved.

Origins of Funding Use

Each year, Harpswell Coastal Academy conducts a Comprehensive Needs Assessment (CNA) to identify areas of improvement. Our CNA Team is comprised of our Leadership Team, select members of our Board of Directors, and key community members and parents with extensive knowledge of our school and/or education. There are multiple opportunities for faculty, families, and community members to participate.

2020-2021 Title I Use of Funds

Stemming from this process are a series of schoolwide goals that are incorporated into everyday curriculum and operational policy and procedure. HCA has chosen to utilize our Title I funds to enhance the goals from our needs assessment. The intent of this approach is to support existing programming, not supplant it, so that all Title I-eligible students can receive academic instruction and support to meet their needs, as well as to provide for a variety of enrichment activities.

During the 2020/2021 school year, Title I funds will be used to support eligible students in HCA's main goals:

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1. 10% Percent increase of tested students scoring proficient on the ELA portion of the MEA over the year prior.
2. 10% Percent increase of tested students scoring proficient on the Math portion of the MEA over the year prior.
3. 10% decrease in the number of 'chronically absent' students over the year prior.

An all-encompassing Title IA project has been designed as a multi-faceted approach to supporting Title IA students as we endeavor to exceed Goals outlined in our Comprehensive Needs Assessment. The district's leadership will dedicate time to these Title IA projects above and beyond the normal scope of work, and collaborate with staff to monitor, manage, document and implement specific project efforts to improve metrics in these three core areas that have disproportionately impacted low income and disadvantaged students. Time will be spent in group work with the entire HCA faculty and staff on tools & learning techniques to overcome barriers to learning.

Regarding attendance, Title IA students are experiencing chronic absenteeism, and a dedicated team of staff will convene an average of 8 hours / week (0.20 time) above their normal duties to identify and correct a wide number of factors in order to improve attendance.

In order to properly address academic achievement in ELA and Math on the MEA, additional time will need to be spent coaching and training teachers on new and innovating techniques to shape project-based learning in such a way that better prepares students for the environment of test taking. Additional time will be spent on coaching teachers on communication techniques as it relates to better understanding students' environment outside of school, thus allowing teaching CREW leaders an advantage in identifying barriers to attendance. These have proven to be difficult areas of achievement, as uncovered and outlined in the CNA and therefore require additional resources.

Additionally, funds are used to fulfill the requirements set forth in McKinney-Vento by tasking the Homeless Liaison to create a comprehensive outreach program that coordinates the identification and school enrollment of homeless children.

Finally, HCA will appoint a Title IA Coordinator to lead program implementation, monitoring and reporting.

Title I Funding, State Level Supplemental Funding, as well as general funds are allocated to these expenses. HCA believes that educating children is a joint effort between the school and the support system of the child, particularly the parent/guardian of the child. HCA encourages parents/guardians to be involved in their child's education and we consider parents to be an integral component to the academic success of their child. When schools collaborate with parents to help their children learn and when parents participate in school activities and decision-making about their children's education, children achieve at higher levels.

Department of Education Perspective

The U.S. Department of Education defines the purpose of the Title I funding as the following: SEC. 1001. STATEMENT OF PURPOSE. The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by —

(1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;

(2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Native American children, neglected or delinquent children, and young children in need of reading assistance;

(3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;

(4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;

(5) distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;

(6) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;

(7) providing greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;

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(8) providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;

(9) promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;

(10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;

(11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and

(12) affording parents substantial and meaningful opportunities to participate in the education of their children.

Parent Rights Under Title I

Under the Title I Program Guidelines, parents have the following rights:

1. To be provided with ready access to information on Title I Programs and Services
2. To be provided with opportunities to participate in the decision making and programs around the use of Title I Funding
 - a. HCA offers regularly scheduled parent meetings with provisions for dinner and childcare
 - b. HCA holds regular monthly Board of Directors meetings, for which all parents can attend
 - c. HCA has an open door policy for administrators-parents can access administrators at most any time
3. To request the professional qualification both teachers and paraprofessionals
4. To request that any and all school information be provided in a language other than English
5. To be provided with volunteer opportunities with the school
6. To be provided with information on our complaint procedures (see website)

Family Orientation:

Date: Wednesday, August 26

Time: 6:30 @ Division 1

Location: HCA, 9 Ash Point Rd., Harpswell, ME 04079

Family Orientation:

Date: Tuesday, September 1st

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Time: 7:00pm @ Division 2/3

Location: HCA, 8 Leavitt Drive, Brunswick, ME 04011

If you are unable to attend, please alert Angie Arndt at aarndt@harpswellcoastalacademy.org, 207-833-3229 and she will be able to provide all materials presented at the meeting.

Additional one-on-one Parent Meetings will be offered by 10/01/20, and the schedule will be emailed to parents not in attendance at the main orientation meeting.

SCHOOL-PARENT COMPACT

Harpswell Coastal Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2020/2021

School Responsibilities

Harpswell Coastal Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - a. Utilize aligned instructional materials in classes and for home based activities
 - b. Utilize creative teaching strategies that are engaging and hands on
 - c. Maintain a low teacher to student ratio to maximize student support
 - d. Provide regular access to technology at all opportunities
 - e. Provide access to a variety of instructional support materials
 - f. Provide regular enrichment activities at all classes
 - g. Each student will have a personalized learning plan that takes into consideration individual strengths, interests and areas for growth.
2. Hold student-led conferences at minimum twice per academic year, during which this compact will be discussed as it relates to the individual child's achievement. Teachers will promote and schedule these meetings individually with their families.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - a. Each student will receive a direct communication from teachers once a month noting student's performance.

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- b. Each family will also have access to the results of any assessments.
 - c. If a student is experiencing difficulty in their coursework, a meeting will be called to discuss the student's program and any changes that need to be made in order to better support the student.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
- a. Administration is available to consult with parents daily during the course of regular school hours
 - b. Teaching staff is available upon request outside of normal school hours
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- a. Parent may volunteer at HCA, or observe school based activities upon request. Volunteer time should be scheduled with the child's teacher.
 - b. Parents may volunteer for field trips and other school activities. Notifications of opportunities will be sent out in advance.
 - c. Parents may attend monthly HCA Board of Directors meetings. Schedules are available upon request and are also posted on the school's web site

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- 1. Monitoring and supporting active student attendance.
- 2. Monitoring student's work completion.
- 3. Maintaining open and regular communication with teaching staff.
- 4. Monitoring amount of television their children watch.
- 5. Volunteering in school activities and classes.
- 6. Participating, as appropriate, in decisions relating to my children's education.
- 7. Promoting positive use of my child's extracurricular time.
- 8. Staying informed about my child's education and communicating with the school by promptly; reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- 9. Serving, to the extent possible, on policy advisory groups.

We look forward to ongoing communication with all parents around our evolving programs and use of resources. We thank you for choosing Harpswell Coastal Academy.

A Note to Parents & Students

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

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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 Head of School.

Equal Education 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.

Notice of Procedural Safeguards for Special Education

[Link](#)

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Appendix A: School Calendar

Harpwell Coastal Academy School Calendar																																																																																																																																																																																																																																																																																																																																																																																																
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