



**Student
Guidebook
2017 - 2018**



The entire object of

True Education

is to make people not merely to do the right things, but enjoy them; not merely industrious, but to love industry; not merely learned, but to love knowledge; not merely pure, but to love purity; not merely just, but to hunger and thirst after justice.

John Ruskin



First Things First

Welcome and welcome back! This guide is intended to give you the basics regarding our philosophy, policies, faculty, graduation requirements, resources and schedule. Your school is growing and adapting, as you are; it is an ever-changing school in an ever-changing society in an ever-changing world. Many things are the same or similar to last year, a few things are different, some things (like initiative levels) are brand new. One of the brand new things is our *motif of the year*. A motif is a recurring theme, and the motif for this year is *First Things First*.

And first among first things is you. First year Harbor School students, we are excited to have you join us. Upperclass students, we are very glad you are back. Our school is one-of-a-kind, and we need each one of you one-of-a-kind young people to make us unlike anywhere else.

BHHS is designed to be flexible and meet your needs—as a young, developing person packed with potential, a lifelong student, and a member - perhaps a transformer - of society. We make every effort to offer you interesting and challenging educational opportunities highly relevant to real life experience, with the freedom and the flexibility - and all the associated responsibilities and complexities - you are likely to encounter in the 21st century job market. Your success here will be in direct proportion to your own effort, determination, creativity, and your willingness take responsibility for the plans and choices you make.

We look forward to working alongside you and providing whatever assistance we can as you grow, learn, and become who you truly want to be. With your dreams, plans, and hard work, we can truly make your high school experience a *life changing education*. First Things First:

Let's Begin!



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Our Philosophy

The Three R's at BHHS

Our educational philosophy (“pedagogy”) is designed to promote your success as a person and as a student. We base much of our design and our decision making on our core belief that:

Each student needs and wants to develop self-direction and self-determination.

While we each come with our own story, ways and dreams for our lives, to be a healthy, growing community, it is important that each member respect the foundation in a few key concepts: relationships, relevance and rigor.

The school's foundation is the commitment of each community member to consciously maintain an honest and respectful relationship with every other member of the school community.

Relationships

are the core of our interactions with the outside world. You have a relationship with everything and everyone in your life: your parents, your friends, your body, even your own actions and thoughts. Consciously attending to these relationships through the moving towards our community *compass points*, including understanding and abiding by our code of conduct, is essential for growth in every capacity.

Relevance

is the meaning that you perceive in the world around you. Simply stated, if you care about it, it is relevant. As you grow in awareness of what really matters to you, you will find that the world “lights up” with significance, and you will see every irreplaceable moment in your life as a precious gift.

Rigor

is the effort and persistence that you invest in what you have come to understand to be important. The only thing separating you from the achievement of your most ambitious plans and dreams is one thing: hard work.



Compass Points

Last year, we had a list of *virtues* that were included in the Guidebook and as part of the Code of Conduct that we felt were important to our identity as a community. Although they were intended to be aspirational (meaning that we are all working on them), they weren't worded that way. Some members of our community noted that this list of qualities of character could be used as a way to *shame and blame* anyone who didn't "measure up" - and I know, at least, I don't.

To better reflect the reality that we are all "works in progress", and also that these qualities of character are *ways in which to grow*, rather than qualifications that we can just check off a checklist, the advisory staff developed the idea of *compass points*. This approach better expresses our community philosophy of life, growth, and education as a journey, rather than a simple achievement. It also is a good metaphor the way these qualities are often in *tension*, for example, those who are growing in their creativity may find themselves struggling with being reliable. Remembering it's hard to go north and south at the same time (although apparently you can in Orland on Route 15), we can all choose different compass points to grow towards at different times in our lives.

We will be developing these compass points together, first in crews and then as a school community, at the beginning of the year.

As somewhere to start, last year, here is the list of some of the virtues we agreed to uphold as best we could.

<u>Acceptance</u> :	Welcoming a diversity of personalities, manners and habits, and making an effort to accept others' differences.
<u>Compassion</u> :	Demonstrating concern for others, and providing assistance when possible.
<u>Constructive Feedback</u> :	Using positive language and tone of voice whenever possible.
<u>Courage</u> :	Being willing to take chances to learn, stand up for what one believes, and defend the right of others to live out their beliefs as well.



- Courtesy: Being mindful of the effect of one’s behavior on others, one’s use of shared time, attention and focus and allowing others to apply themselves to their work.
- Happiness: Enjoying both being happy and making others happy, Which Aristotle believed was a natural outcome of cultivating virtue.
- Humility: Trying not to judge others, knowing that each of us often fall short of standards we profess and strive to uphold.
- Reliability: Following through with obligations, showing a strong work ethic, and honoring commitments.
- Respect: Listening to others, shows sensitivity to others convictions and needs, and treats others the way he or she would like to be treated.
- Responsibility: Telling the truth and takes ownership over their actions.
- Trustworthiness: Aspiring to keep promises, and to earn and maintain the trust of staff and other students.

Character & Creativity

Part of our mission at BHHS is to provide opportunities for students to learn more about themselves as people, and expressing that character through how they conduct yourself and what they create. We will spend more time on this during orientation week as we develop our “compass points”. Crews will spend about 25 hours on various C & C topics throughout the year, which results we hope the classes will be interesting, educational, and - most importantly - help us grow not just as a students and teachers, but as morally engaged, compassionate, and courageous people.



Our People

Students

We have a student body of 30 students, coming from as far afield as Mariaville, Sedgwick, Blue Hill, Ellsworth, Penobscot, Brooksville, and Castine with a fantastic range of skills, interests and experience. Most students attend all day every day, however some students are on half-time plan or full time off-site plans, so that they can attend our local vocational training institute, the Hancock County Technical Center (HCTC).

Rose or Ms. Rubiginosa? What to call us at BHHS

Historically, Blue Hill Harbor School has been a place where everyone is called by their first name - and there are good reasons for it - equality, fraternity, and familiarity. However, over the years, there have always been those few students who felt more comfortable calling us more formally by salutations and last names - and there are good reasons for that too - courtesy, respect, and clarity (saying 'Mister,' 'Ms.' or 'Doctor' quickly communicates to others it is an adult).

You are free to choose what feels most comfortable for you - each teacher's preferred casual and formal name is in their bio. You may also find teachers calling you by salutation and last name - feel free to let them know what you prefer. But whatever you choose, *use our names when you are trying to get our attention*. In addition to showing courtesy, it also *works*.

Core Advisors

Mr. Andrew Dillon is our lead advisor, science advisor, and the manager of most day-to-day operations. It's his ninth year working at BHHS, and he has distinguished himself for his personal attention, unconditional support, extraordinary technical skills, love of mathematics and true kindness towards students and staff alike. Andrew graduated from Bennington College in 1985 with a BA in Music, and also has an M.S. in Traditional Chinese Medicine, where he taught as part of the faculty.

Ms. Lee Lehto is serving as our English and Tutoring advisor. Sholds a master's degree in Teaching Secondary English, and is nearing completion of a second



master's degree in Writing and the Teaching of Writing, both from the University of Maine at Orono. For ten years Lee taught English at Deer Isle Stonington High School, and for three years at George Stevens Academy. She is an avid reader and sometime poet, who "believes in the value of writing as a means of making thought visible, and communicating with others across time and cultures." Lee has lived in East Blue Hill since 1975.

Ms. Brittany Courtot serves as our Social Studies and History advisor. Brittany graduated from the University of Maine at Farmington in 2016 with a BA in Secondary Education and has worked at historical sites ranging from the Blue Hill Historical Society to the Eisenhower National Historic Site in Gettysburg, PA. Brittany, as a former very successful student at the Harbor School, is able to aid students in their independent projects from personal experience.

Dr. Joshua Jones has been fortunate enough to be given an opportunity to serve as a teaching principal for the last five years. His background in counseling, philosophy, ethics, youth leadership and adventure-based education got his feet wet, but the students daily remind him he's still "wet behind the ears" as well. He graduated from Earlham College and Colorado Aero Tech in 1999, and got his Master's and finally his Ph. D. from the University of Maine in 2015. He also teaches the Civilizations sequence at the Honors college at UMaine.

Subject Advisors

Ms. Heather Lyon *Fine Arts*

Heather is a professional visual artist born in Ellsworth, Maine, and holds both a Bachelor of Fine Arts and a Master of Fine Arts from the School of the Art Institute of Chicago. She has studied at Oxbow, RISD, The Burren College of Art, and Haystack Mountain School of Crafts. After living and working in France for four years, she returned to Maine in 2009, and built an ecological home with her husband and son. Heather has been the Art Advisor at the Blue Hill Harbor School since 2015, and believes that "art is a way to create meaning" and that art is "particularly crucial for adolescents in their journey towards self discovery."



Mr. Nathan Rutenbeck *Math and Information Science*

After many years of farming, carpentry and advanced scholarship, Mr. Rutenbeck returns this year as our our math mastermind and information science pro (in addition to a rich background in forestry, divinity training, and philosophy).

Ms. Angel Nelligan *Physical Education & Health*

Ms. Nelligan runs our physical education and health program. She earned a Bachelor of Science in Kinesiology from the University of Maine, and, during her studies there, Angel competed as a pole vaulter on Division 1 track. Along with her position at the Blue Hill Harbor School, she teaches physical education and health at the Veazie Community School and Airline Community School, and coaches track and field at John Bapst High School in Bangor.

Mr. Greg Holman *Spanish*

Mr. Holman is a magna cum laude graduate of Bowdoin college, spent 16 years teaching English to Mexican executives and students, and after moving north of the border, enjoys teaching Spanish language and Mexican culture to students aged K-12.

Board of Directors

Our current Board of Directors includes founding members Mr. & Mrs. Ed & Gina Volkwein, our chair Mr. Scott Gray, Mr. Rich Eichenberg, Mr. Frank Bianco, Ms. Melinda Curtis, and Mr. Scott Pusey. The Volkweins were pioneers of the EdVisions model of education in the Northeast, and have received national attention for their tireless dedication to student-centered project-based learning.

Our Families

It is well known that a student's success in school has a great deal to do with the love, support and guidance you receive at home from family, especially parents, guardians and other significant adults. It is no less true at Blue Hill Harbor School. Students thrive when you are supported by all the members of our community – if you have talents, skills, or ideas to offer – please come in and talk to us, and we will give you an opportunity to shine! We also have a Parental Advisory Group which meets every so often to help plan school events and make sure we are serving all our students to the best of our ability.



Choose your Path to a BHHS Diploma

There are many ways to succeed in our school. Most students are asked to choose one of these paths during their first year. Note there are many ways to meet these requirements, these simply change the way the requirements are distributed. You may choose more than one, and also pursue Honors. Details below.

Path Requirements

<u>Subject</u>	<u>Academic</u>	<u>Arts</u>	<u>Skills</u>
English	4	4	4
Mathematics	3	2	2
Social Studies & US History	2	2	2
Science (1 w/lab)	3	2	2
Fine Arts	1	4	1
Phys Ed.	1	1	1
Health	.5	.5	.5
Foreign Language	2	1	1
Character & Creativity	1	1	1
Skills & Vocational	-	-	3
Electives	2.5	2.5	2.5
TOTAL	20	20	20

All paths meet State of Maine requirements for high school education and are also designed to prepare you for post-high school education.



You will be asked choose a path **at the start of your second year**. Upperclass transfer students, you will be asked to choose a path at the end of your first full block. Until you choose, your path will be listed as *exploring*.

Each path also requires 25 hours of community service per year.

Academic Path

The Academic path will be critical for students that are looking to attend a four-year college, and gives them a solid preparation in core academic areas and a transcript comparable to a traditional variety high school, but we think better! Your Harbor School transcript tells colleges a lot about you to because in addition to showing your academic skills, your independent project descriptions provide a showcase for your talents. In addition to more math, science and language, Academic path students will be working closely with our guidance advisor, Elena, to become familiar with the many options for college education, as well as specific requirements for schools and majors of interest, scholarships, grants, and financial aid.

Arts Path

The Arts path is designed for students with an artistic bent, and would like to dive deep in high school. Whether that be 2-D, such as photography, drawing, or painting; 3-D such as sculpture, pottery, or installation work; musical arts, dramatic arts, design, or even interdisciplinary efforts such as cake decoration or technical drawing, this Path allows for a lot of experimentation and exploration. Students with an Arts Path must complete the basic state requirements and an additional 3 credits (300 hours) of arts-related coursework, including a "capstone" senior project.

Skills Path

Note: This path was formerly named the Trade path. To reflect the reality that these skills and be used in a variety of trades , as well as prepare you for higher education, it has been renamed the skills path. The requirements have not changed.

The Skills path is designed for students who are looking to become a trained and certified professional with working experience to prepare them for making a living wage right out of high school. We have an excellent working relationship with Hancock County Technical Center, and this path will accept all of the credit students earn in any one of their vocational programs - such as carpentry, automotive, law



enforcement, biomedical technology, marine trades, early childhood education and multimedia production. They may also apprentice with local professionals, such as mechanics, farmers, small businesses, or fishermen. Students attending HCTC will attend only half days at BHHS, but are full members of the student community.

A Path with Honors

If you really wish to show you are serious about your education and are willing to take on additional work, you can choose your path with Honors. Our Honors program is available for all paths - Skills with Honors, Arts with Honors, or Academic with Honors. The Honors program at BHHS entails **three (3) additional credits in your path subject and a capstone project**, or the equivalent of 300 hours of additional class and project work. The minimum credit total for a BHHS Honors diploma in any path is 23.

Linking Paths

Because each path represents about three credits in addition to state requirements and each path covers state minimums, students may choose more than one. And no, all who “wander between” are not lost! Students who wish to go on to four-year higher education, for example, will very much benefit from the preparation in the Academic focus, but may wish to explore their creative side (and build their portfolio) with an additional Arts path. An entrepreneurial student who wishes to start their own business after high school, but wants skills in design, may choose the Skills and Arts paths.

Path Support

In addition to drafting a learning plan that meets your path requirements, you may meet occasionally with other students on your path (your “path-mates”) and the path advisor to review progress, celebrate achievements, and brainstorm future endeavours. Students not yet on a path will be classified as “exploring” and will work closely with their advisor to find the path that suits them best.

Our Policies

Policies are sometimes like lines on the road, sometimes they are like guardrails. Used as guides, they will help you stay “on track”, when they become



necessary as guardrails, they will keep you, and others, safe and healthy. Nobody loves the lines, but knowing and abiding by them is an essential part of being here.

Community Service Requirement

To reflect our commitment to the welfare of our local community, we require each student to perform 25 hours of community service every year. This can be as simple as helping an elderly neighbor shovel their driveway, helping a community theatre set up a new play, or volunteering to paint faces of children at a holiday celebration. We have opportunity each week to help the local food pantry, and there are occasional opportunities to earn community service hours helping out the school.

There is no limit to the amount of service at one event, but you will need at least 3 events per year. We encourage you to make a regular community service commitment at a single site (like 2 hours a week at Tree of Life) - once it becomes part of a routine, the time racks up quickly.

In addition to helping us become better people and to both recognize and show our appreciation for what the community does for us, volunteer service is also an excellent way to become eligible for many scholarships.

Grades, Credits & Learning Targets

Grades at BHHS

As we are still on a credit based system, most classes, incubators and project evaluations will be using this fairly standard grade scale. Note that we don't have an "F", but we do have an "NC" (No Credit), which is equivalent, and can significantly lower your GPA. Grades are "weighted", which means that your grade in an all-year class has roughly *five times* the impact of a failed block class.

Grade	Percentage	GPA Equivalent
A+	97% - 100%	4
A	93% - 96%	4
A-	90% - 92%	3.7
B+	87% - 89%	3.3
B	83% - 87%	3



B-	80% - 83%	2.7
C+	77% - 80%	2.3
C	73% - 76%	2
C-	70% - 72%	1.7
NC	Below 70%	0

Certain classes and projects (generally, those without formal evaluation) will be using this scale:

Credit / No Credit

Grade	Percentage	GPA Equivalent
P	70% - 100%	Excluded
NP	Below 70%	Excluded
I	0%	Excluded

Credits & Credit-Hours

Like traditional high school, progress towards graduation requirements is still measured in *credits*. However, *unlike* a traditional high school, we work with a lot of smaller units of credit than 1 or 5. These small units of credit are called *credit-hours*, and they are worth 1/100th of a credit. That way, you could earn English credit, for example, via a combination of class learning, writing a short story, and publishing your own graphic novel. Every class and incubator will award a designated number of *credit-hours*.

Learning Targets

As you might be aware, Maine is moving towards proficiency-based diplomas. While full implementation is not legally required until 2025, what this means for all of us is that we want you to know not just how well you are learning (your grade) but to understand *what* you are learning. In state language, this is called a *proficiency*. For classes and projects, we are calling them learning targets. Your crew advisors and class teachers will be talking to you more about your learning targets in your classes and as you develop your projects.



Blocks, Classes, and Projects

Academic Blocks

To help us balance flexibility and structure, the year is divided into 4 two month periods called “blocks”, followed by a final 6-week period called May Term, which is used for one-day workshops, ambitious projects, expeditions (to Baxter State Park for example), short-term apprenticeships and field trips. Some classes, like core classes, math and languages, run all year, some, like incubators and electives, run on only one block.

Every block class and most approved projects will start on the first day of each block and are expected to be complete by the end. The creators of the best individual and class projects will have the opportunity to show their work at a community “Prime Time” event, described below. To get us into the “swing of things”, and familiar with what it takes to put an event like this together, this year we are planning four of them!

For students interested in larger projects, they can be broken down into blocks for various phases of the project. For instance, restoring a vehicle might start with engine removal, followed by a block on engine overhaul, followed by a project on upholstery and body work. Certain classes, such as mathematics and language study, are paced according to an all-year schedule and evaluated at the end of the year.

Ideally, class sign-ups and new projects are approved on the day between blocks, called an “Interim Day”. Block reports will (hopefully) be issued within 1-2 weeks after the close of a block, which summarize your class and project completion, GPA & credits to date, attendance and community service.

Classes

One of the best things about project – based learning is how well it can take advantage of benefits offered by the traditional education model. There are many wonderful benefits to enrolling in classes:

- 1) Being surrounded by other learners who are as excited to cross new frontiers of knowledge as you are!
- 2) Learning with the assistance of teachers who have expertise in their fields.



- 3) Having the project set up and your time logged for you – all you need to do is attend, participate, and complete assignments.
- 4) Options for additional credit for independent work set up in consultation with the class advisor.
- 5) Classes are set up to help you meet credit requirements for graduation.

Class Types

Core Classes

Core classes are designed and required for first-year and occasionally transfer students to provide key elements of each required subject so that students have with a good foundation on which to design projects. Each core class runs every block for the first four blocks (not during May Term), and provide 80 credit-hours (.8 credits) for the year. For students seeking to earn a full credit that year, the remaining 20 credit-hours can be earned during May Term either through individual project work or workshops and subject-specific activities. There will be an opportunity for project work within the context of the subjects taught in the core class.

Incubators

New this year are incubator classes. These are block classes designed to support primarily students on the *aspiring* level, although they are open to students that are on the *independent* level as well. Incubators support project work along a theme chosen by the advisor. For instance, in history that theme may be the *Civil War*, in science the theme may be *fundamental forces in physics*. Unless they are on *Independent* level or have special advisor permission, students must sign up for incubators if they wish to do a project in that subject that block, and they generally offer 20 hours of subject area credit (including project work).

Math Clinics

Also new this year are “math clinics”. They are generally optional but will be required for students who are behind pace in math, will provide significant support for students to learn from the instructor and each other as they learn the same topics at the same time. Independent online work will be assigned on days the class is not held.



Electives

Just as we have in the past, students may sign up for electives at any time to learn more about a particular subject and gain academic credit in a more structured setting. They are typically one block long and usually award between 10-20 credit hours.

Class Withdrawal & Absence Policy

If you wish to withdraw from a class without penalty, you will generally have **one month** (for all-year and core classes), and **one week** (for block classes). After that time, the withdrawal will show up on your transcript as an NC. If you miss more than 10% of any class, but were passing at the time you had the absences, you may be withdrawn from the class without penalty. Please talk to your class advisor in the event of unexpected circumstances that prevent you from attendance. Completion of make-up work will be required for class success.

Projects

As you advance in your academic knowledge, artistic talent and skill development, more opportunities will be provided for you to design, submit, and complete independent projects for academic credit. Especially in May Term, you will have time and resources to work on ideas that interest you.

You will learn more about this process in Core classes and Incubators. Once you are on the Independent initiative level, you will basically be given “free rein” to explore any topic that interests you. You will need to work with your subject advisor as you proceed, and you will also have a chance to present your final product at the Prime Time show. Many students very much enjoy this essential part of the Harbor School Experience.

Project Resources

BHHS will endeavor to provide you with many resources in school, and facilitate your acquisition outside of school; however, the ultimate responsibility for obtaining resources for projects remains that of the student. Outside resource people who volunteer their services to assist a student in unsupervised settings must be well known to BHHS staff or to the student’s parents. Otherwise, before working with the student, as with all regular BHHS volunteers, they must comply with state of Maine fingerprint and background check requirements.



Prime Time Shows & Final Exhibition

Prime Time has been a key part of our school for the last five years - we've seen everything from multimedia video shows to dance workshops and photography displays, dramatic readings, demonstrations of robotics, or a simple oral report – along with a community potluck. We used to do them every block in house, last year we did two, this year we're hoping to hit the right rhythm by doing them once each block. **Prime Time** shows will be held *four times* this year - on October 26, December 21, March 1, and April 26.

At the end of the year, the night before graduation, we will be holding our annual Project Exhibition, where the best of our Prime Time work as well as notable May Term work will be presented. There were also ideas of pulling a dance together last year, maybe this time around...

Initiative Levels

This is the most significant new program. Because we are a small school, we have always had some difficulty providing the right amount of freedom and structure for each student. Because each one of us develops at our own pace, it did not seem adequate giving privileges based on solely age or year in school. So this year, we are implementing a program designed to detail responsibilities and to give privileges based on how successful a student is with the degree of freedom they have.

Student success at BHHS is measured in four ways:

1. *Academic progress* - measured by credits, grades and learning targets.
2. *Attitude* - measured by school engagement and class participation.
3. *Reliability* - measured by attendance, punctuality and follow-through.
4. *Project development* - measured by initiation, planning and completion.

There are three initiative levels, described below:

Supported

Students on the **supported** level are generally new to project based learning, and do their project work in the context of core and/or incubator classes. *Supported students* independent work and computer time is more closely



monitored, and they get 30 minutes at a time to use open campus privileges. All first years will start as *supported students*.

Aspiring

Students on the **aspiring** level are working on developing in the four areas, and have shown evidence that they are making progress. Most project work will be completed supported by incubators or subject classes, but students will get more independent work time during crew, and get 45 minutes of open campus privileges at a time. Most BHHS students will be identified as *aspiring*.

Independent

Students on the **independent** level have shown *substantial progress* towards development in all four areas, and are given the most autonomy for independent work and educational planning. They are eligible for Honors classes, independent math, BHHS summer classes, fully independent projects (with advisor support always available), and shortened weeks.

Your advisor will tell you your initiative level and review promotion guidelines on the first crew day (hopefully, the Monday of the second week). You will be on your initiative level for at least one block and most students will be on

aspiring level for a year or two. It is our goal that all students reach *independent* level by the end of their time at BHHS.

Advancement & Restrictions

You can ask your advisor to move forward an initiative level at the end of the block. Once you are advanced, you will never move back levels; *however*, if you are struggling in a certain area, your advisor may put certain restrictions on your privileges (for example, requiring you to be in incubators for projects, or to sign an attendance plan).

We hope that this program will help all students benefit from the right amount of structure at the right time in their development. Levels will be considered private to the student, although you may share them if you wish. Most questions regarding your level and how the program may apply to you and your situation should be directed to your crew advisor.



Crews

Crews are mixed-age and grade level groups that will be your “home team” here at BHHS. The crew advisor will be your academic advisor and support person, and you will meet the first 4 days of the week in **morning crew**. Morning crew itself will be split between announcements, any crew activities, and individual advising while those not in advising begin independent work.

Each crew has a *mission*, which is the focus for the group over the year. Like last year, Ms. Courtot’s crew will focus on our school *community*, Mr. Dillon’s crew will focus on *operations & stewardship*, Ms. Antonovych’s crew will focus on *service and collaboration*, and Dr. Jones’ crew will focus on *leadership*. Advisors will talk about crew activities and what they will be doing to support their mission. Many crew activities may also serve as opportunities for community service as often as possible.

Crew Leaders & Student Council

Crews also have *student leaders*, who are frequently 3rd and 4th year students (although occasionally younger), recommended by students and chosen by staff, who are developing their leadership abilities. The four student leaders make up the student council, who listen to students, offer ideas and assistance for school activities, and help make our school the school we all want it to be.

Attendance Policy

One of the many advantages of project-based learning is a flexible attendance policy; however, one of the responsibilities required for success in this learning model is that you develop the ability to manage your time to meet your academic goals. Attendance planning is part of this process.

Daily Attendance

School starts at 8 am. While we you can create custom plans with your advisor, **you will be expected to follow your plan**. A planned absence is one that is arranged with staff with at least 24 hours notice. **Please call us at 374-5501 or text Dr. Jones (664-8684) or Andrew (266-5558) if you will be arriving after 8:00 AM. Just as in the workplace, unplanned absence or tardiness will be considered *unexcused*** with the usual exceptions of illness, inclement weather, and family emergencies.



For students with chronic attendance & reliability problems, we will work with you and your family to get a functioning plan in place. This year, one of the options is Saturday school so you (and possibly your parent, depending on the plan) can catch up on missed time and stay on track for graduation.

Blue Hill Harbor School Student Code of Conduct

Our standards for student conduct are based on virtues that define us as a community. These include humility, compassion, courage, respect, courtesy, kindness, honor, inclusivity, reliability, respect, creativity, honesty, happiness (considered by Aristotle to be the fruit of a virtuous life) and, perhaps most critically, trust.

Towards that end, we have developed a code of conduct to help students identify behaviors that are aligned with these values, and those which are not. Noble behaviors are as diverse as our students. Respect can be demonstrated with something as simple as a “good morning”, to as elegant as creating a mural for the school. Courage can be demonstrated by pushing yourself to do your best at climbing a rock wall, or be asking for feedback on a presentation.

Vices, defined simply as acting with disregard to the welfare of others, are specified in this code, along with disciplinary measures that may be taken for the welfare of our students, and the learning mission of our school.

While this document refers to standards that are widely held, a great deal of inspiration for it, as well as the substantially similar descriptions of most offenses, were found in the Code of Conduct developed by Regional School Unit 22 consisting of the towns of Hampden, Newburgh, Winterport, and Frankfort in 2003, available at this link: <http://www.rsu22.us/wp-content/uploads/2015/08/Code-of-Conduct.2014-print-format-.pdf>

Behavioral Offenses and School Responses

Key to School Responses at the end of the list

Animal Abuse.....Levels 1 - 4

Any interaction with an animal with intent to scare, threaten or harm.



Arson/FireLevels 3 - 4

Attempting to set, aiding in the setting, or setting fire to a building or other property.

Bomb Threats.....Levels 3 - 4

Written, oral or electronic expression or physical act or gesture directed at a student(s) that has the effect of physically harming a student or damaging a student's property; placing a student in fear; interfering with the rights of a student; interfering with a student's academic performance or ability to participate; or is based on a student's actual or perceived characteristics as identified in 5 MRSA § 4602 or 4694-A.

Bullying.....Levels 1- 3

Written, oral or electronic expression or physical act or gesture directed at a student(s) that has the effect of physically harming a student or damaging a student's property; placing a student in fear; interfering with the rights of a student; interfering with a student's academic performance or ability to participate; or is based on a student's actual or perceived characteristics as identified in 5 MRSA § 4602 or 4694-A .

Transport MisbehaviorLevels 1 - 4

Any violation conducted while using school-related transportation services. This includes school system policy, or bus driver rules or bus company policy occurring on a school bus.

Cheating/Academic Dishonesty.....Levels 1 - 3

Copying, plagiarizing, altering records, or assisting another in such actions.

Computer/Communication Misuse.....Levels 1 - 4

Any unauthorized use of computers, software, or internet/intranet account to access the district internet/intranet, accessing inappropriate websites, misuse of a website, internet/ intranet account or internet/intranet resource.



Destruction of Property/Vandalism.....Levels 1 - 4

Damage, destruction, or defacement of property belonging to the school or others.

Disruption.....Levels 1 - 3

Behavior that interferes with the safe and orderly environment of the school, learning or school activity.

Drug/Alcohol Violation.....Levels 1 - 4

Possession or use of (including possession with the intent to sell, give, deliver or distribute) any inhalants or other intoxicants, illicit or controlled dangerous substances including non-prescribed drugs, or over-the-counter medicines, look-alikes, and substances represented as controlled dangerous substances, or drug paraphernalia.

Failure to Serve Assigned ConsequenceLevels 1 - 3

Failure to serve detention, suspension, or other assigned consequences

False Alarms.....Levels 1 - 3

Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

Fighting.....Levels 1 - 4

A hostile confrontation with physical contact involving two or more students.

Fireworks or Explosives.....Levels 3 - 4

Possession, use, and/or threat to use firecrackers, smoke bombs, flares, combustible or explosive substances, or a combination of substances or articles.

Forgery.....Levels 1 - 3

To use, make, or reproduce another's signature for deceptive purposes.



Hazing.....Levels 2 - 4

Intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school-sponsored activity, organization, club, or team.

Inappropriate Dress.....Level 1

Any clothing that in staff judgment is unsuitable for an educational setting.

Indecent ExposureLevels 1 - 4

Intentional exposure to sight of the private parts of the body.

Insubordination.....Levels 1 - 3

Refusing to follow reasonable directions of teachers, staff, or administration.

Leaving School Grounds Without Permission.....Levels 1 - 3

Leaving school grounds during regular school hours outside of the school open campus policy, or without written or verbal permission from parent/guardian or someone listed as an emergency contact.

Physical Attack on Staff, Students or OthersLevels 2 - 4

Aggressive action, with physical contact, directed at any other person on school grounds or at a school-sponsored event, including a situation where a staff member is intervening in a fight or other disruptive activity.

Possession of Pornographic Materials.....Levels 1 - 3

Possession of sexually explicit material on school grounds or school sponsored events.

Profanity.....Levels 1 - 3

Using vulgar or abusive language, cursing, or swearing.

Sexual Activity.....Levels 3 - 4

Behavior of a sexual nature, including consensual sexual activity.



Tardiness.....Levels 1 - 3

Lateness to school or class.

Theft.....Levels 1 - 3

Taking or obtaining property of another without permission or knowledge of the owner .

Threat to Staff, Student or Others, Physical or Verbal.....Levels 2 - 4

Expression, conveyed by word or action, of intent to do physical harm to a staff member or student at school, or school sponsored events.

Trespassing.....Levels 2 - 3

Unauthorized presence on school property including while on a restrictive trespass, suspension, or expulsion.

Truancy.....Levels 1 - 3

Ten full days of unexcused absences or seven consecutive school days of unexcused absences during a school year.

Weapons ViolationsLevels 2 - 4

Possession of any weapon, defined here as an object or implement designed or intended to cause or threaten harm or used in such a way as to cause harm to another. This includes all guns, including pellet and BB guns or any implement, visible or concealed, possessed under a circumstance which would reasonably lead a person to believe it was a weapon.

Implements which could reasonably cause harm are expected to be used and carried safely, and stored out of sight or with proper protective gear. They may be confiscated at any time by staff for observed or suspected unsafe use.

Note: This is not meant to be a comprehensive list, but rather specific with intent to illustrate consequences for violating various school & community standards.



Key to School Responses

Level 1	Level 2	Level 3	Level 4
Situational Response: Verbal, family meetings	Time or Work Consequence: Repair / Restitution	Notification, Separation, and Short-Term Suspension	Extended Suspension, Expulsion, and/or Legal Penalties

Typical Daily Schedule

7:30	School Opens (Doors Unlocked)
8:15 - 9:15	Morning Crews (Advising & Independent work when crew business is complete)
9:30 - 11	Lunch (Some classes may overlap)
12 - 2	Afternoon Sessions (Classes and Individual Projects)
2:20	Buses Leave
2:30	Student School Day Ends
3:00	After-School Meetings & Activities
4:30 - 5	School Closes (Doors Locked)

Information Systems

Devices

We recently acquired enough Macbook Airs for our entire incoming class (sorry returning students! We are working on space machines for everyone). We have several older IBM and Mac laptops, three iPad Airs, and a Chromebook, and a large 27" iMac graphic workstation. Students are also welcome to bring their own machines, but it's important that they be recent enough model be able to get the latest plug-ins and updates for printing and web-based learning programs.

The school also has a flat screen television with Airplay connectivity, digital projector, B&W laser printer/copier and multi-function color inkjet printers. A number of peripherals are available for student use as needed, along with a variety of office and academic software.



Network

We have a secure on-site wi-fi network with an MSLN network very fast (upwards of 25 Mbps download speed) connection. All devices need to be registered with MSLN in order to use this service. We also have a slower guest network for occasional use. All BHHS information services, including all internet traffic, are monitored to ensure appropriate use, detailed in our Internet Use Policy. Occasionally our filtering does catch legitimate websites in it's net - ask an advisor and we can adjust permissions as needed.

Applications and Platforms

Google Apps for Education

We will be continuing to use Google Apps for Education this year. Google Apps is an online platform that we use primarily for school email via Gmail, data storage via Google Drive, and very helpful utilities such as Docs, Slides and Calendar.

Each new student will receive a Blue Hill Harbor School email address, which includes Google Apps account. Google apps allows students to send and receive school email; store many types of documents, pictures, videos, and PowerPoint presentations; and create personalized calendars and reminders. Students will be able to share their work with each other and their advisors, as well as work collaboratively online. Google Calendar is very helpful to aid students (and advisors!) with time management and scheduling.

Asana

Asana has been our our project based learning platform, for project management, including time logging, resource organization, prioritization, advisor communication, and scheduling. It is connected to your BHHS Gmail account. We are working on ways to better integrate projects and classwork - we are also developing some in-house software platforms. We will keep you posted!

Our School Home



Our new school facility dedicated to providing students with an exceptional learning environment. Every student has an individual workstation, and we have additional areas for art, music, classrooms and small group work. Students are encouraged to attend school regularly and often, to maintain strong relationships with staff and other students. We are in the process of fundraising to complete construction for an educational area in the large basement for a greatly expanded art and science wing.

The building is located at 57 South Street and is in close proximity to many local resources such as Mainescape, Heritage Trust Trails, the Bagaduce Lending Library, and many others. Students will have their own dedicated workstation (a desktop with sides and a back, a bookshelf, and an adjustable office chair).

The school building is a handicapped accessible, safe and pleasant public space, and allows for a combination of individual & small group work, as well as large group meetings. Basic office equipment and supplies are available for student and staff use. As long as you are not interrupting class or student activity, students are free to use the kitchen area to fuel your active minds and bodies.

Off-Site Opportunities

Our Neighborhood

Students often use the resources of the Blue Hill Library, area agencies such as the Marine Environmental Research Institute and Blue Hill Heritage Trust, and area businesses such as Fairwinds Florists, Peninsula Metamorphic Arts & Learning, etc.

Apprenticeships

A number of students have taken advantage of opportunities to work with local businesses, gaining critical vocational experience, making community connections, and building a work history. These experiences are generally arranged on an individual basis and extend from 1 to 3 months.

Homework

Some classes do assign homework, and students may choose to work at home on personal projects as well. If a student wishes to work at home during days the school is open, you must indicate so on their block planner and get approval from their advisor.



Expeditions

We offer educational trips or expeditions whenever possible according to student interests, available opportunities, and available resources. Students choosing to participate in a school-sponsored trip must have parent/guardian permission.

In addition to school-sponsored expeditions, students may accompany friends or family on trips. If a student wishes credit for a non-school sponsored trip or expedition, you must propose the trip as a “project” and document their learning using the project process.

If a student plans to be away from school for an extended time, you should work with their advisor on a plan to maximize their experience and their high school credit.

Online Courses

Every year, there are a number of students who wish to take educational courses online, either at school, at home, or both. High school credit may be assigned either by BHHS or by the online course provider if they are accredited by the state of Maine Department of Education.

External Educational Programs

We are happy to assist students who wish to apply to educational programs operated by other organizations in Maine, the United States, or in other countries. If a student wishes to gain high school credit from BHHS for their participation, you must propose the program as a “project” and document their learning using the project process.

College Courses

There are also frequently students who wish to take college courses while enrolled at BHHS, either online or at the college’s campus. Students may earn both high school credit and college credit for their effort. Arrangements vary by course and by college. Consult with your advisor if you come across a course you may be interested in.

We work closely with the University of Maine through their Academ-e program, and are members of University of Maine Fort Kent’s *Rural U* program, which provides dual credit free of charge for a number of undergraduate courses. You can



find out more about these programs on the Internet at umaine.edu/academ-e and communityed.umfk.edu/about/rural_u/.





School Calendar

2017 – 2018

September 2017						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2017						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2017						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2018						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2018						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2018						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2018						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16

	Orientation		Block Four
	Holidays & Inservice		May Term
	Block One		Parent Teacher Meeting
	Block Two		Prime Time
	Block Three		Interim Days
	Graduation		



Academic Calendar Description

Vacations

We have three long vacations - one for the holiday season from December 23 to January 8, a one-week vacation in February (17th to 25th) and another in April (14th to 22nd).

In-Service Days

Students are not the only ones learning here! Staff will be taking two inservice days, one on November 10th and one on March 24 to work on their professional development and in their fields.

Snow Days

In the event of delay or closing due to inclement weather (generally when GSA closes), we post information on WABI and WLBZ - they will also send text alerts if you sign up on their websites. If staff can safely make it in, they may be here, but it is not a required school day. If you're not sure, call ahead - if we don't answer, stay home!