HCA School Policies

AD Educational Philosophy/Mission
AC Non-discrimination / Equal Opportunity and Affirmative Action
ACAA Harassment and Sexual Harassment of Students
ACAB Harassment and Sexual Harassment of Employees
ACAB-R Employee Discrimination and Harassment Complaint Procedure
ADAA School System Commitment to Standards for Ethical and Responsible Behavior
ADC Tobacco Use and Possession
ADC-R Tobacco Use and Possession Administrative Procedure
BBA Board of Directors Powers and Responsibilities
DN School Properties Disposition
EBAA Chemical Hazards
EBCA Emergency Management Plan (Crisis Response Plan)
EBCC Bomb Threats
ECB Pest Management
ED Free School Supplies & Materials
EE Transportation Services Management
EEAB Student Conduct While Riding on School Provided Transportation
EEAEE School Transportation Accident Policy
EEAEAA-R Drug and Alcohol Testing of School Bus Drivers, Procedure
EEBB Use of Private Vehicles on School Business
GBEC Drug-Free Workplace
GBO Family Care Leave
GCOA Supervision and Evaluation of Professional Staff
GCOC Evaluation of Administrative Staff
GCSA Employee Computer Use
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCAA Guiding Principles of the Maine Learning Results</td>
<td>45</td>
</tr>
<tr>
<td>Maine Learning Results Guiding Principles Standards</td>
<td>46</td>
</tr>
<tr>
<td>Understanding Maine's Guiding Principles</td>
<td>47</td>
</tr>
<tr>
<td>HCAB Proficiency-Based Diploma Requirements</td>
<td>48</td>
</tr>
<tr>
<td>HCAC Policy on Region 10 Enrollment for HCA Students</td>
<td>49</td>
</tr>
<tr>
<td>Region Ten Technical High School course guide by standard</td>
<td>50</td>
</tr>
<tr>
<td>IHBA Individual Education Plans [IEPs]</td>
<td>59</td>
</tr>
<tr>
<td>IHBAA Referral and Use of General Education Interventions</td>
<td>60</td>
</tr>
<tr>
<td>IHBAC Child Find</td>
<td>61</td>
</tr>
<tr>
<td>IHBAL Grievance Procedure for Persons with Disabilities</td>
<td>62</td>
</tr>
<tr>
<td>IJNDB Student Computer &amp; Internet Use and Internet Safety</td>
<td>64</td>
</tr>
<tr>
<td>ILA Student Assessment/Local Assessment System</td>
<td>65</td>
</tr>
<tr>
<td>JC Mid-Year Enrollment Policy</td>
<td>66</td>
</tr>
<tr>
<td>JEA Compulsory Student Attendance</td>
<td>67</td>
</tr>
<tr>
<td>JFABD Admission of Homeless Students</td>
<td>70</td>
</tr>
<tr>
<td>JFC Dropout Prevention</td>
<td>74</td>
</tr>
<tr>
<td>JHB Truancy Policy</td>
<td>76</td>
</tr>
<tr>
<td>JICH Drug and Alcohol Use by Students</td>
<td>80</td>
</tr>
<tr>
<td>JICIA Weapons, Violence and School Safety</td>
<td>84</td>
</tr>
<tr>
<td>JICC Restorative Practices</td>
<td>87</td>
</tr>
<tr>
<td>JICK Bullying</td>
<td>90</td>
</tr>
<tr>
<td>JICK-R Bullying - Administrative Procedure</td>
<td>94</td>
</tr>
<tr>
<td>JJIF Management of Concussions and Other Head Injuries</td>
<td>99</td>
</tr>
<tr>
<td>JK Student Discipline: Suspension and Expulsion of Students Policy</td>
<td>101</td>
</tr>
<tr>
<td>JKAA Use of Physical Restraint and Seclusion</td>
<td>107</td>
</tr>
<tr>
<td>JKAA-R Physical Restraint and Seclusion Administrative Procedure</td>
<td>110</td>
</tr>
<tr>
<td>JKF Disciplinary Removal of Students with Disabilities</td>
<td>118</td>
</tr>
<tr>
<td>JKF-R Disciplinary Removal of Students w/ Disabilities Administrative Procedure</td>
<td>119</td>
</tr>
</tbody>
</table>
AD Educational Philosophy/Mission

The mission of HCA is to educate and develop critical thinkers, leaders, and lifelong learners who are actively engaged in their community and broader world.

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

HCA is an equal opportunity employer and works to create and sustain an equitable and just environment for all members of the school community. It does not discriminate in hiring or any aspect of employment on the basis of race, color, gender, genetic information, sexual orientation (which includes gender identity and gender expression), religion, national origin, age or physical or mental disability status. At HCA there is no place for racist or any other biased language, attitudes, behavior or actions. Any form of racism, racist behavior or other bias will be confronted as part of our effort to foster an anti-bias learning environment. HCA is committed to making it possible for every individual here to participate in all aspects of school life and feel valued as a member of the community.
ACAA Harassment and Sexual Harassment of Students

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 a 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.
ACAB Harassment and Sexual Harassment of Employees

HCA prohibits all forms of harassment as defined in this policy which applies to all members of the HCA community including students, parents, employees, Directors, volunteers, and vendors or invited guests. This policy addresses sexual harassment and harassment relating to an individual’s personal characteristics including but not limited to race, color, gender, and sexual orientation (which includes gender identity and gender expression), religion, national origin, age and physical or mental disability.

Sexual harassment is defined under Maine law as unwelcome sexual advances, requests for sexual favors, sexual contact, gestures, comments, or other physical or verbal conduct of a sexual nature.

Other prohibited forms of harassment may include, for example, racial, religious or ethnic slurs, negative comments about surnames, nicknames emphasizing stereotypes, and/or the imitation of a person’s mannerisms, speech, or movements which have the purpose or effect of substantially interfering with the victim’s education or employment or creating an intimidating, hostile or offensive environment.
ACAB-R Employee Discrimination and Harassment Complaint Procedure

Any member of the community who believes that he/she has been harassed should contact the Executive Director or Executive Director. If the allegation is against the Executive Director, the complainant should contact the Executive Director or the President of the Board. Any employee who is aware of an allegation against the Executive Director should also contact the Executive Director or the President of the Board, unless they know that such contact has already been made. Any reports made to the Executive Director shall be immediately forwarded to the President of the Board. All complaints of harassment will be investigated and no person will be subject to any discipline or adverse treatment for making such a complaint. The School will make every effort to keep harassment allegations confidential pending the investigation and expects that the complainant and the person accused of harassment will do likewise. As in all disciplinary matters, any disciplinary action taken will continue to be treated confidentially by the School to the extent possible, except to the extent that the complainant is entitled to be notified of the School's findings.

An employee or student who violates the harassment policy will be subject to disciplinary action; other persons (volunteers, vendors, etc.) may be subject to actions such as restrictions relating to their presence on campus.
ADAA School System Commitment to Standards for Ethical and Responsible Behavior

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

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

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

Additionally, students are expected to meet our code of Community Agreements, developed in conjunction with our students.
★ At HCA we will be patient. This means we won’t rush the teachers and students. We will be understanding about time and remember that this isn’t a regular school system and things are going to be different. This means we will be kind, courteous, and accept delays, problems, or suffering without becoming annoyed.

★ At HCA we will be helpful. This means if someone is sad or frustrated we will help them with emotional support. We will also provide physical support like setting things up, cleaning, carrying, etc., even when it is only for the benefit of others. We will always be kind by trying to understand the problem and do our best to help. If we can’t provide help ourselves then we will get someone who can.

★ At HCA we will be productive. When in groups or alone we will turn in the highest quality work at all times and will stay on task no matter what distraction may be near. We will constantly work to improve the school and ourselves.

★ At HCA we will be honest. This means we will be fair to all people even if it’s hard because we know it is best for everyone. We will not cheat or lie. We will follow the rules and do the right thing even when nobody is watching.

★ At HCA we will be safe. We will follow directions carefully, use caution when needed and make smart choices so as not to hurt anyone or their feelings. We will think about everyone and everything that might be affected by our decisions and actions before doing them. We will always use language that welcomes, and makes others feel protected and avoid language that makes other community members feel judged or put down.

★ At HCA we will be leaders. This means we will listen to each other’s thoughts, needs and feelings. As a leader we will take responsibility for our own success and support others success by being an example. Leaders will be responsible for themselves and their group at all times.

★ At HCA we will be upstanders. This means we will make sure that people who cause harm to others know their effect on the community and that those actions are unacceptable. We will do this by showing that no matter what, we will stand up for our community agreements.

★ At HCA we will be respectful. This means we will show that we value individual differences and opinions by listening to others ideas with positive regard and appreciation. We will show we value each individual of our community and what they contribute to it as a whole. We will treat all people, their things, and their ideas with courtesy.
ADC Tobacco Use and Possession

Tobacco is the number one killer and is the leading cause of preventable death in Maine. In order to reduce the high incidence of tobacco use, promote health and safety of all students and employees, promote the cleanliness of all facilities, the Directors of HCA prohibit the use, distribution and sale of tobacco products or products that imitate tobacco products in school buildings, on school grounds, on school vehicles and at school sponsored functions at all times by all persons. “Tobacco products” includes but is not limited to cigars, cigarettes, chewing tobacco, and e-cigarettes. In addition, students are further prohibited from possessing tobacco products in school buildings, on school grounds, on vehicles and at school-sponsored functions at all times. The school dress code prohibits students from wearing and/or displaying any type of tobacco promotion materials.
ADC-R Tobacco Use and Possession Administrative Procedure

A. First Infraction
   a. Parents shall be notified of the infraction and referral and then meet with the
      Principal and student to be given information about the tobacco
      education-cessation program and disciplinary action for further infractions.
   b. A copy of the policy will be given to the parent and student at the meeting and
      they are to acknowledge the date and receipt of the policy from the
      Principal/designee.

B. Second Infraction
   a. Parents shall be notified of the infraction and referral.
   b. The student shall serve one day in-school suspension and be assigned to an
      approved certified tobacco education cessation program

C. Third Infraction
   a. Parents shall be notified of the infraction and referral.
   b. The student will:
      i. Meet with parents and Principal/designee regarding the student’s
         behavior;
      ii. Spend 2 school days in an in-school suspension program;
      iii. Be assigned to an approved certified tobacco education-cessation
           program;
      iv. Provide 10 hours of community service to the school.

D. Additional Infractions
   a. Steps identified above will be repeated, with additional community supports
      engaged as needed.

This policy will be shared with parents and students annually.
BBA Board of Directors Powers and Responsibilities

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 Directors and the Executive Director. Thus, the Board establishes the code of ethics for the Board and Executive Director, including policies related to private inurement and conflict of interest, and sets the tone for organizational behavior. The Board hires and fires the Executive Director, establishes the end results the Executive Director is assigned to achieve, and defines any limitations on the means the Executive Director can use or any functions the Executive Director must perform. It should be noted that in this organization the role of the Executive Director is equivalent to the Executive Director of a Local Educational Agency (LEA), or the Executive Director of a non-profit organization.

The Board evaluates the Executive Director based on achievement of the end results and compliance with predefined limitations or requirements. It monitors financial and operational performance; in addition, it selects an auditor and receives the audit report in keeping with the requirements of the school’s charter. The Board serves as the last court of appeal within the organization.

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

RESPONSIBILITIES OF EACH MEMBER OF THE BOARD OF DIRECTORS

A member of the Board of Directors is responsible for ensuring that HCA fulfills its mission by planning for the future, monitoring current operations, and evaluating the organization. A Director must fulfill the fiduciary responsibilities of the Board of Directors, making corporate decisions that protect the public interest. A Director’s obligations include the following:

A. Actively promote the mission of HCA, contributing ideas and expertise
a. Be informed about the HCA's mission, services, policies, and programs; inform others about HCA, and work to enhance the organization's public image.
b. Select the Executive Director through an appropriate process.
c. Provide ongoing support and guidance for the executive staff.
d. Annually review performance of the HOS and the School.

B. Ensure effective organizational planning
a. Actively participate in all board activities.
b. Attend monthly Board meetings in person, or by other means.
c. Review agenda and supporting materials prior to Board and committee meetings.
d. Serve on a committee and periodically take on special assignments.
e. Suggest nominees to the Board who can make significant contributions to the work of the Board and to the organization.
f. Help to assess the Board’s performance.

C. Ensure adequate resources
a. Provide adequate resources to achieve the organization's mission through execution of the Development Plan. Lead by example and taking part in the organization's fundraising efforts. Identify, cultivate, and/or solicit prospective supporters.
b. Make a personal financial contribution to the organization annually, consistent with the ability to give.
c. Carry out the fiduciary responsibilities of the Board, such as reviewing the organization’s annual financial statements, selecting an auditor and receiving the auditor’s report, if appropriate.
d. Follow conflict-of-interest and confidentiality policies.
DN School Properties Disposition

The Executive Director is authorized to determine, through procedures he/she develops, when personal property (supplies, materials, equipment) as distinguished from real property, is obsolete or no longer of use to HCA, and to declare it surplus.

The Board is to be informed of property worth more than $500 declared surplus by the Executive Director prior to its disposal. Procedures for disposal of all surplus personal property shall be in accordance with the following:

A. Town Managers and Clerks of member municipalities are to be informed in writing of property declared surplus and are to have first option to purchase. The charges for municipal purchases shall be determined by the Executive Director.

B. Surplus property, including books, to be offered for sale shall be disposed of by sealed bid, public auction or public sale. Public notice of any sale of surplus property shall be given at least one week in advance of an auction, sale or opening of sealed bids.

C. Any surplus property which is offered for public sale and is not sold may be disposed of in a manner deemed advisable by the Executive Director.

D. Any property determined to be worthless, or which for any reason is considered to be inappropriate for sale, shall be disposed of in a manner the Executive Director deems appropriate.

E. Any school unit identification shall be removed before the property is delivered to a new owner.

F. All revenues which result from the sale of surplus property shall be credited as miscellaneous income except in any instance where Law requires that it be credited to a specific account.
EBAA Chemical Hazards

HCA is committed to providing a safe environment for students and employees. It is the policy of HCA to follow safe practices in regard to the storage and handling of hazardous chemicals in its schools. HCA will comply with all applicable Maine and Federal laws and regulations concerning hazardous chemicals.

The Executive Director will be responsible for developing a Chemical Hygiene Plan that includes procedures relevant to the identification, purchase, storage, inventory, handling, and disposal of hazardous chemicals, maintenance of material safety data sheets (MSDS), and for ensuring that employees are provided required training and information concerning hazardous chemicals used in the schools. The Executive Director may delegate responsibilities associated with Plan development to school system staff, as appropriate or, with the approval of the Board, to a professional consultant.

The Executive Director /designee will appoint a Chemical Hygiene Officer for HCA. The Chemical Hygiene Officer will have the primary responsibility for implementing HCAs Chemical Hygiene Plan. The person appointed Chemical Hygiene Officer should be familiar with State and Federal regulations pertaining to laboratory and chemical safety and the chemicals used in the schools. The Chemical Hygiene Officer shall achieve such certification and/or attend such training as may be mandated by the Maine Department of Education or other State agencies.
EBCA Emergency Management Plan (Crisis Response Plan)

It is the policy of HCA to maintain a safe, orderly, civil and positive learning environment and to take the steps necessary to help prevent crisis situations and respond to an unexpected crisis quickly and appropriately. While the very unexpected nature of a crisis may make prevention difficult, the Board believes that staff and students should be ready to respond quickly and appropriately to emergency situations.

DEFINITION

Examples of a crisis include criminal acts, disease, epidemic, physical injury or death, the presence of intruders on school premises, hazardous material spills, natural disasters or bomb threats.

ADMINISTRATIVE RESPONSIBILITIES

The Executive Director is directed to create school crisis prevention and response plans and administrative procedures that identify how students and staff should respond in emergency situations and the role that local emergency service providers will play in crisis preparedness and management. This will include appropriate training and establishment of crisis response teams in the schools; consultation and cooperation with community agencies, such as police, fire, emergency medical, health and youth authorities; and the publication of emergency procedures for such situations as can be imagined.

Generally, the Principal or his/her designee will organize and oversee the planning and operation of the crisis response team and will serve as the incident response team leader, according to the crisis response procedures. The plan will be reviewed annually and practiced in scheduled drills.

Following a major incident, the crisis response team will debrief and review the effectiveness of the response and present a report and any recommendations for the future to the Executive Director.

STAFF RESPONSIBILITIES

The staff shall follow all guidelines outlined in the crisis response procedures when practicing routine drills and when responding to actual emergency situations. Staff suspected of involvement in causing a crisis will be held accountable and dealt with in accordance with State/ federal Law and HCA policy.

STUDENT RESPONSIBILITIES
Students shall follow all guidelines outlined in the crisis response procedures and student handbook when practicing routine drills and when responding to actual emergency situations.

Students suspected of involvement in causing a school crisis will be held accountable and shall be dealt with in accordance with the school’s discipline policy and State/federal Law. An incident may also be referred to law enforcement for possible criminal charges or for the school to pursue civil litigation.
EBCC Bomb Threats

The Board recognizes that bomb threats are a significant concern to HCA. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The Board directs the Executive Director to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

CONDUCT PROHIBITED

No person shall make, or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises. Because of potential for evacuation of the schools and other disruption of school operations, placement of a bomb or of a “look-alike” bomb on school premises will be considered a threat for the purpose of this policy.

DEFINITIONS

A “bomb” means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, “Molotov cocktail” or other destructive device.

A “look-alike bomb” means any apparatus or object that conveys the appearance of a bomb or other destructive device.

A “bomb threat” is the communication, by any means, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.

“School premises” means any school property and any location where any school activities may take place.

DEVELOPMENT OF BOMB THREAT PROCEDURES

The Executive Director shall be responsible for developing and implementing procedures specific to bomb threats as part of HCA’s Crisis Response Plan. These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event that a bomb threat is received and should include provisions to address:
A. Threat assessment (for the purpose of identifying a response that is in proportion to the threat, in light of what is necessary to ensure safety);

B. Building evacuation and re-entry (including selection of potential alternative sites for those who are evacuated);

C. Incident “command and control” (who is in charge, and when);

D. Communications contacts and mandatory bomb threat reporting;

E. Parent notification process;

F. Training for staff members; and

G. Support services for students and staff.

The Executive Director will be responsible for overseeing a review or evaluation of bomb threat procedures prior to the Board’s required annual approval of HCAs Crisis Response Plan, or following implementation of the procedure in response to a specific threat.

REPORTING OF BOMB THREATS

A. A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the Executive Director, teacher, or other employee in a position of authority.

B. An employee of HCA who learns of a bomb threat shall immediately inform the Executive Director. The Executive Director shall immediately take appropriate steps to protect the safety of students and staff in accordance with HCAs bomb threat procedure and inform the Executive Director of the threat.

C. All bomb threats shall be reported immediately to the local law enforcement authority by an administrator, as provided in the bomb threat procedures.

D. The Executive Director shall be responsible for reporting any bomb threats to the Department of Education within two business days of the incident. Reports will include the name of the school, the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrators have been apprehended.

STUDENT DISCIPLINARY CONSEQUENCES

Making a bomb threat is a crime under Maine law. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible
prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action by the school.

The administration may suspend and/or recommend for expulsion any student who makes a bomb threat. The making of a bomb threat will be considered deliberately disobedient and deliberately disorderly within the meaning of 20-A M.R.S.A. § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school.

In addition, a student who is found after hearing by the Board to have brought a bomb to school shall be expelled from school for at least one year in accordance with 20-A M.R.S.A. § 1001(9-A) and Policy JICIA, except that the Executive Director may modify the requirement for expulsion based on individual circumstances.

A student who has been identified through the IEP process as having a disability and whose conduct in violation of this policy is related to the disability shall be disciplined.

AIDING OTHER STUDENTS IN MAKING BOMB THREATS

A student who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the disciplinary consequences described in this policy.

FAILURE TO REPORT A BOMB THREAT

A student who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion.

STAFF DISCIPLINARY CONSEQUENCES

An employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with Board policies. An employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including termination of employment.

CIVIL LIABILITY

The school reserves the right to bring suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.
ECB Pest Management

The Board of Directors of HCA recognizes that structural and landscape pests can pose significant problems for people and HCA property, but that use of some pesticides may also pose health and safety risks to people, property and the environment. It is therefore the policy of HCA to incorporate Integrated Pest Management (IPM) principles and procedures for the control of structural and landscape pests.

For the purpose of this policy, "pests" are populations of living organisms (animals, plants or microorganisms) that interfere with use of school facilities and grounds. "Pesticide" is defined as any substance or mixture of substances intended for preventing, destroying, repelling or mitigating any pests and any substance or mixture of substances intended for use as a plant regulator, defoliant or desiccant.

The objective of HCA’s IPM program is to provide effective pest control while minimizing pesticide use. The goals of the IPM program include managing pests to reduce any potential hazards to human health, preventing loss or damage to school structures or property, preventing pests from spreading beyond the site of infestation to other school property, and enhancing the quality of life for students, staff and others. These goals will be addressed by the establishment of a Pest Management Plan.

The Executive Director and/or designee shall develop and implement a Pest Management Plan consistent with the following IPM principles and procedures:

1. The Executive Director/designee will appoint an IPM Coordinator for HCA. The IPM Coordinator will be the primary contact for pest control matters and will be responsible for overseeing the implementation of the IPM plan, including making pest control decisions.

2. The IPM Coordinator’s responsibilities may include:
   a. Recording and monitoring data and pest sightings by school staff and students;
   b. Meeting with pesticide applicators to share information about pest problems in school buildings and on school grounds;
   c. Recording and ensuring that maintenance and sanitation recommendations are carried out where feasible;
   d. Ensuring that any pesticide use is done according to the HCA Pest Management Plan;
   e. Evaluating HCA’s progress in implementing the Pest Management Plan;
   f. Coordinating notification of parents and staff of pesticide applications;
   g. Recording all pesticides used by either a professional applicator or school staff as a means to track compliance with the HCA IPM policy.
IDENTIFICATION OF SPECIFIC PEST THRESHOLDS

Routine inspection and accurate identification of pests are needed to recognize potential problems and determine when action should be taken. An "action threshold" should be determined by the IPM Coordinator, reflecting the pest control objective for each site. As pest management objectives will differ from site to site (e.g., maintaining healthy turf and specific playing surfaces on athletic fields, carpenter ant control in buildings, maintenance of ornamental plants), differences should be considered before setting an action threshold.

PESTICIDE APPLICATORS

Any person who applies pesticides in school buildings or on school grounds must possess a Maine pesticide applicator's license and should be trained in the principles and practices of IPM. All pesticide use must be approved by the HCA IPM Coordinator. Applicators must follow State regulations and label precautions and must comply with the IPM policy and pest management plan.

SELECTION, USE & STORAGE OF PESTICIDES

Pesticides should be used only when needed. Non-chemical pest management methods will be implemented whenever possible to provide the desired control. The choice of using a pesticide will be based on a review of other available options (sanitation, exclusion, mechanical means, trapping, biological control) and a determination that these options have not worked or are not feasible. When it has been determined that a pesticide must be used to achieve pest management goals, the least hazardous, effective pesticide should be selected.

Decisions concerning the particular pesticide to be used and the timing of pesticide application should take into consideration the use of the building or grounds to be treated.

Pesticide purchases should be limited to the amount expected to be used for a specific application or during the year. Pesticides will be stored and disposed of in accordance with label directions and State and Federal regulations. Pesticides must be stored in an appropriate, secured location not accessible to students or unauthorized personnel.

NOTIFICATION OF STUDENTS, STAFF & PARENTS OF USE OF PESTICIDES

A notice will be provided to staff, students and parents at the beginning of the school year briefly explaining the HCA pesticide use policy and indicating that pesticides may be used either indoors or outdoors, as needed. When appropriate the school will notify staff, including the school nurse, students and parents/guardians at least 24 hours in advance of planned pesticide treatments in the school or on school grounds, including playgrounds and playing fields.
RECORDKEEPING

In order to keep track of pesticide use and locate problem areas in buildings and on school grounds, records of pesticide use will be maintained at each school site for three years. Records are to be completed on the day the pesticide is applied. Pest surveillance records should be maintained to verify the need for pesticide treatments.
ED Free School Supplies & Materials

HCA affirms their commitment to meeting all aspects of Free and Appropriate Public Education (FAPE). We recognize that students need to have educational materials and supplies in order to be successful in meeting the content standards under the Common Core Standards. It is the responsibility of HCA to insure that supplies necessary to meet assignments be provided by the school system to the maximum extent feasible. The school will provide all books, lab materials and additional equipment necessary to fulfill the Common Core Standards.

Certain extracurricular activities or special student projects may require the purchase of equipment or materials by the student or parent and that is expected under this policy.
EE Transportation Services Management

The Executive Director with the approval of the Board and in accordance with the State Law will provide the following transportation services:

1. HCA will provide transportation for students to and from the school that is within our catchment area. The school will determine a route that will be cost effective and within the budget limitations set by the designated HCA staff.

2. Bus routes will be reviewed annually. Appeals for additional stops must be made in writing to the Executive Director, and if so requested by the parent, the decision of the Executive Director may be reviewed by the Board at their discretion.

3. Transportation shall be accomplished in the most economical manner that is consistent with the welfare and safety of the students.
EEAB Student Conduct While Riding on School Provided Transportation

HCA transportation to and from school is a privilege and not a right under Maine State Law. Improper behavior may result in suspension or revocation of the privilege to ride on a school bus.

BEHAVIORAL EXPECTATIONS

It is the right of every student to expect to be transported in an environment free of intimidation, ridicule and hostility. In support of this and in compliance with the Maine Civil Rights Act, HCA prohibits harassment or ridicule of students based upon race, color, sex, sexual orientation, religion, age, national original or handicap, or for any other reason. Harassment includes but is not limited to the following:

- Advances, sexual advances, gestures, comments or contact;
- Threats, intimidation or assault;
- Offensive jokes or words; or
- Ridicule, slurs, derogatory statements or remarks.

In general, behavior expectations are the same as if the students were in class. The bus driver is responsible for the safe transport of all on board and will notify students of the behavior which is expected. The following are examples of improper behavior.

- Excessive noise;
- Changing seats while the bus is in motion;
- Obstructing the aisles; or
- Excessive displays of affection.

PROHIBITED ARTICLES

The following items are prohibited from being brought onto the bus:

- Matches, lighters, flammable liquids or incendiary devices;
- Pocket knives, box cutters, razor blades or any sharp object designed for cutting or stabbing;
- Weapons of any kind, including but not limited to firearms, ammunition, explosives and brass knuckles;
- Laser pointers, strobe lights or flashing devices that may distract the driver; and
- Glass or fragile items that may create a hazard if damaged.
The use of items listed below may be allowed by the driver, provided they are used for their intended purposes, do not become a public nuisance or do not negatively affect the safe transport of students. These items are a privilege to use on the bus, and their use may be suspended by the driver at any time during transport.

A. Personal stereos, video players or other small electronic devices with headphones may be used throughout the bus ride, provided that they do not become a nuisance to other riders or distract the user to the point that he/she becomes unaware of his/her surroundings. Volume levels are to be kept low enough so that the user can hear the driver at all times. The use of headphones is mandatory.

B. Cell phones may be used while on board HCA vehicles, providing the following guidelines are observed:
   a. Normal voice levels are maintained at all times.
   b. Usage does not become a nuisance to other riders.
   c. Vibrate mode should be used. Loud, annoying or offensive ringtones will not be tolerated.
   d. Video recording or picture taking with cell phones while on the bus is prohibited.
EEAEE School Transportation Accident Policy

If a vehicle authorized to transport students is involved in a traffic accident, the following steps shall be followed:

A. The driver will immediately notify 911. Whenever possible, the driver should immediately notify the Principal who will inform the Executive Director.

B. At the scene of an accident, the responding law enforcement agency is in charge.

C. To every extent possible, the driver will provide emergency first aid (airway, breathing, circulation, shock, minor injuries). If the driver is incapacitated, other adult (teacher/chaperone/coach) will assume responsibilities if present.

D. The parents/guardian will be notified by a school representative.

E. A complete report of the accident will be made by the bus driver noting any injuries to the students.

F. If the accident involves an employee owned vehicle used for school purposes, the employee must contact the Executive Director as soon as possible. The employee’s insurance is in force as the primary coverage and HCA will refer additional claims, if necessary, to the HCA insurance vendor.
EEAEAA-R Drug and Alcohol Testing of School Bus Drivers, Procedure

STATEMENT OF PROCEDURE

The safety and well being of our drivers, employees and the general public requires that our drivers perform their duties free from the effects of alcohol and/or drugs. A drug-free workplace is especially important to the transportation industry. A driver who uses or abuses alcohol and/or drugs is a hazard to HCA, our students, other employees, the general public, and him/herself.

In order to ensure safe transportation and provide for an efficient and drug-free workplace while complying with the Federal Motor Carrier Safety Regulations, HCA has adopted this Procedure.

PROGRAM ADMINISTRATOR

The Director of Finance & Operations has been designated by HCA as the Alcohol/Drug Testing Program Administrator. In this function the Program Administrator will be responsible to answer any questions from the drivers, administrators or the public in general.

The Program Administrator will confidentially handle information on all tests of covered drivers. The Program Administrator may provide such information as necessary to the supervisor to enable him/her to take proper disciplinary action as warranted. The Program Administrator may also release test information to a Substance Abuse Professional to use to evaluate and recommend appropriate follow-up.

DRIVERS SUBJECT TO TESTING

All drivers who must have a commercial driver’s license to perform their duties, which are considered as safety-sensitive, will be subject to the alcohol and/or drug testing as outlined in this Procedure and required by Title 49 Code of Federal Regulations Part 382.

DRIVER COMPLIANCE WITH REGULATION

All drivers subject to alcohol and drug testing must be in compliance with the regulations and this Procedure at all times while in a working status for HCA. This will include all time spent driving a commercial vehicle as well as time spent performing safety-sensitive functions or just before or just after performing safety-sensitive functions.

Safety-Sensitive Function means all time from the time a driver begins to work or is required to be in readiness to work until the time he/she is relieved from work and all responsibility for performing work. Safety-sensitive functions shall include:
1. All time at an employer or shipper plant, terminal, facility, or other property, or on any public property, waiting to be dispatched, unless the driver has been relieved from duty by the employer;

2. All time inspecting equipment as required by Part 392.7 and 392.8 of 49 C.F.R., and otherwise inspecting, servicing, or conditioning any commercial motor vehicle at any time;

3. All time spent at the driving controls of a commercial motor vehicle in operation;

4. All time, other than driving time, in or upon any commercial motor vehicle except time resting in a sleeper berth (a berth conforming to the requirements of Part 393.76 of 49 C.F.R.);

5. All time loading or unloading a commercial motor vehicle, supervising, or assisting in the loading or unloading, attending a commercial motor vehicle being loaded or unloaded, remaining in readiness to operate the commercial motor vehicle, or in giving or receiving receipts for shipments loaded or unloaded;

6. All time repairing, obtaining assistance, or remaining in attendance upon a disabled commercial motor vehicle.

SUBSTANCES TESTED

The following substances will be tested for to determine their presence (DOT 5-Panel Test and Alcohol):

- Alcohol
- Amphetamines (Amphetamine and Methamphetamine)
- Cocaine Metabolites
- Marijuana Metabolites
- MDA-Analogues (MDA and MDMA)
- Opioids (Morphine, Codeine, 6-Acetylmorphine, Hydromorphone, Hydrocodone, Oxymorphone, Oxycodone)
- Phencyclidine (PCP)

PROHIBITED CONDUCT

During the time that drivers are performing safety-sensitive functions, they shall not:

- Report to and/or remain on duty with an alcohol concentration of 0.04 or greater;
- Possess any alcohol;
- Use any alcohol;
- Use any alcohol within four hours of going on duty;
• Use any alcohol for eight hours after an accident which will require the driver to be tested for alcohol or until tested;
• Refuse to submit to a required alcohol and/or controlled substances test;
• Report to or remain on duty when using any controlled substance, except when under a physician’s orders AND the physician has informed the driver that the use will not affect the safe operations of a commercial vehicle;
• Report to or remain on duty if he/she has tested positive for controlled substance.

TESTS REQUIRED

All drivers who are required to be tested for alcohol and/or controlled substance use or misuse will be tested under the following circumstances:

Pre-employment or pre-use. All applicants for jobs requiring a commercial driver’s license and/or current employees transferring to a job which requires a commercial driver’s license will be required to be tested for the use of controlled substances.

1. **Random.** All drivers are subject to random testing for alcohol and controlled substance at rates determined by the Federal Motor Carrier Safety Administrator. These random tests will be unannounced and will be spread throughout the calendar year. Except as provided in paragraphs (c) through (e) of Part 382.305, the minimum alcohol testing shall be ten (10) percent of the average number of driver positions. Except as provided in paragraphs (f) through (h) of Part 382.305, the minimum average percentage rate for random controlled substance testing shall be fifty (50) percent of the average number of driver positions.

2. **Post-accident.** Drivers will be alcohol and controlled substance tested in all accidents involving a fatality. If the accident is one where one or more vehicles were towed from the scene of the accident, or involves somebody being injured to the degree that the injury must be treated immediately away from the scene of the accident, the driver must also be post accident tested if the commercial vehicle driver receives a summons for a “moving traffic violation” as a result of the accident.

3. **Reasonable suspicion.** All drivers use exhibit signs and/or symptoms of alcohol and/or controlled substance use or misuse, which are observed by a trained supervisor, while performing safety sensitive functions or just before or just after performing safety sensitive functions will be required to submit to an alcohol and/or controlled substance test.

4. **Return to duty.** A driver, who previously tested positive for alcohol and/or controlled substance, must submit to a return to duty alcohol and/or controlled substance test. The results of the test must be obtained by the motor carrier and be negative before the driver may be allowed to perform a safety sensitive function.
5. **Follow-up.** A driver who previously tested positive and has returned to duty must submit to at least six (6) alcohol and/or controlled substance tests during the first twelve (12) months after returning to work. Follow-up tests will be unannounced and may continue for up to sixty (60) months after returning to work. Any follow-up tests will be at the direction of the Substance Abuse Professional.

**TESTING PROCEDURES**

HCA has contracted with: BATH OCCUPATIONAL HEALTH as our drug and alcohol program provider and Certified Third Party Administrator. The collection site will be chosen by the Program Administrator.

Once a driver has been directed to submit to an alcohol and/or controlled substance test, he/she will proceed immediately to the testing area directed by the program administrator named in this Procedure. Drivers must comply with the lawful requests of the technician doing the alcohol and/or controlled substance test.

The selected driver will be required to provide a urine specimen for controlled substance testing and/or a breath or saliva sample for analysis of alcohol concentration.

The driver will be required to provide photo identification prior to testing. Privacy will be ensured at the facility by means of voiding in a private enclosure. A split sample will be procured and both samples will be sent to the lab.

Proper chain-of-custody procedures will be followed to ensure that the specimen submitted is indeed the specimen that belongs to the selected driver. The specimen will be sealed to prevent tampering during transport to the laboratory. Federal certified laboratories will be utilized for testing (drugs) and two separate methodologies will be performed to verify all specimens as positive prior to controlled substances reporting to the medical review office (MRO).

The MRO is a licensed physician that reviews all test results prior to reporting to HCA. Should the specimen test positive, the MRO will contact the driver to discuss the test findings and afford the driver an opportunity to discuss his/her test results and any factors that could have attributed to the positive test. Should the driver question the test findings, the driver can request that the split sample be forwarded to another certified laboratory for re-analysis.

All test results are treated confidentially and no results will be released to outside parties without the driver’s express consent or when required by law, rule or regulation or expressly authorized.

All testing for alcohol use or misuse will be conducted only by devices which have been approved by the National Highway Traffic Administration and conducted by trained Breath Alcohol Technicians (BATs) or trained Screening Test Technicians.
REQUIREMENT THAT DRIVERS MUST SUBMIT TO TESTS

All drivers who are required by Federal Motor Carrier Safety Regulations and this Procedure to be subjected to alcohol and/or controlled substances testing must fulfill that requirement when so directed by the Alcohol/Drug Testing Program Administrator or a trained supervisor. Failure to comply with the regulations or this Procedure will be grounds for disciplinary action up to and including dismissal.

REFUSAL TO TEST

No driver shall refuse to submit to a post-accident alcohol or controlled substances test required under §382.303, a random alcohol or controlled substances test required under §382.305, a reasonable suspicion alcohol or controlled substances test required under §382.307, or a follow-up alcohol or controlled substances test required under §382.311. No employer shall permit a driver who refuses to submit to such tests to perform or continue to perform safety-sensitive functions.

Refuse to submit (to an alcohol or controlled substances test) means that a driver:

1. Fails to appear for any test (except a pre-employment test) within a reasonable time, as determined by the employer, consistent with applicable DOT agency regulations, after being directed to do so by the employer. This includes the failure of an employee (including an owner-operator) to appear for a test when called by a C/TPA (see §40.61(a) of this title);

2. Fails to remain at the testing site until the testing process is complete. Provided, that an employee who leaves the testing site before the testing process commences (see §40.63(c) of this title) for a pre-employment test is not deemed to have refused to test;

3. Fails to provide a urine specimen for any drug test required by this part or DOT agency regulations. An employee who does not provide a urine specimen because he or she has left the testing site before the testing process commences (see §40.63(c) of this title) for a pre-employment test is not deemed to have refused to test;

4. In the case of a directly observed or monitored collection in a drug test, fails to permit the observation or monitoring of the driver's provision of a specimen (see §§40.67(l) and 40.69(g) of this title);

5. Fails to provide a sufficient amount of urine when directed, and it has been determined, through a required medical evaluation, that there was no adequate medical explanation for the failure (see §40.193(d)(2) of this title);
6. Fails or declines to take a second test the employer or collector has directed the driver to take;

7. Fails to undergo a medical examination or evaluation, as directed by the MRO as part of the verification process, or as directed by the DER under §40.193(d) of this title. In the case of a pre-employment drug test, the employee is deemed to have refused to test on this basis only if the pre-employment test is conducted following a contingent offer of employment;

8. Fails to cooperate with any part of the testing process (e.g., refuse to empty pockets when so directed by the collector, behave in a confrontational way that disrupts the collection process); or

9. Is reported by the MRO as having a verified adulterated or substituted test result.

DISCIPLINARY ACTION

Any driver who violates either the Federal Motor Carrier Safety Regulations or this Procedure may be subject to disciplinary action up to and including dismissal.

Any driver who has tested positive for either drugs or alcohol, has performed a prohibited act, or has refused to submit to a drug or alcohol test, will be removed from the safety sensitive position immediately and directed to a substance abuse professional. The substance abuse professional will provide a comprehensive face-to-face assessment and clinical evaluation of the driver; and recommend a course of education and/or treatment with which the employee must demonstrate successful compliance prior to returning to a DOT safety sensitive function.

Drivers who are found to have an alcohol concentration of 0.02 or greater, but less than 0.04, will be taken out-of-duty for a minimum of 24 hours. Such time out-of-duty will be without pay.

INFORMATION

HCA will provide each driver subject to the Federal Motor Carrier Safety Regulations a copy of this Procedure at the time of employment (or upon updates to these Procedures.) In addition, HCA will provide printed material which describes the effects of alcohol and/or controlled substance use or abuse on the individual's health, work and personal life, as well as information on the signs and symptoms of an alcohol or controlled substances problem.
The Board recognizes the need for some school employees to use their own motor vehicles for school purposes either regularly or occasionally. Privately owned vehicles may be used for student transportation when, in the opinion of the Executive Director, this is the most practical or only possible method of transportation. To safeguard HCA, employees and students, in matters of liability, the following policy will be observed.

A. Prior to use of the private vehicle for school purposes, the employee must have the written permission of the Executive Director/designee. This permission will include a written assurance that the driver has a valid license.

B. The permit will state the particular purpose and whether it includes transportation of students. For all trips involving students, including field trips, a special permit must be obtained in advance for the specific trip.

C. The Executive Director may approve the use of private vehicles in situations in which budget or schedule restrictions make it prohibitive or impractical to use a school vehicle.

D. For student trips made in private vehicles, owners must be properly licensed and carry a minimum liability insurance of $100,000/$300,000, minimum property damage insurance of $50,000, and a minimum medical coverage of $5,000. Drivers must also be insured against uninsured motorists.

E. The vehicle must display a current inspection sticker and registration.

F. The driver must have no OUIs or suspended licenses.

G. No vehicle will carry more than is considered normal for that vehicle (example: 6-passenger auto). Seatbelts must be used for each passenger. No child 12 or under may ride in a front seat with an airbag.
GBEC Drug-Free Workplace

The Board believes strongly that all employees and students should be able to work and learn in an environment free from alcohol and drug abuse. Accordingly, HCA expects all employees to report for work and to perform their duties in a manner which does not jeopardize the health, safety and well-being of co-workers and students.

No employee shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor. Nor shall an employee unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid or another other controlled substance (as defined in scheduled I through V of section 202 of the federal Controlled Substance Act [21 U.S.C., sec. 812]; by regulation at 21 C.F.R., 1300.11 through 1300.15; and in Title 17-A MRSA, section 1101).

At times, supporters of the school may host events at which alcohol is served. In all instances, these events shall not be held on school property. At private events where alcohol is provided or consumed free of charge, no minors under the age of 21 shall be permitted. For events where minors under the age of 21 are permitted, alcohol service will always be provided on a cash basis, with the host organization holding the proper liquor licenses and liability insurance. It shall be the responsibility of the host organization, not the school, to ensure proper and legal sale of alcohol to persons 21 of age or older. Host organizations may choose to make monetary or in-kind donations to the school, but the school shall not directly raise funds through the sale of alcohol.

DEFINITIONS

“School unit system location” means in any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of HCA; or during any period of time such employee is supervising students on behalf of the school system or otherwise engaged in school business.”

Any employee who suspects that he or she may have an alcohol or drug dependency problem is strongly encouraged to contact his/her supervisor to seek voluntary diagnosis and treatment. The employee will be provided confidential referral services to an extent to which insurance coverage to help pay for such services is available. All voluntary referrals shall be kept confidential.
All illegal use, possession, furnishing, selling or provision of assistance in obtaining alcoholic beverages or scheduled drugs not covered by the preceding paragraph may, depending upon the circumstances, constitute sufficient grounds for discipline, up to and including dismissal. Referrals under foregoing paragraphs of this policy will not preclude disciplinary action under this paragraph, depending on the circumstances.

As provided in the Drug-Free Workplace Act of 1988, any employee is required to notify the school system of a criminal or civil conviction for a drug violation occurring in the workplace no later than five calendar days after such conviction. In turn, the Executive Director, within 10 calendar days of learning of such a conviction, is to give written notification to the U.S. Department of Education and to any other federal agency from which the unit receives grant funds.

Appropriate personnel sanctions shall be taken against any employee who violates the terms of this school system’s drug and alcohol policy, up to and including termination.

IMPLEMENTATION

The Executive Director shall be responsible for the development and promulgation of appropriate regulations to implement this policy.

COMMUNICATION

A copy of this policy is to be given or mailed to all current employees and to new employees at the time of their employment.

REVIEW

The Executive Director is to oversee a biennial review of the policy and regulations to determine the programs’ effectiveness, to implement changes to programs, policy and regulations, as needed, and to ensure that disciplinary sanctions are consistently enforced.
GBO Family Care Leave

This policy governs employee leave under 26 M.R.S.A. § 636, “An Act to Care for Families,” referred to in this policy as the “Family Care Act.” Leave under this policy is referred to as “Family Care Leave.”

The Board recognizes that under Maine’s “Family Care Act,” if an employer provides paid leave under the terms of a collective bargaining agreement or employment policy, the employer must allow an employee to use the paid leave for the care of an immediate family member who is ill.

DEFINITIONS:

“Employer” means a public or private employer with 25 or more employees.

“Immediate family member” means an employee’s child, spouse or parent.

“Paid leave” means time away from work by an employee for which the employee receives compensation. Paid leave is limited to sick time, vacation time, compensatory time, and leave that is provided as an aggregate amount for use at the discretion of the employee for any of these purposes. Paid leave does not include paid short-term or long-term disability, catastrophic leave, or similar types of benefits.

Employees may take up to 40 hours of paid leave as Family Care Leave per 12-month period or the amount provided by an applicable collective bargaining agreement, whichever is greater.

The 12-month period shall be the same for all employees and shall be consistent with the period identified for HCA’s administration of the Family Medical Leave Act (FMLA).

An employee is not entitled to use paid leave until that leave has been earned.

Any employee electing to take Family Care Leave must apply such leave against available paid sick leave and if sick leave is exhausted, against available personal leave, then against available vacation (with the option to preserve up to a week’s worth of vacation time) until all paid leave available has been exhausted, except as otherwise provided in applicable collective bargaining agreements.

Notice/verification of illness for Family Care Leave shall be the same as that required for the employee’s own illness. The employee must specify that leave is being taken pursuant to the Family Care Act.

APPLICATION OF FAMILY MEDICAL LEAVE REQUIREMENTS
For purposes of applying family medical leave requirements (i.e., FMLA), HCA shall treat leave under the Family Care Act in the same manner as the employer treats leave for an employee illness. Therefore, Family Care leave and FMLA leave shall run concurrently.
GCOA Supervision and Evaluation of Professional Staff

A well-planned and systematic program of supervision and evaluation of performance tied to educational outcomes is vital to the ongoing improvement of the instructional program. It is the Board’s responsibility to ensure that sufficient administrative time and energy are expended to supervise (observe and assist) and evaluate (measure and assess) teachers. The evaluation program shall address all aspects of teaching performance.

In accordance with Maine’s Educator Effectiveness Law (20-A MRSA § 13701-13706), the District will implement a Board approved performance evaluation and professional growth system (PEPG) consistent with the requirements of Department of Education Rule Chapter 180. The performance evaluation and growth system must be approved by the Board of Directors.

In keeping with the Board of Director’s goal of employing the best qualified staff to provide quality education for all students, all teachers are expected to participate fully in the evaluation process, self-assessment and continuous improvement of professional skills.

The Executive Director is to seek appropriate involvement of staff in the development and periodic review of the supervision and evaluation program.
GCOC Evaluation of Administrative Staff

The Executive Director shall implement and supervise an evaluation system for all administrative personnel.

In accordance with Maine’s Educator Effectiveness Law (20-A MRSA § 13701-13706), HCA will implement a Board approved performance evaluation and professional growth (PEPG) system consistent with the requirements of Department of Education Rule Chapter 180.

For all other administrators, formal evaluations shall be made at least once a year, but more often during the first two years in an administrative capacity. They shall be conducted according to the following guidelines:

A. Evaluative criteria for each position shall be in written form and made permanently available to the administrator;

B. Evaluations shall be made by the Executive Director or immediate supervisor;

C. Results of the evaluations shall be put in writing and shall be discussed with the administrator;

D. The administrator being evaluated will have the right to attach a memorandum to the written evaluation; and

E. Results of all evaluations shall be kept in confidential personnel files maintained at the Executive Director’s Office.
GCSA Employee Computer Use

HCA computers, Internet, voice mail and phone systems are the property of the School. Use of these systems by employees is primarily for work and school-related purposes. Employees may use these technologies for their occasional personal use provided such use does not interfere with their work or the work of others and that the School does not incur added expense as a result. Questions about technology, or requests for maintenance of technology devices should be sent to the Technology Coordinator.

Employees should be aware that there is no reasonable expectation of or personal right to privacy for employees in their use of school computers, the HCA Website, their access to or use of the Internet from school computers, or any part of the HCA communication system. Employees should use common sense and good judgment when sending messages to others and when using the Internet. E-mail messages and Internet sites visited can be tracked internally and traced back by others as originating from HCA. The School keeps a log file of all websites accessed through school computers. Most email messages can be retrieved on the school’s computer system even though they have been “deleted” and may be discoverable for use in litigation.

Employees should also keep in mind that behavior in the electronic world should reflect the same standards of honesty, respect, and consideration that they would use in face-to-face communication. Words can hurt or heal whether in person or online. Technological communication is persistent and replicable; it can be forwarded, copied, and traced. Employees should be cautious and respectful in all online communications.

The Executive Director periodically reviews email and internet use school-wide and brings any concerns about such use to the attention of the Executive Director. Furthermore, if there is concern about the misuse of technology by a particular employee, the School may inspect or monitor his/her e-mail, internet use, records, files, documents, messages or voicemail, with the prior approval of the Executive Director.

The following uses of the HCA technology system are not permitted and in some cases may be illegal. Engaging in these activities may be grounds for disciplinary action up to and including termination of employment.

A. Gaining unauthorized access or “hacking” into HCA’s computer system or that of any other person, business or organization from HCA’s communication system, this includes trying to gain access to another person’s email account or personal files.

B. Obtaining or sending obscene material, child pornography, sexually explicit material including messages, images and cartoons.
C. Transmitting or posting messages that constitute sexual harassment or that contain vulgar, derogatory, inflammatory, offensive or harassing remarks about another person’s or group’s race, religion, national origin, disability or sexual orientation or are otherwise defamatory.

D. Downloading, uploading and/or transmitting software programs, sound files or any other computer files which would violate copyright or trademark.

E. Creating or intentionally spreading computer viruses.

F. Engaging in gambling, or any other conduct prohibited at HCA or in violation of local, state or federal law.

G. Advertising or engaging in personal business ventures.

H. Making a video of or filming another community member and posting it on the Internet or other public space without the express consent of that community member.
HCAA Guiding Principles of the Maine Learning Results

NOTE: While the Guiding Principles are a graduation requirement for a proficiency based diploma in Maine, these principles are deeply embedded in the design of the Investigations, Pathway Portfolio, and capstone. We do not explicitly track these 5 principles, as any graduate of our program will be able to readily furnish evidence of meeting these in a number of ways.

Part of The Maine Learning Results: Parameters for Essential Instruction
The knowledge and skills described in the Maine Department of Education Regulation 132 support Maine students in achieving the goals established in Maine’s Guiding Principles. The Guiding Principles state that each Maine student must leave school as:

A. A clear and effective communicator who:
   - Demonstrates organized and purposeful communication in English and at least one other language
   - Uses evidence and logic appropriately in communication
   - Adjusts communication based on the audience
   - Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)

B. A self-directed and lifelong learner who:
   - Recognizes the need for information and locates and evaluates resources
   - Applies knowledge to set goals and make informed decisions
   - Applies knowledge in new contexts
   - Demonstrates initiative and independence
   - Demonstrates flexibility including the ability to learn, unlearn and relearn
   - Demonstrates reliability and concern for quality
   - Uses interpersonal skills to learn and work with individuals from diverse backgrounds

C. A creative and practical problem solver who:
   - Observes and evaluates situations to define problems
   - Frames questions, makes predictions and designs data/information collection and analysis strategies
   - Identifies patterns, trends and relationships that apply to solutions
● Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response
● Sees opportunities, finds resources and seeks results
● Uses information and technology to solve problems
● Perseveres in challenging situations

D. A responsible and involved citizen who:
● Participates positively in the community and designs creative solutions to meet human needs and wants
● Accepts responsibility for personal decisions and actions
● Demonstrates ethical behavior and the moral courage to sustain it
● Understands and respects diversity
● Displays global awareness and economic and civic literacy
● Demonstrates awareness of personal and community health and wellness

E. An integrative and informed thinker who:
● Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology
● Evaluates and synthesizes information from multiple sources
● Applies ideas across disciplines
● Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes

The following Guiding Principles standards were developed in response to Public Law 669, Section 9 Development of standards based tools.

Maine Learning Results Guiding Principles Standards
A. A Clear and Effective Communicator
Standard A: Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes.

B. A Self-Directed and Lifelong Learner
Standard B: Understands the importance of embracing and nurturing a growth mindset.

C. A Creative and Practical Problem Solver Who:
Standard C: Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one.

D. A Responsible and Involved Citizen
Standard D: Understands the interdependence within and across systems and brings to each situation the appropriate actions.

E. An Integrative and Informed Thinker
Standard E: Is skilled at using complex reasoning processes to make meaning.

Understanding Maine's Guiding Principles

Understanding Maine's Guiding Principles. (PDF, 747KB) A researched-based framework created to convey the knowledge, skills, and dispositions embedded in the Maine Learning Results’ Guiding Principles. The frameworks describe what it may look like when students exhibit the intentions of the Guiding Principle across the content areas by using discipline neutral language. The Guiding Principles frameworks are not a replacement for the Maine Learning Results Guiding Principles but rather a resource for understanding their spirit and intent.
HCAB Proficiency-Based Diploma Requirements

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 Harpswell Coastal Academy, 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.

A. The Five Universal Graduation Requirements of HCA:
- **Standards**: Though coursework varies by pathway, all students must achieve a “Meeting” level of proficiency on 80% of the Learning Targets of each Graduation 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.

- **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.

- Satisfactory Completion of an **Internship**, including a presentation of learning.

- Satisfactory Completion of at least 3 credits of **College or Vocational Courses**.

- Submission of a **Pathway Portfolio**, which showcases high-quality, project-based work from each of the four Pathways. Portfolio work will meet standards, but is an additional stand alone requirement.
HCAC Policy on Region 10 Enrollment for HCA Students

1. Modification of Graduation Requirements for Region 10 Vocational Programming
The above graduation requirements will be modified based on earning credit at a meeting (B+) level of proficiency. Students who receive a B or below must give a presentation of learning to their HCA advisor to demonstrate that their work at Region 10 met standards. Discretion to modify graduation requirements and meet standards for this work will lie with the advisor and building leader.

*6 Credits (equivalent to 2 full years of enrollment in a half-day course) - Reduction of 2 Portfolio items and one standard in either NGSS Science Content or Social Studies. Decision rests with Crew Leader with input from student and guidance.
*12 Credits (equivalent to 2 full years of enrollment in a full-day course) - Reduction of 4 Portfolio items and one content area in both NGSS Science Content or Social Studies. Decision rests with Crew Leader with input from student and guidance.

2. Taking Region 10 Courses for HCA Standards
Ongoing work by the Maine Department of Education has produced draft Career Technical Education (CTE) Intersections documents, which represent the clearest guidance available for assessing Common Core Standards from work completed in CTE courses. HCA has adopted these intersection documents predicated on a close collaboration with Region 10 Technical High School Leadership and a clear timeline for verifying the alignment between these documents and current instruction and assessment practices at Region 10.

Appendix B specifies HCA standards that students are eligible to meet through Region 10 Courses. Students must receive at least a B+ each quarter for an entire year to earn standards. Standards will be input into Foundry upon completion of each Region 10 course. Students will be asked to submit work from Region 10 to their portfolios as evidence of meeting these standards. Students who receive a B or below must give a presentation of learning to their HCA advisor to demonstrate that their work at Region 10 met standards. Discretion to modify graduation requirements and meet standards for this work will lie with the advisor and building leader.
### Region Ten Technical High School course guide by standard

<table>
<thead>
<tr>
<th>TITLE</th>
<th>C.C. Math Standards</th>
<th>C.C. ELA Standards</th>
<th>Other Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL COURSES taken for a full year with at least B+ final grade:</td>
<td></td>
<td></td>
<td>CAREER AND EDUCATION DEVELOPMENT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Self Knowledge and Interpersonal Relationships:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Assessing Personal Abilities and Aptitudes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Strategies to Improve Success</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Attitude and Interpersonal Relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Education, Career, and Life-Roles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Skills for Lifelong Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Applying Academics to Career Success</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Developing a Personal Learning Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Making decisions, utilizing a planning process, creating opportunities, and making meaningful contributions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Using the Planning Process</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Identifying Resources for Decision-Making</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Influence of Societal Need on Decisions</td>
</tr>
<tr>
<td>Early Childhood Education I</td>
<td>None Identified</td>
<td>Reading Comprehension &amp; Interpretation</td>
<td></td>
</tr>
<tr>
<td>(AM only)</td>
<td></td>
<td>*Providing an Objective Summary (RL.2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Analyzing Development of Ideas and Events (RL + RI.3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Evaluating Content and Source (RL + RI.7)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Integrating Sources for Understanding (RL + RI.9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking &amp; Listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Adapting Speech (SL.6; L.3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Independent Writing Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HEALTH EDUCATION</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advocacy, Decision-Making and Goal-Setting Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Healthy Communication Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Influencing Health Choices</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Concepts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Human Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Information</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Professional Health Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Evaluating Health Information</td>
<td></td>
</tr>
<tr>
<td>Writing Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Evaluating Evidence (W.9)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early Childhood Education II (PM only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: Successful completion of Early Childhood Ed I.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food Trades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBL1</td>
</tr>
</tbody>
</table>
| *Statistics*  
*Linear Functions*  
*Linear Equations and Inequalities in One Variable* |

| PBL3 |
| *Statistics (Sampling and Random Processes)* |

<table>
<thead>
<tr>
<th>Reading Comprehension &amp; Interpretation</th>
</tr>
</thead>
</table>
| *Providing an Objective Summary (RL.2)*  
*Analyzing Development of Ideas and Events (RL + RI.3)*  
*Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6)*  
*Analyzing Structure of Text (RL + RI.5)*  
*Determining Point of View (RL + RI.6)*  
*Evaluating Content and Source (RL + RI.7)*  
*Delineating Arguments and Assessing Reasoning (RI.8)*  
*Integrating Sources for Understanding (RL + RI.9)* |

<table>
<thead>
<tr>
<th>Speaking &amp; Listening</th>
</tr>
</thead>
</table>
| *Making Informed Decisions (SL.2)*  
*Evaluating a Speaker (SL.3; L.3)*  
*Developing Clear Reasoning (SL.4)*  
*Structuring Speech for Multiple Purposes (SL.5)*  
*Adapting Speech (SL.6; L.3)* |

<table>
<thead>
<tr>
<th>Writing Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Independent Writing Process (W.5)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Research</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Evaluating Evidence (W.9)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 Credits- Child Development (SMCC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIAL STUDIES</td>
</tr>
<tr>
<td>Geography</td>
</tr>
<tr>
<td><em>Physical and Human Characteristics of Place</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economics</th>
</tr>
</thead>
</table>
| *Economic Concepts*  
*Personal Finance* |

A three credit articulation agreement is available with all Maine Community Colleges and the Culinary Institute of America.
<table>
<thead>
<tr>
<th>E.M.T.-Basic</th>
<th>PBL 1</th>
<th>Reading Comprehension &amp; Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Linear Equations and Inequalities in One Variable</td>
<td>*Analyzing Development of Ideas and Events (RL + RI.3)</td>
<td></td>
</tr>
<tr>
<td>*Statistics</td>
<td>*Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Analyzing Structure of Text (RL + RI.5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Evaluating Content and Source (RL + RI.7)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Integrating Sources for Understanding (RL + RI.9)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Auto Collision Repair</th>
<th>PBL 1</th>
<th>Reading Comprehension &amp; Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Linear Equations and Inequalities in One Variable</td>
<td>*Analyzing Development of Ideas and Events (RL + RI.3)</td>
<td></td>
</tr>
<tr>
<td>*Basic Definitions &amp; Rigid Motions</td>
<td>*Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6)</td>
<td></td>
</tr>
<tr>
<td>PBL 2</td>
<td>*Evaluating Content and Source (RL + RI.7)</td>
<td></td>
</tr>
<tr>
<td>*Geometric Modelling</td>
<td>*Integrating Sources for Understanding (RL + RI.9)</td>
<td></td>
</tr>
</tbody>
</table>

**NGSS CONTENT**

**ETS1: Engineering Design**
- Designing Solutions to Complex Problems
- Evaluating Solutions for Complex Problems

**PS2: Motion, Stability, Forces, and Interactions**
- Conservation of Momentum
- Newton’s Second Law
- Minimizing Collision Force

**HEALTH EDUCATION**
- Advocacy, Decision-Making and Goal-Setting Skills
- Healthy Communication Skills
- Influencing Health Choices

**Health Concepts**
- Human Development
- Analyzing Complex Health Concepts
- Dimensions of Health
- Disease and Prevention
- Healthy Behaviors

**Health Information**
- Evaluating Health Information
- Professional Health Services

**Dual enrollment with Southern Maine Community College**
- Dual enrollment worth five credits is available. Students successfully completing the dual enrollment are eligible to sit for the national E.M.T Basic credential exam.
### Metal Fabrication/Welding

| PBL 1 | *Statistics  
*Basic Definitions & Rigid Motions  
*Geometric Relationships & Properties |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PBL 2</td>
<td>*Geometric Modeling</td>
</tr>
<tr>
<td>PBL 3</td>
<td>*Trigonometric Ratios</td>
</tr>
</tbody>
</table>

| Reading Comprehension & Interpretation  
*Providing an Objective Summary (RL.2)  
*Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6)  
*Evaluating Content and Source (RL + RI.7)  
*Delineating Arguments and Assessing Reasoning (RI.8) |
| Writing Process  
*Independent Writing Process (W.5) |
| Writing Research  
*Collecting Information from Multiple Sources (W.8)  
*Integrating Evidence and Citing Sources (W.8) |

### NGSS CONTENT

**ETS1: Engineering Design**  
*Designing Solutions to Complex Problems  
*Evaluating Solutions for Complex Problems

**PS2: Motion, Stability, Forces, and Interactions**  
*Conservation of Momentum  
*Newton’s Second Law  
*Minimizing Collision Force

**PS3: Energy**  
*Converting Energy Between Forms  
*Thermodynamics

Vocational college credits may be awarded for blueprint reading and basic welding courses while preparing the student for qualifications towards American Welding Society structural plate certification. Articulation agreement credits are available.
<table>
<thead>
<tr>
<th>Outdoor Powersports I</th>
<th>PBL 1</th>
<th>Reading Comprehension &amp; Interpretation</th>
<th>NGSS CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*Modeling with Functions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Linear Equations and Inequalities in One Variable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Basic Definitions &amp; Rigid Motions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Providing an Objective Summary (RL.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyzing Development of Ideas and Events (RL + RI.3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyzing Structure of Text (RL + RI.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Determining Point of View (RL + RI.6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluating Content and Source (RL + RI.7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Delineating Arguments and Assessing Reasoning (RI.8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrating Sources for Understanding (RL + RI.9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Providing an Objective Summary (RL.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyzing Development of Ideas and Events (RL + RI.3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyzing Structure of Text (RL + RI.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Determining Point of View (RL + RI.6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluating Content and Source (RL + RI.7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Delineating Arguments and Assessing Reasoning (RI.8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrating Sources for Understanding (RL + RI.9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Making Informed Decisions (SL.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developing Clear Reasoning (SL.4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introducing and Organizing a Topic (W.2a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developing Topic Thoroughly (W.2b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Linking Narrative Text with Language (W.2c; W.3c)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Narrative Language and Vocabulary (W.2d; W.3d)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concluding a text (W.2f; W.3e)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluating Evidence (W.9)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outdoor Powersports II</th>
<th>PBL 1</th>
<th>Reading Comprehension &amp; Interpretation</th>
<th>NGSS CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*Modeling with Functions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Linear Functions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Geometric Relationships &amp; Properties</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Providing an Objective Summary (RL.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyzing Development of Ideas and Events (RL + RI.3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Designing Solutions to Complex Problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluating Solutions for Complex Problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conservation of Momentum</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Newton’s Second Law</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minimizing Collision Force</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Converting Energy Between Forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thermodynamics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Building Trades</th>
<th>PBL 1</th>
<th>Reading Comprehension &amp; Interpretation</th>
<th>NGSS CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*Modeling with Functions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Linear Functions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Geometric Relationships &amp; Properties</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Providing an Objective Summary (RL.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyzing Development of Ideas and Events (RL + RI.3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Designing Solutions to Complex Problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluating Solutions for Complex Problems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Articulation agreement credits are available.
<table>
<thead>
<tr>
<th>Automotive Technology I (AM only)</th>
<th>PS2: Motion, Stability, Forces, and Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PBL 1</strong></td>
<td>*Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6)</td>
</tr>
<tr>
<td><em>Modeling with Functions</em></td>
<td>*Analyzing Structure of Text (RL + RI.5)</td>
</tr>
<tr>
<td><em>Linear Equations and Inequalities in One Variable</em></td>
<td>*Determining Point of View (RL + RI.6)</td>
</tr>
<tr>
<td><em>Statistics</em></td>
<td>*Evaluating Content and Source (RL + RI.7)</td>
</tr>
<tr>
<td><em>Basic Definitions &amp; Rigid Motions</em></td>
<td>*Integrating Sources for Understanding (RL + RI.9)</td>
</tr>
<tr>
<td>Speaking &amp; Listening</td>
<td>*Making Informed Decisions (SL.2)</td>
</tr>
<tr>
<td>*Developing Clear Reasoning (SL.4)</td>
<td>*Adapting Speech (SL.6; L.3)</td>
</tr>
<tr>
<td>Writing Narrative &amp; Informative Texts</td>
<td>*Introducing and Organizing a Topic (W.2a)</td>
</tr>
<tr>
<td>*Developing Topic Thoroughly (W.2b)</td>
<td>*Linking Narrative Text with Language (W.2c; W.3c)</td>
</tr>
<tr>
<td>*Narrative Language and Vocabulary (W.2d; W.3d)</td>
<td>*Concluding a text (W.2f; W.3e)</td>
</tr>
<tr>
<td>Writing Process</td>
<td>*Independent Writing Process (W.5)</td>
</tr>
<tr>
<td>Writing Research</td>
<td>*Collecting Information from Multiple Sources (W.8)</td>
</tr>
<tr>
<td>*Integrating Evidence and Citing Sources (W.8)</td>
<td>*Evaluating Evidence (W.9)</td>
</tr>
</tbody>
</table>

**NGSS CONTENT**

ETS1: Engineering Design
- *Designing Solutions to Complex Problems*
- *Evaluating Solutions for Complex Problems*  

PS2: Motion, Stability, Forces, and Interactions
- *Conservation of Momentum*
| **Analyzing Structure of Text**  
| **Determining Point of View**  
| **Evaluating Content and Source**  
| **Delineating Arguments and Assessing Reasoning**  
| **Integrating Sources for Understanding**  
| **Speaking & Listening**  
| **Making Informed Decisions**  
| **Developing Clear Reasoning**  
| **Writing Narrative & Informative Texts**  
| **Introducing and Organizing a Topic**  
| **Developing Topic Thoroughly**  
| **Linking Narrative Text with Language**  
| **Narrative Language and Vocabulary**  
| **Concluding a text**  
| **Writing Research**  
| **Evaluating Evidence**  

| Newton’s Second Law  
| Minimizing Collision Force  
| Converting Energy Between Forms  
| Thermodynamics  

**Automotive Technology II**  
**Prerequisite:** Automotive Tech I  

| **Pre-Apprenticeship**  
| **Health Occupations--CNA**  
| **PBL 1**  
| **Reading Comprehension & Interpretation**  
| **NGSS CONTENT**  
| **LS1: From Molecules to Organisms**  
| **Cell Division**  

All students completing the course will leave with a professional resume and a letter of introduction to enable the student to seek immediate employment in the automotive field or to enhance the admission process into a post-secondary school. ASE certification and State Inspection licensing are encouraged. Articulation agreement credits are available.
<table>
<thead>
<tr>
<th>Course</th>
<th>Standards</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Art (AM only)</td>
<td>None Identified</td>
<td>None Identified</td>
</tr>
<tr>
<td></td>
<td>VISUAL AND PERFORMING ARTS</td>
<td>Dual enrollment worth three credits is available. (SMCC)</td>
</tr>
</tbody>
</table>
| Pre-Engineering (AM only)      | PBL 1
  * Modeling with Functions
  * Linear Equations in one variable
  * Descriptive Statistics
  PBL 3
  * Geometric Measurement and Dimension | Reading Comprehension & Interpretation
  * Providing an Objective Summary (RL.2)
  * Analyzing Development of Ideas and Events (RL + RI.3)
  * Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6)
  * Analyzing Structure of Text (RL + RI.5)
  * Determining Point of View (RL + RI.6)
  * Evaluating Content and Source (RL + RI.7)
  * Integrating Sources for Understanding (RL + RI.9) | NGSS
  * ETS1- Analyzing a global challenge
  * ETS1- Designing solutions to complex problems
  * ETS1- Evaluating solutions to complex problems
  * ESS3- Utilizing Energy and Mineral Resources
  * ESS3- Human Modification of Earth’s Systems Science and Engineering Practice
  * All 8 standards
  HS Digital Citizenship
  * Creating Digital Solutions
<p>|                                | Dual enrollment in medical terminology is available. (SMCC)                |                                                                                        |</p>
<table>
<thead>
<tr>
<th>Speaking &amp; Listening</th>
<th>Writing Narrative &amp; Informative Texts</th>
<th>Writing Process</th>
<th>Writing Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Making Informed Decisions (SL.2)</td>
<td>*Introducing and Organizing a Topic (W.2a)</td>
<td>*Independent Writing Process (W.5)</td>
<td>*Collecting Information from Multiple Sources (W.8)</td>
</tr>
<tr>
<td>*Developing Clear Reasoning (SL.4)</td>
<td>*Developing Topic Thoroughly (W.2b)</td>
<td></td>
<td>*Integrating Evidence and Citing Sources (W.8)</td>
</tr>
<tr>
<td>*Adapting Speech (SL.6; L.3)</td>
<td>*Linking Narrative Text with Language (W.2c; W.3c)</td>
<td></td>
<td>*Evaluating Evidence (W.9)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaking &amp; Listening</th>
<th>Writing Narrative &amp; Informative Texts</th>
<th>Writing Process</th>
<th>Writing Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Making Informed Decisions (SL.2)</td>
<td>*Introducing and Organizing a Topic (W.2a)</td>
<td>*Independent Writing Process (W.5)</td>
<td>*Collecting Information from Multiple Sources (W.8)</td>
</tr>
<tr>
<td>*Developing Clear Reasoning (SL.4)</td>
<td>*Developing Topic Thoroughly (W.2b)</td>
<td></td>
<td>*Integrating Evidence and Citing Sources (W.8)</td>
</tr>
<tr>
<td>*Adapting Speech (SL.6; L.3)</td>
<td>*Linking Narrative Text with Language (W.2c; W.3c)</td>
<td></td>
<td>*Evaluating Evidence (W.9)</td>
</tr>
</tbody>
</table>

*Digital Collaboration
*Digital Communication
*Leveraging Technology
*Problem Solving with Technology
*Responsible Digital Solutions
IHBA Individual Education Plans [IEPs]

It shall be the policy of HCA to maintain a complete individualized education program (IEP) for each student who has been identified with a disability and in need of special education services under state and federal special education laws, and who is in attendance at HCA. HCA shall develop these IEPs in a manner consistent with the procedural requirements of state and federal special education laws.

Student IEPs shall be reasonably calculated to provide the identified student with educational benefits in the least restrictive educational environment. HCA shall ensure that the student’s IEP is implemented no later than 30 days after the IEP Team’s initial identification of the student as a child with a disability in need of education and supportive services. All identified children with disabilities shall have a current IEP in effect at the start of each school year.

If HCA is unable to hire or contract with the professional staff necessary to implement a child’s IEP, it will reconvene an IEP Team to identify alternative service options. This IEP meeting shall occur no later than 30 days after the start of the school year or the date of the IEP Team’s development of the IEP. The IEP Team, typically comprise of parents, an administrator, special education teacher, classroom teacher, and any others as appropriate, shall determine any amendments to the IEP necessary to reflect the inability to commence services as originally anticipated by the IEP Team.

All IEP’s must be reviewed at least annually, as prescribed by state and federal special education laws.
IHBA Referral and Use of General Education Interventions

It shall be the policy of HCA to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability. Referrals of students to the IEP team may be made by parents at any time, and by professional school staff regardless of the results of the initial child find activities, but after completion of the general education intervention process. Other individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may also make referrals. Any such referral should be made in accordance with school procedures.

Regardless of the source of the referral, a referral will be considered received by HCA on the date that the written referral is received by the office of the Director of Special Services. It shall be signed and dated by the Director of Special Services or designee, thereby indicating the date of the receipt of that referral.

The Executive Director, in consultation with the Director of Special Services, may develop procedures for referral and the use of general education interventions within HCA and may from time to time amend those procedures as necessary.
IHBAC Child Find

HCA seeks to ensure that all children within its jurisdiction are identified, located and evaluated who are entering grade 6 through the school year in which they turn 20 and who are in need of special education and supportive assistance -- including homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools, receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

HCA’s child find responsibility shall be accomplished through a process which, while not a definitive or final judgment of a student’s capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

This child find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child’s academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. HCA may schedule child find activities during its enrollment process to assist in planning for necessary special education and related service at the start of the school year. If screening occurs in the spring prior to school entry, HCA will refer the child to the regional CDS site within 10 school days.

If the child find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student’s eligibility for special education services.

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the school department’s pre-referral and referral policy.
IHBAL Grievance Procedure for Persons with Disabilities

The Board of Directors has adopted this grievance procedure to provide a local avenue for persons with disabilities to raise concerns about whether HCA is fully meeting its obligations under state and federal laws to protect persons with disabilities.

This procedure is intended to meet the requirements of the federal Rehabilitation Act (34 CFR § 104.7(b)) and the federal Americans with Disabilities Act (28 CFR § 35.107(b)).

Questions about this grievance procedure should be directed to the Executive Director.

1. A person with an identifiable disability, or someone acting on that person’s behalf, may file a written grievance regarding compliance with state or federal disabilities laws with the building principal where the grievance arose, or with the ADA/504 compliance coordinator. If filed with the ADA/504 compliance coordinator, that person shall forward it to the appropriate building principal. No grievance will be heard if it involves actions that occurred more than 60 days prior to the filing of the grievance.

   The building principal, after consultation with the ADA/504 compliance coordinator, shall respond in writing to the grievance within 15 working days of its receipt. Extensions of 15 working days may be allowed if necessary to address fully the issues in the grievance. The principal’s written response shall be forwarded to the grievant and to the ADA/504 compliance coordinator.

2. If dissatisfied with the response, the grievant may obtain a review by the Executive Director of the principal’s decision.

   The grievant must request that review within 15 working days of the decision by the principal. The Executive Director, after consultation with the ADA/504 compliance coordinator, shall respond in writing to the grievance within 15 working days. Extensions of 15 working days may be allowed when necessary to address fully the issues in the grievance. The Executive Director’s written response shall be forwarded to the grievant and to the ADA/504 compliance coordinator.

   The grievant must request that review within 15 working days of the decision by the Executive Director. The Board of Directors shall have a reasonable time to schedule a meeting on the grievance and to issue its decision. Nothing in this grievance procedure in any way forecloses a person with a disability from seeking redress for their concerns at any time through other legal avenues, such as through the Office for Civil Rights, the Department of Justice, the Maine Human Rights Commission or the Maine Department of Education.
Questions about other legal avenues available for persons with disabilities to pursue compliance concerns under various disabilities laws should be directed to the ADA/504 Compliance Coordinator, C/O Executive Director, HCA, 9 Ash Point Road, Harpswell, ME 04079.
IJNI&SDB Student Computer & Internet Use and Internet Safety

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 require that schools establish reasonable controls for lawful, 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 Executive Director 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 Executive Director 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 Executive Director may delegate specific responsibilities to others as he/she deems appropriate.
ILA Student Assessment/Local Assessment System

HCA shall have a comprehensive assessment system designed to inform instruction and to determine student progress toward meeting the Maine Learning Results content area performance standards. The comprehensive assessment system will align with the Maine Learning Results and will include the Maine Educational Assessment at Grades 8 and 11.

The purpose of HCA’s comprehensive assessment system is to produce high quality information about student performance that will inform teaching, enhance learning, monitor students’ achievement of the Learning Results content standards, and certify that achievement to the Board of Directors, the Charter Commission and the State DOE.

The comprehensive assessment system shall meet the standards specified in Chapter 127, Section 4.D. It will provide multiple measures of student performance in each content area and for each grade span at the classroom, school, District and State levels. The Maine Educational Assessment at Grades 8 and 11 will help determine student achievement of State performance standards at those grade levels. Students will be provided multiple and alternative opportunities to demonstrate their level of performance.
JC Mid-Year Enrollment Policy

HCA is funded according to our October 1st count. Our total enrollment count on that date each year will serve as the baseline enrollment number for that year.

When openings become available after October 1, HCA will:

A. Accept students up to the October 1 count #, based on their position on the waiting list;

B. Not accept new students after Feb 15;

C. Consider all openings as divisional, rather than grade level openings. For example, if an 8th grader leaves the school, the opening would go to the next person on the waiting list in grade 6 or 7; similarly, if a student in grade 9, 10, 11, or 12 leaves, that position will be filled by the first student on the waiting list for grades 9, 10, or 11;

D. Not fill mid year openings with students looking to join us for 8th or 12th grade, as our passage between Divisions structure requires a full year of enrollment for successful completion.
JEVA Compulsory Student Attendance

Regular attendance is an essential requirement and model for academic and future employment success. Learning experiences that occur in the classroom are meaningful and vital components of the educational process. Time lost from class, whether for legitimate reason or due to a student’s intentional decision not to attend, is irretrievable in terms of opportunity for instructional interaction. While make-up assignments and reading may be done independently, many learning experiences (labs, simulations, discussions, etc.) cannot be reproduced outside the milieu of the classroom. Thus, attendance and participation in specific class activities are important factors contributing to academic achievement that may be taken into account along with other performance requirements when assessing student achievement. Students are expected to take responsibility for attending their classes, engaging in academic learning experiences in and out of class, and keeping their parents informed of any problems related to school attendance.

As long as a student is enrolled at HCA, regardless of age, the student’s parents (which also includes legal guardians) are responsible for his/her attendance, dismissals and tardiness to school.

Exceptions will be made only for students who have been legally emancipated by court decree or for any student who is eighteen years of age, living on his/her own and has prior approval from his/her parents and the Administration.

EXCUSED ABSENCES

The following absences are excused under State law:

A. Personal illness;

B. Observance of a recognized religious holiday when the observance is required during the regular school day;

C. An appointment with a health professional that must be made during the regular school day;

D. Family emergencies; or

E. A planned absence for personal or educational purpose which has been approved in advance by the administration.

In addition, classes missed for the following reasons will be treated as present in school and excused from class:
A. In the case of a disabled student, a reason which the student's IEP or 504 Plan
determines the absence is disability related;

B. Absence from class due to participation in a school-sponsored or approved trip or event;
and

C. Serving a school-imposed disciplinary suspension.

TRUANCY

Once a student has attained the equivalent of ten (10) full days of non-excused absences or
seven (7) consecutive days of non-excused absences during a school year, the student is
habitually truant.

ABSENCE REPORTING

The student's parent and/or guardian is expected to notify the school on the morning of an
unplanned absence. If the notification is not oral, a written note must be received by the school
within two (2) school days after the student's return. For illnesses longer than five (5)
consecutive days, appropriate documentation from a physician will be required. For planned
absences, a student's parent is expected to provide written notification in advance.

All parent notes must include the student's name, date(s) of the absence, the specific reason for
the absence and the parent's signature. Failure to provide acceptable documentation or proper
calls to the attendance office will cause the absence to be recorded as UNEXCUSED.

MAKE-UP WORK

The amount of time a student has to make up missed work due to an excused absence will be
determined by the classroom teacher in a conference with the student. During this conference
the teacher and student can discuss any deadlines and/or help sessions that may be needed to
help the student successfully complete the work in the agreed upon timeframe. This conference
should happen within the first two (2) days of the student’s return from the absence.

The burden of responsibility for make-up is with the student. Work missed due to an
UNEXCUSED absence will be provided to the student. Students should complete the missed
work. All excused absences, including absences due to disciplinary actions entitle the student to
make up the work for full credit.

If a student has experienced hardships or extenuating circumstances that prevented him or her
from being successful in a course due to attendance and missed assignments, he or she may
be eligible to have an action plan created to help ensure the success of that student.
Administration, guidance, and teachers, in a conference with both student and parent, will develop such a plan in which additional accommodations and/or support can be implemented to ensure the student's completion of coursework. The student will be responsible for completing this plan.
JFABD Admission of Homeless Students

HCA recognizes that homelessness alone should not be a sufficient reason to separate students from the mainstream school environment. HCA will strive to ensure that homeless students are identified and provided access to the same free and appropriate public education provided to other students in the school system. In accordance with federal and State Law and regulations, HCA will provide homeless students with access to the instructional programming that supports achievement of the content standards of Maine’s system of Learning Results and to other services for which they are eligible. Students shall not be segregated into a separate school or program based on their status as homeless, nor shall they be stigmatized in any way.

DEFINITIONS

“Homeless” students are those who lack a fixed, regular and adequate nighttime residence and include the following:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
- Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who meet one of the above-described circumstances.

“School of origin” means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

“Unaccompanied youth” refers to a youth not in the physical custody of a parent or guardian (e.g., runaway or “throw away” children or youth).

ENROLLMENT/PLACEMENT

HCA will determine, according to the best interest of the child or youth, whether the child or youth will be enrolled in the school of origin or in the public school that non-homeless students who live in the attendance area in which the child is actually living are eligible to attend.

In determining the best interest of the child or youth, HCA will, to the extent feasible, keep the child or youth in the school of origin, unless doing so is contrary to the wishes of the parent.
If the youth is unaccompanied by a parent or guardian, the homeless liaison will assist in placement and enrollment decisions, with the view of the youth taken into consideration.

The school selected shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, immunization records, evidence of residency, or other documentation.

HCA may require a parent or guardian of a homeless child or youth to provide contact information.

HCA must provide a written explanation, including a statement regarding the right to appeal, to the parent or guardian of the homeless child or youth if HCA sends the child or youth to a school other than the school of origin or other than a school requested by the parent or guardian.

In the case of an unaccompanied youth, the homeless liaison will provide notice of the right to appeal.

The enrolling school shall contact the school last attended by the child or youth to obtain relevant academic and other records. If the child or youth needs to obtain immunizations or immunization or medical records, the parent or guardian of the homeless child or youth will be referred to the homeless liaison for assistance.

ENROLLMENT DISPUTES

If there is a dispute concerning enrollment, the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be provided, in writing, with a written explanation of HCA’s decision and the right to appeal the decision.

The homeless liaison shall ensure that an unaccompanied youth is enrolled in school, pending resolution of a dispute.

SERVICES

Homeless students shall be provided services comparable to services available to other students in the school system including, but not limited to, transportation services; educational services for which the student meets the eligibility criteria, such as educational programs for disadvantaged students, students with disabilities, gifted and talented students, and students with limited English proficiency; vocational and technical programs; and school meals/nutrition programs.

TRANSPORTATION
Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in another district and the student is enrolled in HCA, or if a homeless student’s school of origin is HCA but he or she is enrolled in a different district, the school systems will coordinate the transportation services necessary for the student, or will share the responsibilities and costs equally.

RECORDS

Any records ordinarily kept by the school, including immunization records, medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless student, shall be maintained so that records may be transferred when a student enters a new school system. Access to records will be available to parents and students in accordance with the Family Educational Rights and Privacy Act (FERPA).

HOMELESS STUDENT LIAISON

The Executive Director shall designate an individual to act as HCAs Homeless Student Liaison. HCA shall inform school personnel, service providers and advocates working with homeless families of the duties of HCA’s Homeless Student Liaison.

The Homeless Student Liaison will be responsible for ensuring that:

A. Homeless children and youths and identified by school personnel and through coordination activities with other entities and agencies;

B. Homeless children and youths enroll in and have a full and equal opportunity to succeed in school;

C. Homeless families, children and youths receive educational services for which they are eligible and referrals to health care services, dental services, mental health services, and other appropriate services;

D. The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are providing with meaningful opportunities to participate in the education of their children;

E. Enrollment disputes are mediated in accordance with Law;

F. The parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school the student will be attending;
G. Unaccompanied youths are assisted in placement or enrollment decisions and provided notice of the right to appeal; and

H. Children or youths who need to obtain immunizations, or immunization or medical records, receive assistance.
JFC Dropout Prevention

The Board believes that a high school diploma signifies the minimum preparation for success in life. Therefore, the Board strongly urges school administrators, staff, parents, and members of the community to encourage students to remain in school through high school.

DROPOUT PREVENTION COMMITTEE

In order to reduce the school dropout rate, the Executive Director shall establish a Dropout Prevention Committee to study the problem of dropouts and truancy. The Committee will meet at least annually, make recommendations for addressing the problem, and submit a plan of action to the Board in accordance with the provisions in Maine law.

The Committee will consider the following when developing its plan: reasons why students drop out of school; maintenance of continuing contacts with recent dropouts in order to extend opportunities for alternate educational programs, counseling, and referral; education of teachers and administrators about the dropout problem; use of human services programs to help dropouts; the Board’s policies on suspension, expulsion, and other disciplinary action; and discriminatory practices and attitudes within the school.

COMMITTEE MEMBERSHIP

As required by law, the Dropout Prevention Committee shall be composed of the following members:

- A member of the Board;
- A school administrator;
- A teacher and/or school counselor;
- A parent;
- As possible, a high school student selected by the Dropout Prevention Committee members; and
- As possible, a dropout selected by the Dropout Prevention Committee members.

IDENTIFIED STUDENTS

The Board recognizes the importance of success as a motivator and as a factor in a student’s commitment to education. Students who have been identified as being at risk of dropping out should be encouraged to participate in alternative educational programs or in other instructional, career and technical education (CTE), or social service programs for which they may be eligible.

STUDENT WITHDRAWAL FROM SCHOOL
School administrators shall arrange for regular contacts to be made with students who have withdrawn from school for the purpose of informing them of the process for readmission, making them aware of alternatives in the community for continuing their education and stating the school unit’s willingness to assist them in their educational efforts.
JHB Truancy Policy

HCA’s Board of Directors recognizes that regular school attendance is vital to achieving academic success. State law requires all children between the ages of 7 and 17 to attend school unless they meet one of the exceptions spelled out in Title 20-A, 5001-A. HCA will comply with all aspects of Title 20A to insure that the truancy provisions are dutifully followed.

DEFINITIONS

“Excusable absence” A student’s absence is excused when the absence is for the following reasons:

A. Personal illness;
B. An appointment with a health professional that must be made during the regular school day;
C. Observance of a recognized religious holiday when the observance is required during the regular school day;
D. A family emergency;
E. A planned absence for a personal or educational purpose that has prior approval; or
F. Education disruption resulting from homelessness, unplanned psychiatric hospitalization, unplanned hospitalization for a medical emergency, foster care placement, youth development center placement, or some other out-of-district placement that is not otherwise authorized by either an individualized education plan or other education plan or a Executive Director's agreement developed in accordance with section 5205, subsection 2. (This paragraph does not apply to a student who is out of school for 10 or more consecutive school days as a result of a planned absence for a reason such as a family event or a medical absence for planned hospitalization or recovery.)

“Habitual Truant” Truancy laws vary depending on the grade level of the student. A student who has completed grade 6 is considered “habitually truant” if he or she has the equivalent of ten full days or seven consecutive days of non-excused absences during a school year. A student who is at least seven years old but has not completed grade 6 is habitually truant if he or she has the equivalent of seven full days or five consecutive days of non-excused absences during a school year.

PREVENTATIVE MEASURES

HCA works hard to create a warm, welcoming, nonjudgmental connection with students and families in an effort to improve school attendance.

Prior to the start of the school year:
1. Students will be identified prior to the school as “at risk truant” if they have met the truancy standards listed above in the previous academic year.

2. Faculty will be notified of these “at risk truant students” at the start of the new school year to consider immediate intervention steps.

AT-RISK INTERVENTIONS

When the records show that a student’s absence pattern gives cause to believe that habitual truancy may become a problem (usually after three unexcused absences) the building principal will follow the procedure outlined below:

A. The parents and students, where appropriate, shall have a conference with the building administrator to discuss the problem. We assess the internal and external risk factors that may be getting in the way. Internal factors often include anxiety/depression, substance use, social dynamics at school, or a sense of academic hopelessness. External factors are more varied, but can include anything from lack of a washing machine to provide clean clothes for school, to concern for a family member with some sort of illness, to necessity for providing childcare at home, to staying up all night on video games.

B. Counseling shall be set up with the appropriate school personnel. Appropriate school personnel shall be defined as building principal/guidance counselor/social worker/faculty.

C. Health records shall be reviewed. Screening and preliminary evaluation shall be recommended if warranted (sight or hearing concerns in particular).

D. Staff who have professional contact with the student shall meet in conference to discuss the situation and to plan ways to deal with the truancy. Referral to the IEP Team shall be considered where appropriate.

E. We work to identify barriers and help to find supports as possible, including problem solving transportation barriers; a favored staff member to check-in each morning, in case of social anxiety; a gentle phase-in for academic remediation and standards-recovery plans to avoid overwhelming the student; connections with community resources in case of family needs such as child care, clothing, etc. Additionally, we consider socially orchestrated peer groups to provide social connections for the student, based on interest; and we build in a significant responsibility for the student within our school environment, because when they see themselves as active contributors to something important (and not passive receivers of service), they are more likely to show up.
F. Finally, students should receive a phone call each day they are absent for record-keeping and to let the student know that he/she were deeply missed.

If unexcused absence continues to be a problem (usually after an additional two unexcused absences):

A. The building principal shall contact parents for a second conference. Records from steps A- D shall be discussed. Again, referral to the IEP Team shall be considered where appropriate.

B. A written summation of the steps to date, recommendations and results shall be prepared by the building principal and summarized in a letter to parents.

TRUAENCY PROCEDURE

Once it is determined that a student is habitually truant, a separate file will be set up for this purpose only, and all materials relating to that student’s truancy will be transferred to the truancy file. The following shall be gathered and kept in the truancy file:

A. Written summations of any and all counseling sessions with the student.

B. Results of any and all physical examinations including screening for vision and hearing deficiencies.

C. Results of any and all psychological evaluations.

D. Written summations of any and all home visits and of any and all counseling sessions with school officials.

E. Written summations of faculty discussions.

F. Written reports from any other public or private agencies which may have evaluated the child.

G. Written summations of all efforts by the school to meet the child’s educational needs.

H. Recommendations by the building administrator and faculty to resolve the problem.

This record will be treated like all other students' records in that it is a personal record, and accorded the same level of confidentiality. This record will be kept current and maintained by the building principal. The matter shall be referred to the IEP Team where appropriate.
PROCEDURES FOR REFERRAL OF TRUANCY MATTERS FROM THE PRINCIPAL TO THE EXECUTIVE DIRECTOR

If the building principal decides that the matter can no longer be handled at the school level, he/she will refer the matter to the Executive Director for further disposition. The building principal will send the following:

A. A chronological outline of the steps that have been taken at the school level;
B. The truancy folder on the student; and
C. Recommendations for the next step.

The Executive Director shall review the situation and recommendations. He/she shall determine next steps and schedule a meeting with the parents to develop a plan that will insure that the child begins regular school attendance. This will be documented and a plan with a timeline will be established and monitored. It will be clear that the Executive Director is expected to make further referrals to the Department of Health and Human Services and/or to local law enforcement agencies to insure that families are meeting the rigor to the law as it applies to compulsory school attendance.

If a child meets criteria to waive compulsory attendance, the Executive Director, acting on behalf of the school board, is authorized to approve such plan if it meets the rigor of Title 20-A, 5001-A.

REPORTING TRUANCY

The Executive Director or designee will complete all required reports regarding truancy to the State and Federal government in a timely manner as required. This will include:

A. Date(s) of truancy;
B. Contacts with parent/guardian;
C. Conferences with truant;

This may also include:

A. Excuses given by student;
B. Excuses given by parent/guardian; and
C. Information from teachers or other school personnel.
Students are prohibited from attending school or school functions after having consumed or while under the influence of any unauthorized mood altering chemical. They are prohibited from possessing, furnishing, or consuming tobacco, alcohol or illicit drugs while in school or on school grounds, or at school functions, or on a school vehicle. Students who violate the above rule shall be considered involved with tobacco, drugs and/or alcohol in a potentially harmful way. HCA will use restorative practices to work with students in areas of prevention and education, and will also follow the discipline procedure identified below:

A. First offense:

1. Parent/guardian is notified of the student involvement.

2. The student will be suspended for up to 10 days or face possible expulsion from school depending on severity. In-school suspension may be utilized.

3. The student may lose in-school privileges (open campus, break activities, etc.), and may be prohibited from participating in certain school functions (such as dances, off campus trips, etc.) for up to 40 school days.

4. On returning to school, the student shall be referred to the school social worker to determine the general nature of the individual’s emotional, mental, and social health. The student may be required to participate in a 12 session substance abuse intervention program with the school social worker. Parents may be asked to participate as well.

B. Second offense:

1. Parent/guardian is notified of the student involvement.

2. The student will be suspended for up to 10 days or face expulsion from school depending on severity. In-school suspension may be utilized.

3. The student will be evaluated by the school social worker. Additional information from the student's individual teachers will be gathered to verify the student's academic progress and to determine if any additional support is needed. The school may collaborate with an outside agency whose professional mission is to support students with substance abuse issues.
4. A meeting of parents, student, and school authorities will be held to determine the most acceptable course of action. This course of action must be followed in order for the student to remain in school.

5. The student may lose in-school privileges (open campus, break activities, etc.), and may be prohibited from participating in certain school functions (such as dances, off campus trips, etc.) for the remainder of the school year.

C. Third offense:

1. The student will automatically be suspended pending an expulsion hearing by the board.

2. Re-entry to school will be contingent upon satisfactory evidence of successful completion of treatment recommendations as verified by the school social worker and principal. The student must give some indication that the behavior which was the cause of the student being expelled will not recur. Only the Board can re-enroll an expelled student upon satisfying treatment plan conditions with Executive Director’s recommendation for re-admittance.

MISCELLANEOUS NOTES

All cases of possession, sale, or transfer of illegal drugs, alcohol, and/or unauthorized mood altering chemicals will be reported to the appropriate law enforcement agency. All alcohol, drugs, unauthorized mood altering chemicals, and related paraphernalia confiscated will be turned over to the appropriate law enforcement agency.

Students suspected of drug/alcohol use will be referred to school social worker for preliminary assessment without disciplinary repercussions.

It is understood that all information gathered in the assessment and self-referral process will be treated in a confidential manner adhering to practical and legal considerations.

The time frame for the first, second, and third offenses is while the student is currently enrolled in HCA and shall be documented as an incident report in the student’s health record.

HCA will work with treatment centers for any student requiring in-patient treatment to ensure that tutoring is available while the student is in treatment.

HCA will help re-entry to the school community by ensuring that an appropriate support group (generally Crew Leader, social worker and principal) is identified and has well-articulated interventions in place to support the returning student.

QUESTIONING BY SCHOOL ADMINISTRATORS
A. School administrators are under no obligation to notify a student's parents/guardians prior to questioning a student regarding alleged violations of HCA’s policies, school rules and/or federal/state laws.

B. School administrators shall inform the student of the reasons for the questioning and provide an opportunity for the student to respond to any allegations. School administrators shall make a reasonable effort to question the student in a location out of the sight and hearing of other students.

C. If a student fails to cooperate, lies, misleads or threatens any person during questioning, he/she may be subject to additional disciplinary action.

SEARCHeS OF STUDENTS AND/OR PERSONAL PROPERTY IN STUDENTS’ IMMEDIATE POSSESSION

A. School administrators are authorized to search students and/or personal property in the student's immediate possession when, in their judgment, there are reasonable grounds to suspect that a student has violated or is violating HCA policies, school rules and/or federal/state laws.

B. All searches of students and/or personal property shall be authorized and conducted by a school administrator in the presence of a witness, except where the circumstances render the presence of a witness impractical.

C. Searches should be reasonably related to the suspected violation and no more intrusive than necessary to discover the evidence for which the search was instigated. Searches may include the student’s outer clothing (e.g., pockets, jacket, shoes, hat) and personal belongings (e.g., purse, backpack, gym bag, lunch bag).

D. Searches which disclose evidence that a student has violated HCA policies or school rules will be addressed through school disciplinary procedures. Evidence of violation of federal/state laws shall result in school disciplinary action and be forwarded to law enforcement authorities for possible investigation/prosecution.

E. School administrators are required to document all searches and items seized/impounded.

SEARCHeS OF LOCKERS, DESKS AND OTHER SCHOOL FACILITIES

A. School administrators shall consult with the Executive Director prior to conducting random searches.
B. Searches of individual student lockers, desks or other storage facilities and their contents based upon reasonable suspicion will be conducted in the presence of the student and a witness, if practical under the circumstances of the search.

C. Searches which disclose evidence that a student has violated HCA policies or community agreements will be addressed through restorative practices and/or school disciplinary procedures. Evidence of violation of federal/state laws shall result in school disciplinary action and be forwarded to law enforcement authorities for possible investigation/prosecution.

D. School administrators are required to document all searches and items seized/impounded.
JICIA Weapons, Violence and School Safety

The HCA Board of Directors believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with Board policies, community agreements, reasonable unwritten behavior expectations, and applicable state and federal laws.

School staff are required to immediately report incidents of prohibited conduct by students to the Principal/designee for investigation and appropriate action.

PROHIBITED CONDUCT

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

A. Possession and/or use of articles commonly used as weapons or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars, pepper spray, mace, and nunchucks;

B. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to bats, belts, picks, pencils, compasses, objects capable of ignition (e.g., matches, lighters), files, tools of any sort, and replicas of weapons (including toys);

C. Violent or threatening behavior including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats);

D. Verbal or written statements (including those made using computers or other electronic communications devices or technologies) which threaten, intimidate, or harass others, or which tend to incite violence and/or disrupt the school program;

E. Willful and malicious damage to school or personal property;

F. Stealing or attempting to steal school or personal property;

G. Lewd, indecent or obscene acts or expressions of any kind;
H. Violations of HCA’s drug/alcohol and tobacco policies;

I. Violations of state or federal laws; and

J. Any other conduct that may be harmful to persons or property.

EXCEPTIONS TO PROHIBITIONS ON POSSESSION AND DISCHARGE OF FIREARMS ON SCHOOL PROPERTY

The prohibition on the possession and discharge of firearms on school property does not apply to law enforcement officials acting in the performance of their duties.

USE OF OTHER WEAPONS IN INSTRUCTIONAL ACTIVITIES

Nothing in this policy shall prevent the school system from offering instructional activities using objects generally considered weapons be brought to school for approved supervised instructional activities so long as the school has adopted appropriate safeguards to ensure student and staff safety.

No weapons or objects that are generally considered weapons may be used in instructional activities or brought to school for instructional activities unless the Executive Director/designee has given specific permission in advance.

DISCIPLINARY ACTION

Principals or their designees may suspend and/or recommend expulsion of students who violate this policy based upon the facts of each case and in accordance with applicable state and federal laws. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school. Such conduct may also be grounds for expulsion under other provisions of 20-A MRSA § 1001(9 and 9-A) that specifically prohibit the use and possession of weapons, infractions of violence, and possession, furnishing, and trafficking of scheduled drugs.

A student who is determined to have brought a firearm to school or to have possessed a firearm at school shall be expelled for a period of not less than one year, except that this requirement may be modified by the Executive Director on a case-by-case basis.

All firearms violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Executive Director.
Students with disabilities shall be disciplined in accordance with applicable federal and state laws/regulations.

NOTIFICATION TEAM / CONFIDENTIALITY

Maine law authorizes law enforcement officers and criminal justice agencies to share with the Executive Director or principal information pertaining to a juvenile when the information is credible and indicates an imminent danger to the safety of students or school personnel on school grounds or at a school function. Maine law requires the District Attorney to notify the Executive Director when a juvenile is charged with use or threatened use of force or is adjudicated as having committed one or more juvenile crimes that involve the use or threatened use of force.

Within ten days or immediately if necessary for school safety, the Executive Director shall convene a notification team. The notification team must include the administrator/designee of the school building where the student attends, at least one classroom teacher to whom the student is assigned, a guidance counselor, and the student’s parent/guardian. The notification team shall determine on this basis of need which school employees are entitled to receive information concerning allegations or adjudications of use or threatened use of force. Information received by the Executive Director/designee and disclosed to the notification team and/or disclosed to school employees is confidential and may not become part of the student’s educational record.

The Executive Director shall ensure that confidentiality training is provided to all school employees who have access to this information.

PSYCHOLOGICAL EVALUATION/RISK ASSESSMENT

The Board authorizes the Executive Director to request an immediate psychological evaluation of a student who engages in conduct prohibited by this policy when, in his/her opinion, such an evaluation will assist in assessing the risk the student poses to school safety if the student were to remain in school.

The Executive Director is also authorized to request psychological evaluations of students who have been identified as posing a substantial risk of violent behavior. All such evaluations shall be performed at HCA’s expense.

If the parent/guardian and/or student refuses to permit a requested psychological evaluation, the Executive Director and the Board may draw any reasonable inferences from the student’s behavior concerning the risk the student poses to school safety for purposes of determining appropriate action.
JICC 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 world-view emphasizing connection and community. This sense of interconnection is profoundly demonstrated by the Southern African concept of “Ubuntu” which loosely translates to: “A person is a person through people.” It is based on the belief that through connection, not exclusion, balance can be restored when harm has been done. The transformative approach requires faith that people have it within themselves to find their way through conflict when given a safe space and the opportunity for authentic communication to take place.

Restorative Justice espouses a Strength-Based approach to working with students. This is a process of practice rather than a theory. The primary goal is to assist individuals in identifying and building upon their innate strengths. This is based on the 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;
- All of our participants are creative human beings doing the best they can at the moment.

HCA believes human beings do not make life changes overnight. Each of us goes through a process when we decide to make changes in our lives. The Restorative Justice process utilizes a model of Stages of Change that teaches us that behavior change involves progression through six basic stages of change. This is a normal, human process and each individual thinks and behaves differently through each stage of the process of change.
Restorative Practices at HCA include:

Restorative Circles that address:
- classroom issues
- problems affecting students
- disruptive behaviors
- failure to follow our 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 will aspire to use restorative practices whenever applicable and support/enforce the outcomes of this practice.

TRAINING

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

PARTICIPATION

At HCA participation in the restorative practices will be strongly encouraged, but always voluntary. If a student declines to participate in restorative practices the Principal or his/her designee will implement a traditional disciplinary intervention.
The following chart gives examples of Restorative Practice and Traditional Discipline responses the school may implement. This is not meant to be an exhaustive list, but rather to demonstrate the possible interventions that students can expect based on the two different types of response.

<table>
<thead>
<tr>
<th>Harm/damage to (actual or potential)</th>
<th>First occurrence</th>
<th>Subsequent occurrence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials and facilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Defacing school property</td>
<td>Restorative Practice</td>
<td>● Restorative conference</td>
</tr>
<tr>
<td>● Intentionally misusing tools or materials</td>
<td>● Repairing physical damage</td>
<td>● Restrictions of freedoms or opportunities</td>
</tr>
<tr>
<td></td>
<td>Traditional Discipline</td>
<td>● Replacement or financial reimbursement</td>
</tr>
<tr>
<td><strong>Self</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Posting inappropriate text or images (reputation)</td>
<td>Restorative Practice</td>
<td>● Restorative conference with parents and/or a praxi</td>
</tr>
<tr>
<td>● Truancy</td>
<td>● Participation in counseling</td>
<td>● Restorative conversation</td>
</tr>
<tr>
<td>● Skipping class/tardiness</td>
<td>Traditional Discipline</td>
<td>● Accountability plan</td>
</tr>
<tr>
<td></td>
<td>● Restrictions of freedoms or opportunities</td>
<td>● In-school suspension</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other person(s)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Using hurtful language or gestures</td>
<td>Restorative Practice</td>
<td>● Restorative Dialogue with adult</td>
</tr>
<tr>
<td>● Physical aggression</td>
<td>● Restorative Conversation with peers/adults</td>
<td>● Restorative Conference (involving parents)</td>
</tr>
<tr>
<td>● Spreading rumors</td>
<td>● Participation in counseling</td>
<td>● Community service</td>
</tr>
<tr>
<td></td>
<td>● Apology and repair work (e.g. correcting and stopping rumors that had been spread)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Traditional Discipline</td>
<td>● Restrictions of freedoms or opportunities</td>
</tr>
<tr>
<td></td>
<td>● In-school suspension</td>
<td></td>
</tr>
<tr>
<td><strong>HCA Community</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Violent or abusive behavior that makes people feel unsafe</td>
<td>Restorative Practice</td>
<td>● Restorative Conversation with peers/adults</td>
</tr>
<tr>
<td>● Excluding or targeting groups of people</td>
<td>● Restorative Conference (involving parents)</td>
<td>● Community Service</td>
</tr>
<tr>
<td></td>
<td>● Apology and repair work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Traditional Discipline</td>
<td>● Restrictions of freedoms or opportunities</td>
</tr>
<tr>
<td></td>
<td>● In-school/out of school suspension</td>
<td></td>
</tr>
</tbody>
</table>
JICK Bullying

The Board believes that bullying, including cyberbullying, is detrimental to student well-being and to student learning and achievement. It interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate in and witness such behavior.

HCA further believes that Bullying is often best addressed using Restorative Practices. School personnel have a responsibility to address bullying, and this is best done with the involvement of students (victims and perpetrators), as well as families.

Here are some important beliefs that have been taken into account with our Bullying Policy:

- "'The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.' Restorative practices strengthen students’ connections to both staff and other students, and that’s why restorative practices support both prevention and response. Focusing on positive connections and support contributes to a positive school climate. Repairing harm & restoring relationships after transgressions helps keep students connected to a positive school community."1
- HCA prioritizes Social & Emotional Learning that builds problem solving ability, self-confidence and self-esteem so that, with the right skills, students may be positioned to deal with their difficulties directly.
- "Developmental psychologists almost universally tell us that children need to experience negative social interactions and to have the opportunity to be in unsupervised social settings in order to develop social skills, meaningful relationships and resilience. When adults constantly monitor children’s social lives, we prevent them from experiencing the natural interactions and hardships they require for healthy development."2
- Some students will never report a concern for fear of retribution. The school must help these students develop skills to enable them to deal with difficult social situations.
- “Researchers have discovered that punishing children is a poor way of getting them to behave better. Both the American Psychological Association and the National Association of School Psychologists have issued research-based position papers advising against punitive approaches to discipline, explaining the myriad ways in which punishment causes more harm than good. If punishment for discipline infractions is counterproductive, it is likely to be counterproductive for bullying as well.”3

• The School encourages all members of our community to be allies, not just bystanders, by speaking up if they see behavior that does not meet our community agreements.

BULLYING PROHIBITED

Bullying, including “cyberbullying,” is not acceptable conduct in HCA and is prohibited.

Retaliation for the reporting of incidents of such behavior is also prohibited.

In adopting this policy, it is not the School’s intent to prohibit students from expressing their ideas, including religious, political and philosophical views that may offend the sensibilities of others, or from engaging in civil debate. However, the School does not condone and will take action in response to conduct that directly interferes with students’ rights at school under applicable laws or with the educational mission, operations, discipline or general welfare of the schools.

DEFINITION OF BULLYING

“Bullying” and “cyberbullying” have the same meaning in this policy as in Maine law:

BULLYING

“Bullying” includes, but is not limited to a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

1. Has, or a reasonable person would expect it to have, the effect of:
   a. Physically harming a student or damaging a student’s property; or
   b. Placing a student in reasonable fear of physical harm or damage to his/her property;

2. Interferes with the rights of a student by:
   a. Creating an intimidating or hostile educational environment for the student; or
   b. Interfering with the student’s academic performance or ability to participate in or benefit from the services, activities or privileges provided by the school; or

3. Is based on:
   a. A student’s actual or perceived characteristics identified in (including race; color; ancestry; national origin; sex; sexual orientation; gender identity or expression; religion; physical or mental disability) or other distinguishing personal characteristics (such as socioeconomic status; age; physical appearance; weight; or family status); or
b. A student’s association with a person with one or more of these actual or perceived characteristics or any other distinguishing characteristics; and that has the effect described in subparagraph A. or B. above.

CYBERBULLYING

“Cyberbullying” means bullying through the use of technology or any electronic communication, including but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device including, but not limited to, a computer, telephone, cellular telephone, text messaging device or personal digital assistant.

APPLICATION OF POLICY

This policy applies to bullying that:

1. Takes place at school or on school grounds, at any school-sponsored or school-related activity or event or while students are being transported to or from school or school-sponsored activities or events; or
2. Takes place elsewhere or through the use of technology, but only if the bullying also infringes on the rights of the student at school as set forth in the definition of “bullying.”

CONSEQUENCES FOR POLICY VIOLATIONS

**Students**

Students who violate this policy will be addressed using Restorative Practices. Students may also be subject to disciplinary action which may include suspension, expulsion or a series of graduated consequences including alternative interventions.

The School retains the right to impose disciplinary consequences for bullying and other conduct that occurs at any time or place that substantially disrupts the instructional program, operations of the schools or welfare of students.

Any student violating this policy may also be subject to civil or criminal penalties.

**School Employees and Others**

Administrators, professional staff and all other employees who violate this policy will be addressed using Restorative Practices. They may also be subject to disciplinary action up to and including dismissal.

Volunteers, contractors and visitors who violate this policy will be excluded from school property until the Executive Director is satisfied that the person will comply with Maine’s bullying law and this policy.
Any person violating this policy may also be subject to civil or criminal penalties.

Any school-affiliated organization that authorizes or engages in bullying or retaliation is subject to forfeiture of Board approval/sanctioning and/or suspension or revocation of its permission to operate on school grounds.

STAFF TRAINING

HCA will provide professional development and staff training in bullying prevention and response.

DELEGATION OF RESPONSIBILITY

The Executive Director will designate the school principal and/or other school personnel to be responsible for implementation/enforcement of this policy and associated procedures on the school level.

The Executive Director/designee will be responsible for developing and implementing procedures in accordance with applicable law to implement this policy.

DISSEMINATION OF POLICY

This policy, any associated administrative procedures and the names of the person(s) responsible for implementing the policy/procedure at the school level will be provided, in writing to students, parents, school employees and volunteers in handbooks, and on the school unit’s website and by such other means (if any) as may be determined by the Executive Director.
JICK-R Bullying - Administrative Procedure

This procedure is intended as guidance for school administrators in carrying out their responsibilities when bullying is alleged to have occurred. It provides important definitions as well as steps for reporting, investigating and responding to allegations of bullying.

Bullying behavior alleged to be based on race, color, ancestry, national origin, sex, sexual orientation, religion or disability should be addressed under other disciplinary procedures.

DEFINITIONS

“Bullying” includes, but is not limited to a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

1. Has, or a reasonable person would expect it to have, the effect of:
   a. Physically harming a student or damaging a student’s property; or
   b. Placing a student in reasonable fear of physical harm or damage to his/her property;

2. Interferes with the rights of a student by:
   a. Creating an intimidating or hostile educational environment for the student; or
   b. Interfering with the student’s academic performance or ability to participate in or benefit from the services, activities or privileges provided by the school; or

3. Is based on:
   a. A student’s actual or perceived characteristics identified (including race; color; ancestry; national origin; sex; sexual orientation; gender identity or expression; religion; physical or mental disability) or other distinguishing personal characteristics (such as socioeconomic status; age; physical appearance; weight; or family status); or
   b. A student’s association with a person with one or more of these actual or perceived characteristics or any other distinguishing characteristics; and that has the effect described in subparagraph A. or B. above.

“Cyberbullying” means bullying through the use of technology or any electronic communication, including but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device including, but not limited to, a computer, telephone, cellular telephone, text messaging device or personal digital assistant.
For the purpose of this policy, bullying does not mean mere teasing, put-downs, “talking trash,” trading of insults, or similar interactions among friends, nor does it include expression of ideas or beliefs so long as such expression is not lewd, profane or does not interfere with students’ opportunity to learn, the instructional program or the operations of the schools. This does not preclude teachers or school administrators from setting and enforcing rules for civility, courtesy and/or responsible behavior in the classroom and the school environment.

The determination whether particular conduct constitutes bullying requires reasonable consideration of the circumstances, which include the frequency of the behavior at issue, the location in which the behavior occurs, the ages and maturity of the students involved, the activity or context in which the conduct occurs, and the nature and severity of the conduct.

“Retaliation” means an act or gesture against a student for asserting or alleging an act of bullying. “Retaliation” also includes reporting that is not made in good faith on an act of bullying (i.e., the making of false allegations or reports of bullying).

“School grounds” means a school building; property on which a school building or facility is located; and property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction or training. “School grounds” also includes school-related transportation vehicles.

“Alternative discipline” means disciplinary action other than suspension or expulsion from school that is designed to correct and address the root causes of a student’s specific misbehavior while retaining the student in class or school, or restorative school practices to repair the harm done to relationships and persons from the student’s misbehavior.

BULLYING REPORTS

Students and Parents/Guardians. Students who believe they have been bullied, or who have witnessed or learned about an act of bullying should report this behavior to the building principal.

Parents/guardians may report bullying on behalf of their children or when they have witnessed or are aware of the occurrence of bullying.

Reports of bullying may be made anonymously, but no disciplinary action shall be taken against a student solely on the basis of an anonymous report.

Any student who has been determined to have made a false report of bullying will be subject to disciplinary consequences.
School Employees. For the purposes of this procedure, “school employees” includes advisors for co-curricular or extracurricular activities and volunteers.

All school employees are expected to intervene when they see acts of bullying in progress and are required to report incidents of bullying they have witnessed or become aware of to the building principal as soon as practicable.

School employees who fail to report bullying or who have made a false report of bullying will be subject to disciplinary consequences up to and including termination, in accordance with any applicable collective bargaining agreement.

Others. Contractors, service providers, visitors or community members who have witnessed or become aware of bullying are encouraged to report such incidents to the building principal.

FORM OF REPORTS

Complaints or reports of bullying may be made orally or in writing, but all reports will be recorded in writing by school personnel authorized to receive complaints or reports, using HCA’s reporting form (JICK-E1).

School employees are required to make reports of bullying to the principal in writing. Although students, parents and others, as identified above, may make bullying reports anonymously, all persons reporting incidents of bullying are encouraged to identify themselves.

Bullying reports may be made anonymously, but in no instance will action be taken against any person or organization affiliated with the schools solely on the basis of an anonymous report.

The building principal will forward a copy of the report to the Executive Director.

INTERIM MEASURES

The building principal may take such interim measures as he/she deems appropriate to ensure the safety of the targeted student and prevent further bullying and will inform the parents of the targeted student of measures taken.

INVESTIGATION

The principal will ensure that all reports of bullying and retaliation are investigated promptly and that documentation of the investigation, including the substance of the complaint or report and the outcome of the investigation is prepared and forwarded to the Executive Director within a reasonable period of time.
RESPONSE TO BULLYING BY STUDENTS

If bullying has been substantiated, the building principal or designee as appropriate under the circumstances will determine the appropriate Restorative Practices, and if deemed appropriate, disciplinary consequences or other interventions.

Restorative Practices and other interventions may include, but is not limited to:

A. Meeting with the student and the student’s parents;

B. Reflective activities, such as requiring the student to write an essay about the student’s misbehavior;

C. Mediation when there is mutual conflict between peers, rather than one-way negative behavior, and when both parties freely choose to meet;

D. Counseling;

E. Anger management;

F. Health counseling or intervention;

G. Mental health counseling;

H. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing;

I. Community service; and

Traditional interventions may include:

J. In-school detention or suspension

K. Out of school suspension

L. Expulsion

If the bullying behavior appears to be a criminal violation, the building principal will notify local law enforcement authorities.

If bullying has been substantiated, the building principal will provide written notification to:
A. The parents/guardians of the targeted student, including the measures being taken to ensure the student’s safety; and to

B. The parents/guardians of the student found to have engaged in bullying, including the process for appeal.

All communications to parents must respect the confidentiality of student and employee information as provided by federal and Maine law and regulations.

APPEALS

Any appeal of the building principal’s decisions in regard to consequences for bullying must be submitted, in writing, within 14 calendar days of the parental notification. The Executive Director will review the investigation report and actions taken and decide whether to sustain or deny the appeal. The Executive Director’s decision shall be final.
JJIF Management of Concussions and Other Head Injuries

The Board recognizes that concussions and other head injuries are serious and could result in significant brain damage and/or death if not recognized and managed properly. The Board adopts this policy to promote the safety of students participating in school activities.

TRAINING

Prior to the beginning of each school year, school staff must be made aware of this school policy and protocols related to the management of concussive injuries and participate in concussion awareness training that includes recognizing signs and symptoms that may suggest a concussive or other head injury. This training must be consistent with protocols as identified or developed by the Maine Department of Education (DOE) and include instruction in the use of reporting forms as required by the DOE.

STUDENTS & PARENTS / GUARDIANS

Annually parents/guardians will be provided information including:

A. The risk of concussions and other head injuries and the dangers associated with continuing to participate when a concussion or other head injury is suspected;

B. The signs and symptoms associated with concussion and other head injuries; and

C. HCA’s protocols for:
   a. Removal of the student from the activity when the student is suspected of having sustained a concussion or other head injury,
   b. Evaluation and recommendations, and
   c. Return to full participation in school activities.

It is the responsibility of school staff to act in accordance with this policy when the staff member recognizes that a student may be exhibiting such signs and symptoms of a concussion. Any student suspected of having sustained a concussion or other head injury during a school activity must be removed from the activity immediately. A student and his/her parent(s)/guardian(s) will be informed of the need for an evaluation for brain injury before the student is allowed to return to full participation in school activities, including learning. No student is permitted to participate in subsequent physical activities on the day of a suspected concussion.

Any student suspected of having sustained a concussion or other head injury is prohibited from further participation in any school activities until he/she is evaluated for concussion and receives written medical clearance to participate from a licensed health care provider trained in concussion management.
If a concussion is confirmed, the student is not permitted to return to full participation in any school activities until medically cleared to do so by a licensed health care provider trained in concussion management. More than one evaluation by the student’s health care provider may be necessary before the student is cleared for full participation.

School personnel shall comply with the student’s treating health care provider’s recommendation (who is trained in concussion management recommendations regarding gradual return to participation). If at any time during the return to full participation in school activities the student exhibits signs and symptoms of concussion, the student must be removed from the activity and re-evaluated by the treating licensed health care provider (who is trained in concussion management).

School personnel shall accommodate a gradual return to full participation in activities as appropriate, based on the recommendation of the student’s licensed health care provider (who is trained in concussion management) and appropriate designated school personnel (e.g. 504 Coordinator).

COGNITIVE CONSIDERATIONS

School staff should be alert to cognitive and academic issues that may be experienced by a student who has suffered a concussion or other head injury. These issues include, but are not limited to:

A. Difficulty with concentration, organization, long-and-short term memory;

B. Sensitivity to bright lights and sounds; or

C. Heightened emotions such as sadness and anger.
JK Student Discipline: Suspension and Expulsion of Students
Policy

SUSPENSION

The Board delegates to the building Principals and the Executive Director the authority to suspend disobedient and disorderly students for a period not to exceed ten (10) school days. Suspensions longer than 10 days may be imposed by the Board.

Suspensions may be assigned in cases involving:

A. A failure to meet HCA’s Community Agreements;

B. Cases of physical aggression;

C. The creation of an unsafe environment at the school;

D. Bullying and/or harassment;

E. Possession, use, or distribution of illicit substances at school, on school vehicles, or on a school trip;

F. Other infractions of school expectations.

Prior to the suspension, except as hereinafter provided:

A. The student shall be given oral or written notice of the charge(s) against him/her;

B. The student shall be given an explanation of the evidence forming the basis for the charge(s); and

C. The student shall be given an opportunity to present his/her version of the incident.

However, students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the instructional process may be immediately removed from school. In such cases, the notice of charges, explanation of evidence and the student’s opportunity to present his/her version of the incident shall be arranged as soon as practicable after removal of the student from HCA.

The student’s parents/guardians shall be notified of any in-school or out-of-school suspension as soon as practicable by telephone (if possible) and by written notice.
Students are not allowed on HCA property or to participate in any HCA-related activities during any out-of-school suspension except with the prior authorization of the building Principal or Executive Director.

The parents/guardians and the student shall be required to attend a conference with the building Principal or Executive Director or designee within the suspension period and prior to re-admittance to school.

Students shall be responsible for any school work missed during their suspension. After readmittance, they shall be permitted to take tests, quizzes or any other form of assessment affecting their grades.

EXPULSION OF STUDENTS

No student shall be expelled from school except by action of the Board. Following a proper investigation, the Board shall expel a student, if found necessary for the peace and usefulness of the school, as provided in 20-A M.R.S. § 1001(9) and (9A).

The Board also has the authority to readmit an expelled student upon satisfactory evidence that the behavior which caused the student to be expelled will not likely recur.

NOTICE OF EXPULSION HEARING

Before an expulsion hearing, the Executive Director shall:

1. Provide a written notice to the parents/legal guardian and the student, by certified and regular mail, that:
   a. Informs them of the date, time and location of the hearing;
   b. Provides a description of the incident(s) that resulted in the expulsion hearing;
   c. Informs them of their right to review the school’s records prior to the hearing;
   d. Includes a copy of the Board’s expulsion guidelines; and
   e. Informs them that the student has the right to an attorney or other representation, and the right to present and cross-examine witnesses.

2. Invite the parents/legal guardians and the student to a meeting prior to the expulsion hearing to discuss the hearing.

EXPULSION HEARING GUIDELINES

The following steps constitute general guidelines for the conduct of an expulsion hearing. The guidelines may be adjusted to meet the flexible requirements of due process on a case-by-case basis, consistent with applicable laws. The expulsion hearing shall be held in a properly called
executive session and may be attended by persons designated by the Executive Director to present information in the case.

PROCEDURE FOR CONDUCT OF BOARD HEARING TO EXPEL

A. Any discussion, consideration or hearing by the Board of suspension or expulsion of a student shall be in executive session.

B. The Board shall be in a public meeting and vote to enter executive session. Executive session requires a 3/5 affirmative vote of the members present and voting, and the vote must be recorded.

C. The parents/legal guardians, the student and legal counsel or other representative (if any) must be present for the hearing, except that the hearing may go forward if the parents/guardians and student have been provided prior written notice and failed to appear for the hearing.

EXECUTIVE SESSION

General Rules of Conduct:

A. The hearing officer (Board Chair/designee or Board attorney) will conduct the hearing.

B. Witnesses shall be sequestered in response to a request by either party.

C. The hearing officer will state “no irrelevant or repetitious evidence will be allowed and no debate between the parties will be allowed.”

D. The hearing officer will state that “all parties are expected to maintain the confidentiality of the proceeding.”

E. The Board and student (at his/her own expense) may be represented by legal counsel through each stage of the process.

Procedures:

A. The hearing officer will state for the record:
   a. Date of this hearing;
   b. Place of hearing;
   c. Time of hearing;
   d. Name of student;
   e. Those in attendance for the administration;
   f. Those in attendance for the student; and
g. Those in attendance for the Board.

B. The hearing officer will request from the Executive Director a copy of the hearing notice, read the hearing notice to the Board and include the notice in the record. If no person appears at the hearing on behalf of the parents/legal guardians or student, the hearing officer will request that the Executive Director confirm that the parents/guardians and student were provided notice of the hearing.

C. The Executive Director/designee, hereafter called “the administration,” will make an opening statement that includes an overview of the evidence, his/her recommendation, the reason(s) for the recommendation, and the legal basis for the recommended expulsion.

D. The hearing officer will inform the student and parents/legal guardians of their rights:
   a. To hear the evidence;
   b. To cross examine witnesses; and
   c. To present witnesses and offer other relevant evidence.

E. The hearing officer will ask if any member of the Board finds him/herself in a possible conflict of interest situation because he/she knows the student or parents/guardians to such an extent, or has knowledge of the facts to such an extent, that he/she could not impartially hear the facts and decide the issue on its merits.

F. All witnesses shall be sworn in by the hearing officer. Each witness raises his/her right hand and is asked, “Do you solemnly affirm to tell the truth, the whole truth and nothing but the truth?”

G. The administration calls its witnesses.

H. After each witness has answered all questions put by the administration, then the student/designee (hereinafter, the student) may cross-examine. This should be limited to questions and not arguments with the witness.

I. The administration may ask rebuttal questions after the student finishes questioning.

J. Members of the Board may ask questions at the conclusion of the rebuttal.

K. The student may then call his/her own witnesses to testify, and the student may testify. All witnesses will be sworn. The administration may cross-examine witnesses. The student may ask rebuttal questions. After the rebuttal questions, the Board may ask questions.
L. When all the student’s witnesses have completed testimony (including the student), the administration may call additional rebuttal witnesses who may be cross-examined.

M. At the end of the testimony, the administration shall make a statement which should include its recommendations. The same may then be done by/for the student.

N. The Board should then deliberate in executive session. The Executive Director, Board attorney, representatives from the administration, the student charged, his/her parents/legal guardians, and the student’s legal counsel may remain for deliberations. If the student and representatives elect not to be present during deliberations, the administration will also be excluded from deliberations, except that the Executive Director may remain to provide guidance to the Board if he/she was not directly involved in the investigation/presentation of evidence.

O. The Board shall discuss whether the charges are more likely than not supported by the evidence presented. The Board may discuss and/or draft proposed finding of fact(s) concerning the charges prior to leaving the executive session.

P. If the charges are more likely than not supported, the Board shall discuss whether an expulsion shall be for a specified period of time, not to exceed the total number of days in the school year, or for an indefinite period.

Q. The Board shall then leave executive session.

PUBLIC SESSION

A. In public session, a member of the Board may make a motion to “expel a student and direct the Executive Director to provide the student and his/her parents/guardians with the Board’s finding of fact(s).” Following a second, the Board Chair should state the motion and the Board should vote. If no motion is made to expel, the student will return to school at the conclusion of the previously-imposed administrative suspension.

B. If the student is expelled, a member of the Board shall make a motion as to whether the expulsion shall be for a specified period of time or for an indefinite period. If the expulsion is for an indefinite period, the Board may authorize the Executive Director to develop a reentry plan for the student as described in Section II below.

C. The Executive Director is responsible for notifying the parents/legal guardians and the student of the Board’s decision.
If the Board expels a student for an indefinite period of time and authorizes the Executive Director to develop a reentry plan, the following steps are required by law:

A. The Executive Director/designee shall develop the reentry plan in consultation with the student and his/her parents/legal guardians to provide guidance that helps the student understand what he/she must do to establish satisfactory evidence that the behavior that resulted in the expulsion will not likely recur.

B. The Executive Director/designee shall send a certified letter or hand-deliver a letter to the parents/legal guardians of the student, giving the date, time and location of a meeting to develop a reentry plan.

C. If the student and the student’s parents/legal guardians do not attend the meeting, the reentry plan must be developed by the Executive Director/designee.

D. The reentry plan may require the student to take reasonable measures determined by the Executive Director that will help establish the student’s readiness to return to school. Professional services determined to be necessary by the Executive Director must be provided at the expense of the student’s parents/legal guardians and/or the student. (See HCA Policy on the Disciplinary Removal of Students With Disabilities for requirements related to students with disabilities.)

E. The reentry plan must be provided to the parents/legal guardians and the student.

F. The Executive Director shall designate an appropriate school employee to review the student’s progress with the reentry plan at one month, three months and six months after the initial reentry plan meeting, and at other times as determined necessary by the designated employee, in consultation with the Executive Director.
JKAA Use of Physical Restraint and Seclusion

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

The Executive Director has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as he/she deems appropriate.

DEFINITIONS

For purposes of these procedures, the terms “physical restraint” and “seclusion” shall have the meanings defined in JKAA-R Physical Restraint & Seclusion Administrative Guidelines.

**Physical restraint:** An intervention that restricts a student’s freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily.

Physical restraint does not include any of the following:

A. Physical escort: A temporary touching or holding inducing a student to walk to another location, including assisting the student to the student’s feet in order to be escorted.

B. Physical prompt: A teaching technique that involves physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.

C. Physical contact: When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.

D. A brief period of physical contact necessary to break up a fight.

E. Momentarily deflecting the movement of a student when the student’s movements would be destructive, harmful or dangerous to the student or others.

F. The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.
G. The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.

H. Restraints used by law enforcement officers in the course of their professional duties are not subject to this policy/procedure or DOE Rule Chapter 33. DOE Rule Chapter 33 does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

**Seclusion:** The involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving, with no other person in the room or area with the student.

Seclusion does not include a timeout, an intervention where a student requests, or complies with an adult request for a break.

**PROCEDURES FOR IMPLEMENTING PHYSICAL RESTRAINT AND SECLUSION**

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure, JKAA-R.

**ANNUAL NOTICE OF POLICY/PROCEDURE**

HCA shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Executive Director/designee.

**TRAINING REQUIREMENTS**

All school staff and contracted providers shall receive an annual overview of this policy/procedure.

HCA will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Executive Director’s Office.

**PARENT/LEGAL GUARDIAN COMPLAINT PROCEDURE**

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Executive Director as soon as possible. The
Executive Director /designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) school days, if practicable.

A parent/legal guardian who is dissatisfied with the result of the complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and HCA within 60 calendar days of receiving the complaint.
JKAA-R Physical Restraint and Seclusion Administrative Procedure

These procedures are established for the purpose of meeting the obligations of HCA under state law/regulations. These procedures shall be interpreted in a manner consistent with state law and regulations.

DEFINITIONS

For purposes of these procedures, the terms “physical restraint” and “seclusion” shall have the meanings defined in the HCA Physical Restraint & Seclusion Guidelines. Definitions for other important terms in this procedure include:

**Emergency**: A sudden, urgent occurrence, usually unexpected, but sometimes anticipated, that requires immediate action.

**Imminent risk of injury or harm**: A situation in which a student has the means to cause physical harm or injury to him/herself or others and such injury or harm is likely to occur at any moment, such that a reasonable and prudent person would take steps instantly to protect the student and others against the risk of such injury or harm.

**Dangerous behavior**: Behavior that presents an imminent risk of injury or harm to a student or others.

**Serious bodily injury**: Any bodily injury that involves: (1) A substantial risk of death; (2) Extreme physical pain; (3) Protracted and obvious disfigurement; or (4) Protracted loss or impairment of the function of a bodily member, organ or mental faculty.

**PHYSICAL RESTRAINT**

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated a physical restraint in an emergency, trained staff must be summoned to the scene to assume control of the situation if the emergency continues.

This procedure does not preclude law enforcement personnel from implementing physical restraints in carrying out their professional responsibilities.

**PERMITTED USES OF PHYSICAL RESTRAINT**
A. Physical restraint may be used only as an emergency intervention when the behavior of a student presents imminent risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

B. Physical restraint may be used to move a student only if the need for movement outweighs the risks involved in such movement.

C. Prescribed medications, harnesses, and other assistive or protective devices may be used as permitted by Rule Chapter 33.

D. Parents may be requested to provide assistance at any time.

**PROHIBITED FORMS & USES OF PHYSICAL RESTRAINT**

A. Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.

B. Physical restraint used solely to prevent property destruction or disruption of the environment in the absence of imminent risk of injury.

C. Physical restraint that restricts the free movement of a student's diaphragm or chest, or that restricts the airway so as to interrupt normal breathing or speech (restraint-related asphyxia).

D. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing or post), punching and hitting.

E. Aversive procedures, and mechanical and chemical restraints.

**DEFINITIONS**

**Aversive procedures** are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include but are not limited to infliction of bodily pain (e.g., hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; costumes or signs.

**Mechanical restraints** are defined as any item worn by or placed on the student to limit behavior or movement and which cannot be removed by the student. Prescribed assistive devices are not considered mechanical restraints when used as prescribed and
their use is supervised by qualified and trained individuals in accordance with professional standards. Chemical restraints are defined as the use of medication, including those administered PRN (as needed), given involuntarily to control student behavior. Prescribed medications are not considered chemical restraints when administered by a health care provider in accordance with a student’s health care plan.

MONITORING STUDENTS IN PHYSICAL RESTRAINT

A. At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances.

B. The student must be continuously monitored until he/she no longer presents an imminent risk of injury or harm to him/herself or others.

C. If an injury occurs, applicable school policies and procedures should be followed.

TERMINATION OF PHYSICAL RESTRAINT

A. The staff involved in the use of physical restraint must continually assess for signs that the student is no longer presenting an imminent risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible.

B. The time a student is in physical restraint must be monitored and recorded.

C. If physical restraint continues for more than ten (10) minutes, an administrator/designee shall determine whether continued physical restraint is warranted, and shall continue to monitor the status of the physical restraint every ten (10) minutes until the restraint is terminated.

D. If attempts to release a student from physical restraint have been unsuccessful and the student continues to present behaviors that create an imminent risk of injury or harm to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

SECLUSION

To the extent possible, seclusion will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated seclusion in an emergency, trained staff must be summoned to the scene as soon as possible.
A "timeout" where a student requests, or complies with an adult request for, a break is not considered seclusion under this procedure. Seclusion also does not include any situation where others are present in the room or defined area with the student (including but not limited to classrooms, offices and other school locations).

PERMITTED USES & LOCATION OF SECLUSION

A. Seclusion may be used only as an emergency intervention when the behavior of a student presents imminent risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

B. Seclusion may be achieved in any part of a school building with adequate light, heat, ventilation and of normal room height.

C. Seclusion may not take place in a locked room.

D. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat and ventilation; be of normal room height; contain an unbreakable observation window in a wall or door; and must be free of hazardous material and objects which the student could use to self-inflict bodily injury.

E. Parents may be requested to provide assistance at any time.

PROHIBITED USES OF SECLUSION

A. Seclusion used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.

B. Seclusion used solely to prevent property destruction or disruption of the environment in the absence of imminent risk of injury.

MONITORING STUDENTS IN SECLUSION

A. At least one adult must be physically present at all times to continuously monitor a student in seclusion. The adult, while not present in the room or defined area, must be situated so that the student is visible at all times.

B. The student must be continuously monitored until he/she no longer presents an imminent risk of injury or harm to him/herself or others.

C. If an injury occurs, applicable school policies and procedures should be followed.

TERMINATION OF SECLUSION
A. The staff involved in the seclusion must continually assess for signs that the student is no longer presenting an imminent risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible.

B. The time a student is in seclusion must be monitored and recorded.

C. If seclusion continues for more than ten (10) minutes, an administrator/designee shall determine whether continued seclusion is warranted, and shall continue to monitor the status of the seclusion every ten (10) minutes until the restraint is terminated.

D. If attempts to release a student from seclusion have been unsuccessful and the student continues to present behaviors that create an imminent risk of injury or harm to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

NOTIFICATION & REPORTS OF PHYSICAL RESTRAINT AND SECLUSION INCIDENTS

For the purposes of this procedure, an “incident” consists of all actions between the time a student begins to create a risk of harm and the time the student ceases to pose a risk of harm and returns to his/her regular programming.

A. Notice Requirements after each incident of physical restraint or seclusion:
   a. A staff member involved in the incident shall make an oral notification to the Executive Director, Assistant Executive Director or designee as soon as possible, but no later than the end of the school day.
   b. The Executive Director, Assistant Executive Director or designee shall notify the parent/legal guardian about the physical restraint or seclusion (and any related first aid provided) as soon as practical, but within the school day in which the incident occurred. The Executive Director, Assistant Executive Director or designee must utilize all available phone numbers or other available contact information to reach the parent/legal guardian. If the parent/legal guardian is unavailable, the administrator/designee must leave a message (if the parent/legal guardian has a phone and message capability) to contact the school as soon as possible. The parent/legal guardian must be informed that written documentation will be provided within seven (7) calendar days.
   c. If the physical restraint or seclusion incident occurred outside the school day, the notifications must be made as soon as possible and in accordance with HCA’s usual emergency notification procedures.
   d. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, HCA’s emergency notification procedures shall be followed and an administrator/designee shall notify the Maine Department of Education within twenty-four (24) hours or the next business day.
B. Incident Reports. Each use of physical restraint or seclusion must be documented in an incident report. The incident report must be completed and provided to an administrator/designee as soon as practical, and in all cases within two (2) school days of the incident. The parent/legal guardian must be provided a copy of the incident report within seven (7) calendar days of the incident. The incident report must include the following elements:

a. Student name;
b. Age, gender and grade;
c. Location of the incident;
d. Date of the incident;
e. Date of report;
f. Person completing the report;
g. Beginning and ending time of each physical restraint and/or seclusion;
h. Total time of incident;
i. Description of prior events and circumstances;
j. Less restrictive interventions tried prior to the use of physical restraint and/or seclusion and, if none were used, the reasons why;
k. The student behavior justifying the use of physical restraint or seclusion;
l. A detailed description of the physical restraint or seclusion used;
m. The staff person(s) involved, their role in the physical restraint or seclusion, and whether each person is certified in an approved training program;
n. Description of the incident, including the resolution and process of returning the student to HCA, if appropriate;
o. Whether the student has an IEP, 504 Plan, behavior plan, IHP (individual health plan) or any other plan.
p. If a student and/or staff sustained bodily injury, the date and time of response personnel notification and any treatment administered;
q. The date, time and method of parent/legal guardian notification;
r. The date and time of administrator/designee notification.
s. Date and time of staff debriefing.

Copies of the incident reports shall be maintained in the student’s file in the school office.

SCHOOL RESPONSE FOLLOWING THE USE OF PHYSICAL RESTRAINT OR SECLUSION

Following each incident of physical restraint or seclusion, the Executive Director, Assistant Executive Director or designee shall take these steps within two (2) school days (unless serious bodily injury requiring emergency medical treatment occurred, in which case these steps must take place as soon as possible, but no later than the next school day):

1. Review the incident with all staff persons involved to discuss:
   a. whether the use of physical restraint or seclusion complied with state and school board requirements, and
b. how to prevent or reduce the need for physical restraint and/or seclusion in the future.

2. Meet with the student who was physically restrained or secluded to discuss:
   a. what triggered the student’s escalation, and
   b. what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.

Following the meetings, staff must develop and implement a written plan for response and de-escalation for the student. If a plan already exists, staff must review it and make revisions, if appropriate. For the purposes of this procedure, “de-escalation” is the use of behavior management techniques intended to cause a situation involving problem behavior of a student to become more controlled, calm and less dangerous, thus reducing the risk of injury or harm.

PROCEDURE FOR STUDENTS WITH THREE INCIDENTS IN A SCHOOL YEAR

HCA will make reasonable, documented efforts to encourage parent/legal guardian participation in the meetings required in this section, and to schedule meetings at times convenient for parents/legal guardians to attend.

A. **Special Education/504 Students.** After the third incident of physical restraint and/or seclusion in one school year, the student’s IEP or 504 Team shall meet within ten (10) school days of the third incident to discuss the incident and consider the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan), or amend an existing one.

B. **All Other Students.** A team consisting of the parent/legal guardian, the Executive Director or Assistant Executive Director, a teacher for the student, and a staff member involved in the incident (if not the administrator/designee or teacher already invited) shall meet within ten (10) school days to discuss the incidents.

The team shall consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is made, the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan).

CUMULATIVE REPORTING REQUIREMENTS

A. The Executive Director must report the following data on a quarterly and annual basis to the Board:
   a. Aggregate number of uses of physical restraint;
   b. Aggregate number of students placed in physical restraint;
   c. Aggregate number of uses of seclusion;
   d. Aggregate number of students placed in seclusion;
e. Aggregate number of serious bodily injuries to students related to the use of physical restraints and seclusions; and
f. Aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.

The Board shall review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint and seclusion.

B. The Executive Director shall submit an annual report to the Maine Department of Education on an annual basis that includes the information in Section 7.A.1 above.
JKF Disciplinary Removal of Students with Disabilities

When removing students with disabilities from their regular school programs, whether as a result of a suspension, expulsion, or any other removal covered by state and federal special education laws, it shall be the policy of HCA to comply fully with all applicable state and federal special education laws that govern such removals.

The Executive Director, in consultation with the designee and other school staff, may develop and promulgate procedures for implementing this policy, and may from time to time amend those procedures as necessary.
JKF-R Disciplinary Removal of Students w/ Disabilities
Administrative Procedure

These procedures shall govern disciplinary removals of students with disabilities from HCA.

A. The Executive Director or designee may suspend students with disabilities for up to 10 cumulative school days in the school year under the same terms and conditions as students without disabilities are suspended, subject to the limitations set forth below.

In the event that a disabled student’s IEP specifically lists a school response other than a suspension that must be followed for a particular type of misconduct, the school administrator shall follow the requirements of the IEP in responding to that misbehavior.

When calculating the 10 cumulative school day total, school administrators shall include school days spent in an in-school suspension or removal, unless during that removal the child continued to have access to the general curriculum, to the special education services in his or her IEP, and to participation with non-disabled children to the extent he or she would have in the student’s regular program.

B. After a student with a disability has been removed from HCA for 10 cumulative school days in the same school year, during any subsequent days of removal the school administrator shall consult with at least one of the student’s teachers and then shall arrange for the student to receive a level of educational services during the removal sufficient to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals listed in the student’s IEP.

C. Within 10 school days of any decision to remove from HCA a student with a disability because of a violation of a code of student conduct, the Executive Director or designee shall hold an IEP team meeting to undertake the following.

The Team shall review all relevant information in the student’s file including the IEP, any teacher observations, and recent evaluations.

The Team shall then undertake a manifestation determination to decide whether the student’s misconduct was a manifestation of his/her disability.

If the Team determines that the misbehavior is a manifestation of the disability, the Team must either:

a. Conduct a functional behavior assessment, unless one had been conducted before the behavior incident, and shall implement a behavior intervention plan for the child; or

119
b. If a behavior plan has already been developed, review the plan and modify it as necessary to address the behavior.

Except as provided in D. below, the Team must also return the student to HCA, unless the school and parent agree to a change of placement as part of the revision of the behavior plan.

D. If the Team determines that the misbehavior is not a manifestation of the disability, school personnel may apply the relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to students without disabilities, except that services must be provided to the student during the disciplinary removal.

E. When a student with a disability has a disciplinary removal from HCA, the IEP Team shall order services for the student that will enable the student to:
   a. Continue to participate in the general curriculum although in another setting;
   b. Progress toward meeting the goals in the IEP; and
   c. Receive, as appropriate, a functional behavior assessment and behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.

F. For purposes of this section, a change of placement from HCA occurs if:
   a. The removal is for more than 10 consecutive school days; or
   b. The child has been subjected to a series of removals that constitute a pattern and:
      i. Because the series of removals totals more than 10 cumulative days in the school year;
      ii. Because the child’s behavior is substantially similar to the behavior in previous incidents resulting in the series of removals; and
      iii. Because of additional factors such as the length of each removal, the total length, and the proximity of the removals to each other.

G. In those circumstances where a student brings a weapon to school, to a school function, or on school premises (including transportation); where a student knowingly possesses, uses, sells, or attempts to sell drugs* at school, a school function, or on school premises (including transportation); or when the student inflicts serious bodily injury upon another person while at school, a school function, or on school premises (including transportation) school officials may remove the student from HCA for up to 45 school days, shall provide educational services for the student, and shall schedule an IEP Team meeting to occur within 10 school days of commencing that removal. At that meeting, the Team shall undertake all necessary actions discussed in these procedures for responding to removals that constitute a change of placement for the student. Any
further removals in response to the incident shall be made consistent with these procedures and state and federal special education rules.

(*A student may use legal drugs, prescribed to him/her with parental consent and after disclosure to the school; such prescriptions must not be sold or given to any other student.*)
JL Student Wellness

HCA is committed to the development of every student. We believe that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year. Research shows that good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. In addition, strong social/emotional skills support student well-being and optimal development. This policy outlines HCA’s approach to ensuring environments and opportunities for all students to practice healthy eating, physical activity behaviors, and positive social/emotional behaviors throughout the school day.

SCHOOL MEALS & NUTRITION PROMOTION

HCA is committed to serving healthy meals to children that meet USDA nutrition standards. HCA will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

NUTRITION EDUCATION

HCA will provide students with nutrition education, using age-appropriate, sequential curriculum consistent with the Maine Learning Results. HCA aims to teach, model, encourage, and support healthy eating by students. Nutrition education is designed to provide students with the knowledge and skills necessary to promote and protect their health.

PHYSICAL EDUCATION

HCA will provide students with physical education, using an age-appropriate, physical education curriculum. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. All students will be provided equal opportunity to participate in physical education activities.

COMPREHENSIVE PROMOTION OF STUDENT WELLNESS

HCA carefully integrates wellness activities across the entire school setting. Students should participate in physical activity breaks during the course of the entire day. HCA will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, emotional well-being, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes whenever feasible.
POLICY MONITORING/IMPLEMENTATION

HCA staff will provide oversight of development, implementation, and periodic review and update of wellness efforts.
JLCB Immunizations of Students

All students who enroll in HCA are required by Maine law to present a certificate of immunization or evidence of immunization or immunity against poliomyelitis, diphtheria, pertussis (whooping cough), tetanus, measles, varicella, mumps and rubella. Non-immunized students shall not be permitted to attend school unless one of the following conditions are met:

A. The parents/guardians provide to the school written assurance that the child will be immunized within 90 days of enrolling in school or his/her first attendance in classes, whichever date is earlier. This option is available only once to each student during their school career; or

B. The parents/guardians provide a physician’s written statement each year that immunization against one or more diseases may be medically inadvisable (as defined by law/regulation); or

C. The parents/guardians state in writing each year that immunization is contrary to their sincere religious or philosophical beliefs.

The Executive Director shall exclude from school activities any non-immunized student when there is a clear danger to the health of others as provided by law. The Executive Director/designee is directed to develop such administrative procedures as are necessary to carry out this policy and comply with statutory requirements.
JLCC Communicable / Infectious Diseases

Teachers shall be alert to signs of illness and communicable disease and refer students who show such symptoms to the school health aid. All students under quarantine shall be excluded from school and school activities. Quarantine regulations established by the Bureau of Health shall be observed. The school health aid shall be responsible for notifying the local health department of all students having a communicable disease as required by law and Department of Education rules. The building principal shall be notified of all communicable disease cases and contacts in the school.

Students who have other types of communicable diseases shall be excluded from school as prescribed by law, or shall observe other protective procedures according to recommendations issued by the Maine Center for Disease Control and Prevention and in accordance with laws of confidentiality. When a student returns to school after having had a communicable disease, a certificate from the attending physician may be required. The building principal and/or the school health aid must give permission before the student is readmitted to class.
JLCD Administration of Medication to Students

MEDICATIONS & TREATMENTS IN THE HEALTH OFFICE

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

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

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.

INSTRUCTIONS FOR PARENT/ GUARDIAN FOR AUTHORIZATION OF MEDICATION

Only essential medications will be administered to students in school. Whenever possible, the schedule of medication administration should allow a student to receive all prescribed doses at home. If a student needs medication, prescription or over-the-counter medications, during school hours, these procedures will be followed:

A. Complete the “Permission to Administer Medication” form and return it to the school office with the medication. A physician’s signature is required for all medications, prescription and over-the-counter medications.

B. A guardian or designated adult must bring the medication to the school office in an original, unbreakable container that is properly labeled with the name of the medication, date, dosage, time(s) to be administered and the name of the student who is to receive it. STUDENTS MAY NOT BRING MEDICATION TO SCHOOL.

C. 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 know track how frequently they need to drop off medication.

D. Medication may be administered by any staff member who is the principal’s designee. This may include a school nurse or a medically unlicensed person designated by the principal as allowed by law.

MEDICATION REMOVAL
At the end of the school year or the last day of student’s enrollment, parents must either remove medication from school or direct the school nurse to dispose of medication. If the medication is still in school seven (7) days after the last student day; the medication will be disposed of.
JLDBG Reintegration of Juveniles from Correctional Facilities

Maine Law requires the establishment of a reintegration team to assist a student entering a public school from a juvenile correctional facility. The Board recognizes the need for advance planning and appropriate confidentiality in these circumstances.

The Executive Director shall be responsible for determining whether a student will be accepted or denied access to school based on compliance with the juvenile’s rehabilitation plan as it affects reintegration. Access may be denied until the Executive Director is satisfied that conditions have been met.

HCA will comply with reintegration standards established by the Maine Department of Education. The Executive Director will be responsible for overseeing the transition of students from juvenile correctional facilities based on the following guidelines.

A. Within ten (10) days of receiving information from the Department of Corrections concerning the release of the juvenile offender, the Executive Director shall establish and convene a meeting of a reintegration team to review information received from the Department of Corrections, evaluate the student’s individual educational needs, and determine what additional information may be relevant.

B. The reintegration team shall include at a minimum the principal/designee, at least one classroom teacher to which the student will be assigned or who is involved in the school’s student assistance team, the student’s parent/guardian/custodian, and a guidance counselor. The student’s juvenile correctional officer or other representative from the Department of Corrections may be invited to attend.

C. The reintegration team will determine, on the basis of need, which school employees should be given (OR receive information OR have access to) information that would otherwise be considered confidential. The nature and extent of information provided should be limited to that needed to implement the student’s reintegration plan and ensure the health and safety of the student, the safety of the school’s students and staff, and the integrity of school property.

D. The Executive Director/designee will be responsible for ensuring that confidentiality training, including a review of HCA’s policy and administrative procedures pertinent to records from the juvenile criminal justice system, including the juvenile correctional facility, and to all student educational records under the Family Education Records and Privacy Act (FERPA), is provided to all school employees who have access to this information.
E. Before the student enters school, at least one additional meeting of the reintegration team should be held to develop an individualized plan for the student’s reintegration based on the student’s educational needs and the options available within the school system. This meeting should include the student as well as the members of the reintegration team. The reintegration plan will address the student’s educational program, participation in activities (including co-curricular and extracurricular activities), and access to school facilities (including transportation).

F. Placement in grade, class, and/or school programs will be based on the student’s abilities and academic achievement demonstrated in prior educational settings, including the student’s stay at the juvenile correctional facility. The principal will be responsible for evaluating the student’s transcript and portfolio from the juvenile correctional facility to assess progress toward meeting the content standards of the Learning Results.

G. The Executive Director/designee will be responsible for developing and implementing a process for monitoring and reporting a student’s progress and compliance with the reintegration plan and for modifying the plan as needed.

H. A student who violates Board policy or school rules will be subject to the disciplinary consequences described in policy, administrative procedures, and/or the family handbook.

I. The Executive Director/designee shall make any reports that may be required by the Department of Education concerning numbers of students entering the local school unit from juvenile correctional facilities.
DEFINITIONS

“Child Abuse or Neglect” is defined by Maine Law as "a threat to a child's health or welfare by physical, mental or emotional injury or impairment, sexual abuse or exploitation, deprivation of essential needs or lack of protection from these."

A "person responsible for the child" means a person with responsibility for a child's health or welfare, whether in the child's home or another home or a facility which, as a part of its function, provides for the care of the child. It includes the child's parent, guardian or other custodian.

EMPLOYEES’ DUTY TO REPORT

Any employee of HCA who has reason to suspect that a child has been or is likely to be abused or neglected must immediately notify the building principal or the Executive Director who must process the report as provided in Section III of this policy. In addition to notifying the building principal, the employee may also make a report directly to the Department of Human Services (DHHS) or the District Attorney when the employees believes a direct report will better protect the child in question.

ADMINISTRATORS’ DUTIES

A. The building principal/ Executive Director shall report all cases of suspected abuse or neglect to DHHS. In addition, if the person suspected is not the parent, guardian or other custodian of the child, the building principal/ Executive Director shall also make a report to the District Attorney.

B. The building principal/ Executive Director shall retain a written record of all verbal and written reports made to DHHS, the District Attorney, or other outside agencies as well as all actions taken by HCA. This record shall include information about who initiated the report and why.

REPORTING PROCEDURES

The verbal report shall include the following information, if known:

A. The name and address of the child and the persons responsible for his/her care or custody;

B. The child's age and sex;
C. The nature and extent of the alleged abuse or neglect, including a description of injuries and any explanation given for them;

D. A description of alleged sexual abuse or exploitation, if any;

E. Family composition and evidence of prior abuse or neglect of the child or his/her siblings;

F. The source of the report, the person making the report, his/her occupation and where he/she can be contacted;

G. Any actions taken by school staff, including any photographs taken or other materials collected; and

H. Any other information the person making the report believes may be helpful.

The building principal/Executive Director shall complete the Suspected Child Abuse/Neglect Report Form and mail a copy to DHHS. A copy of this documentation shall be retained by the school.

INTERNAL INVESTIGATION AND DISCIPLINE

A. EMPLOYEES: If the person suspected of abuse or neglect is an employee, the Executive Director shall investigate and take appropriate action, in accordance with applicable school policies and federal and state laws.

B. STUDENTS: If the person suspected of abuse or neglect is a student, and the abuse or neglect occurred on school premises, during a school activity, or is otherwise related to the school, the building principal/Executive Director shall investigate and take appropriate action, in accordance with applicable school policies and federal and state laws.

INTERVIEWS OF CHILD AND SCHOOL PERSONNEL

DHHS personnel shall be permitted to meet with and interview the child named in the report at school during school hours upon written certification from DHHS that: (1) the interviewer of the child is an authorized representative of the Department of Human Services; (2) there are reasonable grounds to believe that prior notice to the child's parent/guardian would increase the threat of serious harm to the child or another person; and (3) the interview of the child at school during school hours is necessary to carry out the Department's duties under Maine Law.

CONFIDENTIALITY OF INFORMATION AND RECORDS
All records, reports and information concerning alleged cases of child abuse and neglect shall be kept confidential to the extent required by school policies and applicable law.

The building principal/designee is permitted to release a child's school records without prior consent of the parent/guardian to DHHS or law enforcement officials as necessary to protect the health or safety of the child or other individuals under federal law.

GOOD FAITH IMMUNITY FROM LIABILITY

Any person who in good faith reports or participates in the investigation or proceedings of a child protection investigation is immune from any criminal or civil liability for the act of reporting or participating in the investigation or proceeding. Good faith does not include instances when a false report is made and the person knows the report is false.
JRA-E Notification of Rights Under FERPA

The federal Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

A. The right to inspect and review the student's education records within 45 days of the day HCA receives a request for access. Parents or eligible students should submit to the School a written request that identifies the record(s) they wish to inspect. The Executive Director will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. HCA will make copies available to parents for ten cents a page.

B. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask HCA to amend a record that they believe is inaccurate or misleading. They should write the Executive Director, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If HCA decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

C. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

A **school official** is a person employed by HCA as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors; a person or company with whom HCA has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a **legitimate educational interest** if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, HCA discloses education records without consent to officials of
another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.]

D. The right to file a complaint with the U.S. Department of Education concerning alleged failures by HCA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605
JRA-R Student Education Records and Information Administrative Procedure

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

A. **Directory Information.** HCA designates the following student information as directory information: name, participation and grade level of students in recognized activities, dates of attendance at HCA, honors and awards received, and photographs and videos relating to school attendance and participation in school activities (except photographs and videos on the Internet).

B. **Information on the Internet.** Under Maine law, HCA shall not publish on the Internet any information that identifies a student, including but not limited to the student’s full name, photograph, personal biography, and parents’ names, without written parental consent.

C. **Transfer of Student Records.** As required by Maine law, HCA sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

D. **Designation of Law Enforcement Unit.** The Board hereby designates the Cumberland County Sheriff’s Department, as the HCA law enforcement unit.

E. **Administrative Procedures and Notices.** The Executive Director is responsible for developing and implementing any administrative procedures and parent notices necessary to comply with the applicable laws and regulations concerning student education records and information. Notices shall be distributed annually to parents and eligible students concerning their rights under these laws and regulations. A copy of this policy shall be posted in each school.
KBF Parent Involvement with Title I

This policy provides an understanding of the shared responsibility of the school system and parents/guardians in improving students’ academic achievement and school performance. The Executive Director/designee will be responsible for distributing this policy to parents/guardians of students participating in HCA’s Title I programs.

Because parent involvement is so important to a student’s success in school, the Board encourages regular participation by parents/guardians in all aspects of HCA’s Title I programs. HCA provides opportunities for parent/guardian involvement that are aligned with the requirements of Title I programs set forth in law as follows.

A. HCA involves parents/guardians in the development of the school system’s plan to help academically at-risk students meet challenging achievement standards and in the process of school review and improvement by:
   a. Establishing effective and ongoing two-way communications between HCA, staff, and parents/guardians;
   b. Notifying families about HCA’s Title I plan and seeking their input and participation; and
   c. Training staff to work more effectively with families with diverse cultural backgrounds and/or barriers such as illiteracy or limited English proficiency.

B. HCA coordinates and supports the planning and implementing of effective parent/guardian involvement activities to improve student academic achievement and school performance by:
   a. Providing information to parents/guardians about the program and various instruments that will be developed or used to monitor student progress;
   b. Providing workshops to assist faculty in planning and implementing improvement activities;
   c. Holding training sessions for parents so that there may be more effective liaisons between parents and schools; and
   d. Seeking input from parents/guardians in developing workshops that will help them become more effective partners with the schools in encouraging academic achievement.

C. HCA builds strong parental involvement by:
   a. Notifying families of meetings to discuss Title I issues, including evaluation of and suggestions for the HCA Title I policy;
   b. Engaging the HCA Parent Partnership to seek out and involve parents/guardians through their communications and informational meetings;
   c. Promoting cooperation between HCA and other agencies or school/community groups to furnish learning opportunities, increase awareness of support services,
and disseminate information regarding parenting skills and child/adolescent development; and
d. Provide ongoing communication about opportunities to volunteer in the schools, and learn how to work more effectively with their children to extend and reinforce learning and foster achievement.

D. HCA conducts, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under Title I, including identifying barriers to greater participation by parents/guardians in activities authorized by this section (with particular attention to parents/guardians who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), using the findings of such evaluation to design strategies for more effective parent/guardian involvement, and revising, if necessary, the parent/guardian involvement policies described in this section by:
   a. Evaluating the content and effectiveness of the parent/guardian involvement policy through a variety of means such as surveys, workshops, and informal meetings involving school administrators, teachers, and parents/guardians;
   b. Identifying and overcoming barriers to effective evaluation and input, e.g., language support for parents/guardians who do not speak English or have limited English proficiency, scheduling multiple meetings at various times of day or night, or providing a means of transportation; and
   c. Identifying potential policy changes and program improvements.

E. HCA involves parents/guardians in the activities of the schools served under Title I by:
   a. Keeping parents/guardians informed of the objectives of the school Title I programs;
   b. Providing communication and calendar information to alert parents/guardians of students and encouraging their participation;
   c. Providing central coordination for school and HCA Parent Partnership meetings and other events to create a master calendar to facilitate parent/guardian participation; and
   d. Promoting opportunities for parents as volunteers in the classroom and in school programs.