

Harpswell Coastal Academy School Policies

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AC Non-discrimination / Equal Opportunity and Affirmative Action

Harpswell Coastal Academy 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 Harpswell Coastal Academy 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. Harpswell Coastal Academy 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.

Cross Reference:

ACAA-R Student Discrimination and Harassment Complaint Procedure

ACAD Hazing

JICK Bullying

ACAA-R Student Discrimination and Harassment Complaint Procedure

This procedure has been adopted by the Board in order to provide a method of prompt and equitable resolution of student complaints of discrimination or discriminatory harassment as described in policies AC Nondiscrimination/Equal Opportunity and Affirmative Action and ACAA Harassment and Sexual Harassment of Students.

DEFINITIONS

“Complaint” is defined as an allegation that a student has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, religion, ancestry, national origin, or disability.

“Discrimination or harassment” means discrimination or harassment on the basis of race, color, sex, sexual orientation, religion, ancestry, national origin, or disability.

HOW TO MAKE A COMPLAINT

Any student who believes he/she has been discriminated against or harassed should report their concern promptly to the Head of School or his/her designee. Students who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the Head of School, or other member of the faculty.

School staff are expected to report possible incidents of discrimination or harassment of students. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students.

Students and others will not be retaliated against for making a complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.

Students are encouraged to utilize the School Department’s Complaint Procedure. However, students are hereby notified that they also have the right to report complaints to the Maine Human Rights Commission, State House Station 51, Augusta, ME 04333 (telephone: 207-624-6290) and/or to the federal Office for Civil Rights, Regional Director, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02110-1491 (phone 617-289-0111).

COMPLAINT HANDLING AND INVESTIGATION

The Head of School shall promptly inform the Board Chair and the person(s) who is the subject of the complaint that a complaint has been received.

The Head of School may pursue an informal resolution of the complaint with the agreement of the parties involved. The informal resolution is subject to the approval of the Board Chair, who shall consider whether the informal resolution is in the best interest of the organization in light of the particular circumstances and applicable policies and laws.

The complaint will be investigated by the Head of School, unless the Board Chair chooses to investigate the complaint or designates another person to investigate it on his/her behalf. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Head of School should be submitted to the Board Chair, who should consult with legal counsel concerning the handling and investigation of the complaint.

- A. The person who is the subject of the complaint will be provided with an opportunity to be heard as part of the investigation.
- B. If the complaint is against an employee of the School Department, any applicable individual or collective bargaining contract provisions shall be followed.
- C. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
- D. The Head of School shall keep a written record of the investigation process.
- E. The Head of School may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
- F. The Head of School shall consult with the Board Chair concerning the investigation, conclusions, and any remedial and/or disciplinary actions.
- G. The investigation shall be completed within 21 calendar days of receiving the complaint, if practicable.

If the Head of School determines that discrimination or harassment occurred, he/she shall, in consultation with the Board Chair:

- A. Determine what remedial action is required, if any;
- B. Determine what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and
- C. Inform the student who made the complaint in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

If the student's parents/legal guardians are dissatisfied with the resolution, an appeal may be made in writing to the Head of School within 14 calendar days after receiving notice of the resolution. The Head of School shall review the investigation report and may conduct further investigation if deemed appropriate. The Head of School's decision shall be final.

Legal Reference:

Americans with Disabilities Act (28 CFR § 35.07), as amended
Rehabilitation Act of 1973 (Section 504) (34 CFR § 104.7), as amended
Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.)
Title VI of the Civil Rights Act of 1964 (P.L. 88-352)
20 USC § 1232g; 34 CFR Part 99
5 MRSA §§ 4571; 4602; 4681 et seq.
20-A MRSA §§ 6001 et seq.

Cross Reference:

AC Nondiscrimination/Equal Opportunity and Affirmative Action
ACAA Harassment and Sexual Harassment of Students

First reading: April 28, 2021

Second reading: May 19, 2021

Approved: May 19, 2021

ACAB Harassment and Sexual Harassment of Employees

Harpwell Coastal Academy prohibits all forms of harassment as defined in this policy which applies to all members of the Harpswell Coastal Academy 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.

Cross Reference: ACAB-R Employee Discrimination and Harassment Complaint Procedure

ACAB-R Employee Discrimination and Harassment Complaint Procedure

Any member of the community who believes that he/she has been harassed should contact the Head of School. If the allegation is against the Head of School, the complainant should contact the Chair of the Board. Any employee who is aware of an allegation against the Head of School should also contact the Chair of the Board, unless they know that such contact has already been made. Any reports made to the Head of School shall be immediately forwarded to the Chair 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.

Cross Reference: ACAB-R Harassment and Sexual Harassment of Employees

ACAD Hazing

Maine statute defines injurious hazing as “any action or situation, including harassing behavior, that recklessly or intentionally endangers the mental or physical health of any school personnel or a student enrolled in a public school.”

Injurious hazing activities of any type, either on or off school property, by any student, staff member, group or organization affiliated with this school unit, are inconsistent with the educational process and shall be prohibited at all times.

“Harassing behavior” includes acts of intimidation and any other conduct that recklessly or intentionally endangers the mental or physical health of a student or staff member.

“Acts of intimidation” include extortion, menacing, direct or indirect threats of violence, incidents of violence, bullying, statements or taunting of a malicious and/or derogatory nature that recklessly or intentionally endanger the mental or physical health of another person, and property damage or theft.

No administrator, faculty member, or other employee of the school unit shall encourage, permit, condone, or tolerate injurious hazing activities. No student, including leaders of students’ organizations, shall plan, encourage, or engage in injurious hazing activities.

Students who violate this policy may be subject to disciplinary action which may include suspension, expulsion, or other appropriate measures. Administrators, faculty, professional staff, and all other employees who violate this policy may be subject to disciplinary action up to and including dismissal.

In the case of an organization affiliated with this school unit that authorizes hazing, penalties may include rescission of permission for that organization to operate on school property or to receive any other benefit of affiliation with the school unit.

Persons not associated with this school unit who fail to abide by this policy may be subject to ejection from school property and/or other measures as may be available under the law.

These penalties shall be in addition to any civil or criminal penalties to which the violator or organization may be subject.

The Head of School/designee shall be responsible for administering this policy. In the event that an individual or organization disagrees with an action—or lack of action—on the part of the Head of School/designee as he/she carries out the provisions of this policy, that individual or organization may appeal to the Board of Directors Executive Committee. The ruling of the Board of Directors Executive Committee with respect to the provisions of this policy shall be final.

This right to appeal does not apply to student suspensions of 10 days or less or to matters submitted to grievance procedures under applicable collective bargaining agreements. A copy of this policy shall be included in all school, parent, and faculty handbooks or otherwise distributed to all school employees and students.

The Head of School may develop administrative regulations necessary to implement this policy.

Legal Reference: TITLE 20-A MRSA Sec. 6553.2

Cross Reference:

ACAA Harassment and Sexual Harassment of Students

ACAD Hazing

JICK Bullying

First reading: April 28, 2021

Second reading: May 19, 2021

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AD Educational Philosophy/Mission

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

Approved: 2/11/2020 by Charter School Commission; 2/26/2020 by the Harpswell Coastal Academy Board

ADA School System Goals and Objectives

The Harpswell Coastal Academy Board of Directors recognizes its responsibility to develop a strategic vision and set goals for the efficient operation of the school system. In discharging this responsibility, the Board of Directors will strive to ensure that the resources of the school district are directed toward meeting the educational needs of each eligible student.

The Board of Directors will develop annual goals based on input solicited from a variety of sources. These goals will be shared with the community, the staff, and the students. The school district's Administrative Team shall develop appropriate objectives designed to achieve the stated goals.

The Board of Directors will regularly evaluate progress toward meeting the goals and will adopt appropriate policies designed to facilitate their accomplishment.

Legal Reference: TITLE 20-A MRSA SEC. 4511.3, A

First reading: April 28, 2021

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ADAA School System Commitment to Standards for Ethical and Responsible Behavior

Harpswell Coastal Academy 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 Harpswell Coastal Academy 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 Harpswell Coastal Academy 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 Harpswell Coastal Academy 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 Harpswell Coastal Academy 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 Harpswell Coastal Academy 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 Harpswell Coastal Academy 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 Harpswell Coastal Academy 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 Harpswell Coastal Academy 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 Harpswell Coastal Academy 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.

Cross Reference: ADC-R Tobacco Use and Possession Administrative Procedure

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 annually with families and students.

Cross Reference: ADC Tobacco Use and Possession

ADF 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

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

Understands the importance of embracing and nurturing a growth mindset.

C. A Creative and Practical Problem Solver

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

Understands the interdependence within and across systems and brings to each situation the appropriate actions.

E. An Integrative and Informed Thinker

Is skilled at using complex reasoning processes to make meaning.

UNDERSTANDING MAINE'S GUIDING PRINCIPLES

[Understanding Maine's Guiding Principles](#). (PDF, 747KB) A research-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.

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 Head of School. Thus, the Board establishes the code of ethics for the Board and Head of School, including policies related to private inurement and conflict of interest, and sets the tone for organizational behavior. The Board hires and fires the Head of School, establishes the end results the Head of School is assigned to achieve, and defines any limitations on the means the Head of School can use or any functions the Head of School must perform.

The Board evaluates the Head of School based on achievement of the 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 Head of School. The Board supports the organization by making personal donations, garnering resources and advisors and assisting with fundraising. It serves as the organization's ambassador to other organizations, funders and potential funders and the general community; communicates the value of the organization to prospective donors; and attracts donors, supporters, favorable press, and new Directors.

RESPONSIBILITIES OF EACH MEMBER OF THE BOARD OF DIRECTORS

A member of the Board of Directors is responsible for ensuring that Harpswell Coastal Academy 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 Harpswell Coastal Academy, contributing ideas and expertise
 - a. Be informed about the Harpswell Coastal Academy's mission, services, policies, and programs; inform others about Harpswell Coastal Academy, and work to enhance the organization's public image.

- b. Select the Head of School through an appropriate process.
 - c. Provide ongoing support and guidance for the administrative 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 take 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
 - c. with the ability to give.
 - d. 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.
 - e. Follow conflict-of-interest and confidentiality policies.

CBDA Allocation of Superintendent Services

The Board of Directors will comply with all statutory and Maine Department of Education reporting requirements concerning the allocation of superintendent services and expenses. The Board of Directors has reviewed language relating to this policy and has determined that it is not applicable to the school district.

Language deemed not applicable:

At its annual budget ratification meeting, the Board of Directors shall determine the relative amount of service to be performed by the Head of School in each administrative unit and the amount of the Head of School's office expenses to be paid by each unit. To be effective, such allocation of services and expenses must be approved by a vote representing more than half of the population comprising the units which make up the school district.

Legal Reference: 20-A M.R.S.A. §§ 1051; 1053-1054; 1902

First Reading: April 28, 2021

Second Reading: May 19, 2021

Adopted: May 19, 2021

DJH Purchasing and Contracting: Procurement Staff Code of Conduct

CONFLICT OF INTEREST

All employees of Harpswell Coastal Academy (Harpswell Coastal Academy) shall perform their duties in a manner free from conflict of interest to assure the proper performance of school business as well as to earn and keep public confidence. No employee of Harpswell Coastal Academy with a real or an apparent conflict of interest in a proposed transaction shall participate in the selection, award, or administration of a contract pursuant to the transaction.

Conflict of interest is defined as when an interested party has a financial interest in the firm selected for the award. Interested party is defined as 1) the employee; 2) a member of the employee's immediate family; 3) his/her partner; or 4) an organization that employs or is about to employ a person described above.

CONFLICT OF INTEREST DISCLOSURE

All employees with real or apparent conflicts of interest as defined above must disclose the conflict of interest to the Head of School who will investigate the circumstances of the transaction. The Head of School will exercise due diligence in investigating the circumstances of the transaction and if necessary, will make reasonable efforts to find alternatives to the proposed transaction or arrangement that would not give rise to a conflict of interest. If the Head of School determines that the proposed transaction is in the best interest of Harpswell Coastal Academy and is fair and reasonable, it may proceed with the transaction. In the event that the Head of School may have a conflict of interest, an ad hoc committee of the Board will investigate and make a determination regarding the transaction.

VIOLATIONS

Employees of Harpswell Coastal Academy who violate this code of conduct may be subject to discipline, up to and including termination of employment, and, if appropriate, referral to law enforcement.

Legal Reference:

EDGAR Part 74 Title 34 - Administration of Grants and Agreements
EDGAR Part 80 Subpart C, Section 80.20, 80.36
DOE Administrative Letter 6, 9/18/06,
NCLB Fiscal Compliance DJH

First Reading: April 28, 2021

Second Reading: May 19, 2021
Adopted: May 19, 2021

DN School Properties Disposition

The Head of School 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 Harpswell Coastal Academy, and to declare it surplus.

The Board is to be informed of property worth more than \$500 declared surplus by the Head of School 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 Head of School.
- 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 Head of School.
- 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 Head of School 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

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

The Head of School 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 Head of School 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 Head of School/designee will appoint a Chemical Hygiene Officer for Harpswell Coastal Academy. The Chemical Hygiene Officer will have the primary responsibility for implementing Harpswell Coastal Academy's 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 Harpswell Coastal Academy 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 Head of School 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 Head of School.

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 Harpswell Coastal Academy 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 Harpswell Coastal Academy. 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 Head of School 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 Head of School shall be responsible for developing and implementing procedures specific to bomb threats as part of Harpswell Coastal Academy’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 Head of School will be responsible for overseeing a review or evaluation of bomb threat procedures prior to the Board’s required annual approval of Harpswell Coastal Academy’s 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 Head of School, teacher, or other employee in a position of authority.
- B. An employee of Harpswell Coastal Academy who learns of a bomb threat shall immediately inform the Head of School. The Head of School shall immediately take appropriate steps to protect the safety of students and staff in accordance with Harpswell Coastal Academy’s bomb threat procedure and inform the Head of School 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 Head of School 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 MRSA § 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 MRSA § 1001(9-A) and Policy JICIA, except that the Head of School 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 Harpswell Coastal Academy recognizes that structural and landscape pests can pose significant problems for people and Harpswell Coastal Academy 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 Harpswell Coastal Academy 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 Harpswell Coastal Academy'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 Head of School and/or designee shall develop and implement a Pest Management Plan consistent with the following IPM principles and procedures:

- A. The Head of School / designee will appoint an IPM Coordinator for Harpswell Coastal Academy. 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.
- B. 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 Harpswell Coastal Academy Pest Management Plan;
 - e. Evaluating Harpswell Coastal Academy'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 Harpswell Coastal Academy 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 Harpswell Coastal Academy 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 Harpswell Coastal Academy 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.

RECORD KEEPING

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

Harpswell Coastal Academy 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 Harpswell Coastal Academy to ensure 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 Head of School, with the approval of the Board and in accordance with the State Law, will provide the following transportation services:

- A. Harpswell Coastal Academy 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 Harpswell Coastal Academy staff.
- B. Bus routes will be reviewed annually. Appeals for additional stops must be made in writing to the Head of School, and if so requested by the parent, the decision of the Head of School may be reviewed by the Board at their discretion.
- C. Transportation shall be accomplished in the most economical manner that is consistent with the welfare and safety of the students.

EEAEAA Drug and Alcohol Testing of School Bus Drivers

In accordance with the federal Omnibus Transportation Employee Testing Act of 1991, in addition to other pertinent and federal laws promulgated to effectuate a drug and alcohol free workplace, the Harpswell Coastal Academy Board of Directors is committed to the establishment of an alcohol and controlled substance testing program for school bus drivers, in addition to any other employees who drive vehicles to transport sixteen (16) or more passengers, including the driver.

The purpose of the testing program shall be to help prevent accidents, injuries and deaths resulting from the misuse of alcohol and controlled substances by drivers performing safety-sensitive functions. The Head of School shall be responsible for the implementation of an alcohol and drug testing program consistent with federal regulations and shall implement additional administrative procedures to assist and further the implementation of the federal mandates regarding alcohol and controlled substances testing as he/she deems necessary.

Legal Reference:

49 C.F.R. Part 382

26 M.R.S.A. § 681(8)(B), § 685 (2), § 689

Cross Reference:

EEAEAA-R Drug and Alcohol Testing Procedures

GBEC Drug-Free Workplace

First Reading: April 28, 2021

Second Reading: May 19, 2021

Adopted: May 19, 2021

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 Harpswell Coastal Academy, 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, Harpswell Coastal Academy has adopted this Procedure.

PROGRAM ADMINISTRATOR

The Director of Finance & Operations has been designated by Harpswell Coastal Academy 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 Harpswell Coastal Academy. 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:

- A. 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;
- B. 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;
- C. All time spent at the driving controls of a commercial motor vehicle in operation;
- D. 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.);
- E. 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;
- F. 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, Oxycodone, 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 a 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.

- Random.** All drivers are subject to random testing for alcohol and controlled substances 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.
- 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.
- Reasonable suspicion.** All drivers who 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.
- 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.
- 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

Harpwell Coastal Academy 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 Harpswell Coastal Academy. 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 contributed 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.

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

- A. 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);
- B. 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;
- C. 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;
- D. 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);
- E. 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);
- F. Fails or declines to take a second test the employer or collector has directed the driver to take;

- G. 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;
- H. 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
- I. 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

Harpwell Coastal Academy 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, Harpswell Coastal Academy 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.

Cross Reference:

EEAEAA Drug and Alcohol Testing of School Bus Drivers
GBEC Drug-Free Workplace

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 Head of School.
- 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 Head of School as soon as possible. The employee's insurance is in force as the primary coverage and Harpswell Coastal Academy will refer additional claims, if necessary, to the Harpswell Coastal Academy insurance vendor.

EEBB Use of Private Vehicles on School Business

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 Head of School, this is the most practical or only possible method of transportation. To safeguard Harpswell Coastal Academy, 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 Head of School / 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 Head of School 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.

EFE Competitive Food Sales–Sales of Foods in Competition with the School Food Service Program

Harpwell Coastal Academy supports good nutrition as part of a school environment that contributes to student health and encourages positive food choices and eating habits. The Board of Directors believes that nutrition influences a student's ability to take full advantage of the school system's educational program and is, therefore, related to student achievement. The Board also recognizes that proceeds from the sale of foods and beverages outside of the School Lunch Program ("competitive foods") are a significant source of funds for student activities that Harpswell Coastal Academy might not otherwise be able to provide.

The Board has adopted this policy to govern the sale of foods and beverages on school property, at any time by any person, group or organization.

RESTRICTION ON SALE OF COMPETITIVE FOODS

Maine Department of Education Rule Chapter 51 mandates that any food or beverage sold at any time on the property of a school participating in the National School Lunch or School Breakfast Programs shall be a planned part of the total food service program of the school and shall include only those items which contribute both to the nutritional needs of children and the development of desirable food habits, and shall not include foods of minimal nutritional value as defined in applicable federal regulations, except as provided for by Board policy in certain circumstances. Although Harpswell Coastal Academy does not participate in the National School Lunch or School Breakfast Programs, the Board of Directors nonetheless mandates compliance with MDOE Rule Chapter 51 policy.

When foods and beverages are sold to attendees at community events sponsored by the school or held on school property, students, staff, parents, or school-sponsored organizations involved in such sales are encouraged to include at least some healthy food choices.

As allowed by Rule Chapter 51, the Board permits the sale of food and beverages outside the total food program:

- A. To school staff;
- B. To attendees at school-sponsored community events held on school property; (i.e., school-sponsored events that are open to the public);
- C. To the public at community events held on school property in accordance with the Board's facilities use policy.
- D. In State-approved instructional Career and Technical Education (CTE) Programs; and/or

E. By a school, approved student organization or program if consistent with the requirement that such sales not include foods of minimal nutritional value as defined in 7 C.F.R. § 210.11(a)(2).

NOTE: According to DOE Rule Chapter 51 (1)(b), the “Total Food Service Program” includes the federal Milk Program as defined in 7 C.F.R. § 215; the federal Breakfast Program, which means the federal program under which a breakfast that meets the nutritional requirements set forth in 7 C.F.R. § 220 is offered; the National School Lunch Program (including the After School Snack), which means the federal program under which the school operates a nonprofit lunch program that meets the requirements of 7 C.F.R. § 210; or any combination of these programs.

NOTE: “Foods of minimal nutritional value” as defined in 7 C.F.R. § 210.11(a)(2) means:
(a) In the case of artificially sweetened foods, a food which provides less than five percent of the Reference Daily Intake (RDI) for each of the eight specified nutrients per serving;
(b) in the case of all other foods, a food which provides less than five percent of the RDI for each of eight specified nutrients per 100 calories and less than five percent of the RDI for each of eight specified nutrients per serving. The eight nutrients to be assessed for this purpose are: protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium, and iron. This definition is applicable to foods that are part of the total food service program of the school and to foods and beverages sold at food sales, school stores, and in vending machines. A listing of “Categories of Foods of Minimal Nutritional Value” is in Appendix B to 7 C.F.R. § 210 (National School Lunch Program).

FUNDS FROM SALES OF COMPETITIVE FOODS Funds from all food and beverage sales made at any time on school property shall accrue to the benefit of the school’s non-profit school food service program, except that funds raised through authorized sales outside the total food service program shall accrue to the sponsoring school or approved student organization in accordance with applicable policies, cash-management procedures and administrative directives, or to the sponsor of a community event that is held on school property in accordance with the Board’s facilities use policy.

DELEGATION OF RESPONSIBILITY The Head of School/designee shall be responsible for enforcement of this policy. A school unit employee who observes conduct he/she believes to be a violation of this policy or is informed of such conduct by a parent, student or community member should contact the building administrator or Head of School/designee.

Legal Reference: Maine Department of Education Rule Chapter 51 (Child Nutrition Programs in Public Schools and Institutions); 7 C.F.R. § 210, § 215

First Reading: April 28, 2021

Second Reading: May 19, 2021

Adopted: November 17, 202

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, Harpswell Coastal Academy 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 schedules 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 Harpswell Coastal Academy; 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 Head of School, 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 Head of School 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 Head of School 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.

Legal Reference:

schedules I through V of section 202 of the federal Controlled Substance Act [21 U.S.C., sec. 812]
21 C.F.R., 1300.11 through 1300.15
Title 17-A MRSA, section 11011

Cross Reference:

EEAEAA Drug and Alcohol Testing of School Bus Drivers

GBO Family Care Leave

This policy governs employee leave under 26 MRSA § 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 Harpswell Coastal Academy’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), Harpswell Coastal Academy 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.

GCF Hiring & Records Checks

Harpswell Coastal Academy is a public charter school, and as such, individuals hired to work with students must have fingerprints taken and complete federal and state Criminal History Record Checks, prior to beginning work.

To ensure that all employees complete this step, the following procedures will be put in place, effective immediately:

- A. In all interviews, Harpswell Coastal Academy administration will let candidates know that a valid CHRC is required prior to the start of employment.
- B. Offers made to a candidate will include language reiterating that a valid CHRC is required prior to the start of employment (see example attached).
- C. All contracts will be offered pending proof of valid CHRC (see example attached).
- D. If an employee cannot provide proof of valid CHRC prior to their designated start date, employment will be put on hold. Harpswell Coastal Academy reserves the right to extend the start date to allow the candidate to attain CHRC or void the contract, re-post the position and find a new candidate.

TEMPLATE Harpswell Coastal Academy OFFER LETTER

Dear -----,

It is my pleasure to extend the following offer of employment to you on behalf of Harpswell Coastal Academy (Harpswell Coastal Academy).

Title: ----

Role: Responsible for ----- Other duties connected with the school may be assigned by the Head of School or his designees.

Salary: The salary for this position is \$--- annually, paid by-weekly.

Certification: A valid Criminal History Records Check (CHRC) is required prior to the start of employment. You can check your CHRC status, or apply for approval at <http://www.maine.gov/doe/cert/fingerprinting/index.html>. If you cannot provide proof of valid CHRC prior to your designated start date, employment will be put on hold. Harpswell Coastal Academy reserves the right to extend your start date to allow you to attain a valid CHRC or void your contract, re-post the position and find a new candidate.

Benefits: Compensation also includes Harpswell Coastal Academy **health and dental insurance coverage** at a level consistent with Affordable Health Care Act Silver coverage. Specifics of next year's plan will be available ----- The employee shall have all school-year **vacation** days (28) off plus one additional week. **Personal emergency days** will accrue per Harpswell Coastal Academy policy.

Start Date & Work Schedule: Start date is ----- . Harpswell Coastal Academy employees generally work 8 am to 4:30 pm.

Your employment with Harpswell Coastal Academy is at-will and either party can terminate the relationship at any time with or without cause and with or without notice. By signing this letter, you acknowledge that this offer letter represents the entire agreement between you and Harpswell Coastal Academy and that no verbal or written agreements, promises or representations that are not specifically stated in this offer, are or will be binding upon Harpswell Coastal Academy. If you are in agreement with the above outline, please sign below. This offer is in effect until -----.

Head of School

Employee

(date)

TEMPLATE Harpswell Coastal Academy CONTRACT

THIS CONTRACT, is entered into by and between -----, (Title), and Harpswell Coastal Academy, hereinafter called Harpswell Coastal Academy, located at 9 Ash Point Road, Harpswell Maine.

In consideration of a salary of \$----, with an anticipated 40 hour work week, from DATE until DATE. Said faculty agrees to well and faithfully perform the duties of working as part of the Humanities faculty team, supporting special education students, and supporting the overall Harpswell Coastal Academy program by actively participating in the planning of studies, preparing for GRIT & community meetings, maintaining the facility and supporting the wellness program. Additionally, other duties connected with the school may be assigned by the Head of School or his duly authorized representative.

AND IT IS FURTHER AGREED:

- (1) That said term shall commence on the DATE, and shall include all school days until the end of the year.
- (2) That duties include adopting and implementing the Harpswell Coastal Academy experiential, project based, proficiency-based approach to instruction.
- (3) That faculty agree to follow the Harpswell Coastal Academy Community Agreements and will lead by example in all actions, including maintaining a clean and welcoming educational environment.
- (4) That duties may include participation in a number of evening activities annually including: evening symposiums and 1 school dance. That said faculty shall attend, outside of regular school hours as established by Harpswell Coastal Academy, such professional meetings as might be called by school authorities for coordinating the work of the faculty in the school program.
- (5) That this contract shall be invalid if the faculty is under contract with another school covering the same period of time.

(6) That this contract shall be invalid if the employee cannot provide proof of valid Criminal History Records Check (CHRC) prior to the designated start date. Harpswell Coastal Academy reserves the right to extend the start date to allow the candidate to attain CHRC or void the contract, re-post the position and find a new candidate. If Harpswell Coastal Academy extends the start date, the salary will be amended to reflect actual days working. No employee shall begin work without a valid CHRC in place.

THIS CONTRACT, shall be without force and effect unless it is in the hands of Harpswell Coastal Academy, bearing the signature of said faculty and the Head of School on or before the DATE.

Head of School

Employee

(date)

GCFB Recruiting and Hiring of Administrative Staff

In response to An Act to Promote Equity of Opportunity for Women in Administrative Positions in the Public School System (PL 1990, Chap. 889), the Harpswell Coastal Academy (Harpswell Coastal Academy) Board of Directors affirms its commitment to the strict prohibition of discrimination in employment on the basis of race, national origin, religion, sex, age, or disability and to the principle of affirmative action to obtain wide and representative candidate pools.

In accordance with 20-A MRSA Sec. 1001.13, the Head of School shall prepare a procedure designed to ensure nondiscriminatory practice in recruitment and hiring for all positions requiring administrator certification, as well as to result in selection of the most qualified candidates. This procedure shall be attached hereto as GCFB-R, and shall be reviewed periodically.

Moreover, upon each occasion of administrative vacancy, the Head of School shall review the procedure and make appropriate adaptations as may be warranted by special circumstances.

In accordance with 20-A MRSA Sec. 4502.4-A, the system's Affirmative Action Plan shall include: a description of the status of the system's nondiscriminatory administrator hiring practice; plans for in-service training programs on gender equity for teachers, administrators and the Board of Directors; and the relationship of the above to the State's 5-year goal for the employment of women in administrative positions.

Legal Reference:

5 MRSA § 4576

20-A MRSA §§ 6, 254 (8-10), 1001(13), 4502(4-A), 13011(6), 13019-B, 13019-C

Cross Reference:

AC Nondiscrimination

GCFB-R Recruiting and Hiring of Administrative Staff Administrative Procedure

First Reading: April 28, 2021

Second Reading: May 19, 2021

Adopted: May 19, 2021

GCFB-R Recruiting and Hiring of Administrative Staff

Administrative Procedure

These procedures implement Harpswell Coastal Academy (Harpswell Coastal Academy) Board of Directors' policy GCFB and are designed to establish a thorough, efficient and nondiscriminatory practice for the recruiting and hiring of candidates for administrative positions who are most qualified and best aligned with the mission and values of Harpswell Coastal Academy.

JOB DESCRIPTION DEVELOPMENT/REVIEW

To ensure that a written description of the vacant position accurately represents the current purpose, functions and needs, the Head of School/designee is to:

- A. Conduct a review of (if none exists, develop) the job description, with input from persons affected by the position;
- B. Include the purpose and functions of the position;
- C. Include the criteria (skills, knowledge, abilities, alignment with Harpswell Coastal Academy's mission and values) required to perform the duties / responsibilities of the position; and
- D. List the minimum qualifications (training, education, and experience) for the position.

RECRUITMENT

To attract a strong pool of qualified candidates, the Head of School/designee is to advertise (except in the circumstances described in Section I below) by:

- A. Posting notice internally of the vacancy within Harpswell Coastal Academy;
- B. Placing an advertisement in appropriate online and social media locations; and
- C. Identifying and notifying other possible sources of potential candidates, such as professional associations, educational administration programs and placement offices at colleges and universities in Maine and other states, and the Maine Department of Education

SCREENING

To ensure that a fair and efficient screening process will occur, the Head of School/designee will

- A. Ensure that all applications are reviewed by more than one individual, with attention given to an unbiased regard for the criteria and qualifications in the job description;

- B. Appoint a screening panel with representation as deemed appropriate to the particular vacancy;
- C. Provide orientation on confidentiality and equity issues to screeners;
- D. Eliminate all candidates who do not meet the minimum qualifications;
- E. Conduct preliminary reference checks, as appropriate; and
- F. Select candidates for an interview based on the degree to which they meet the criteria and demonstrate the skills, knowledge and abilities outlined in the job description.

INTERVIEWING

To ensure that the interview process will be conducted in a legal and proper manner, the Head of School/designee is to:

- A. Appoint an interview panel (may be the same persons who serve the screening function) with representation as deemed appropriate to the particular vacancy;
- B. Provide orientation on the process including the function and extent of responsibility of the panel, the weighting of criteria and the nomination/hiring procedure; and
- C. Conduct training to ensure that panel members are aware of the legal aspects of interviewing, including confidentiality and equity issues.

The interview panel is to:

- A. Design interview questions which match the criteria and the purpose / duties / responsibilities outlined in the job description;
- B. Provide equal opportunity for all candidates to respond to the same questions and, to the extent feasible, the same interviewers.

SELECTION

The interview panel is to:

- A. Individually assess the candidates according to their answers to the interview questions;
- B. As a group, evaluate each candidate's strengths, needs and organizational fit.

The Head of School/designee is to:

- A. Have reference contacts made, as appropriate, to check perceived strengths and weaknesses of the candidates;
- B. Review the material on the finalist candidates to determine whether additional information is needed;
- C. Select the most qualified candidate who fits the criteria and the duties and responsibilities outlined in the job description, based on his/her own professional judgment along with those of the interview panel, preferably by consensus (or, reject all finalists, re-open the position and begin the process anew);

- D. Have any further reference checks made, as appropriate;
- E. Nominate and employ the successful candidate;
- F. Notify the other candidates interviewed.

TRAINING

To ensure that the newly hired candidate is provided with the proper information about the system and job expectations, the Head of School/designee is to provide an orientation that includes expectations of the purpose, duties and responsibilities of the position, along with the policies and procedures of Harpswell Coastal Academy.

RECORD KEEPING

To ensure that the confidentiality of employee and applicant records are properly maintained, the Head of School/designee is to provide for the maintenance in secure files of all applications and documentation of the hiring, screening and interviewing process for a period of three (3) years.

CONFIDENTIALITY

To ensure that confidentiality is maintained throughout and permanently following the hiring process, the Board, all employees involved, and any other participants are to maintain absolute confidentiality about candidates, including names, in accordance with Maine state law (Title 20-A, 6101).

HIRING OF CURRENT EMPLOYEES

The school may forego one or more of the steps set forth in sections B-E of this procedure and appoint a person who is currently employed by the unit to fill an administrative position only if the Head of School, after consultation with the Board of Directors, determines that the following circumstances exist:

- A. The currently employed candidate is exceptionally well qualified for the position; and
- B. The decision to forego all or part of the recruitment and screening process will not detract from the goals of this policy.

Cross Reference: GCFB Recruiting and Hiring of Administrative Staff

First Reading: November 17, 2021
Second Reading: December 3, 2021
Adopted: December 3, 2021

GCFC Hiring Faculty with Special Expertise

Harpwell Coastal Academy's place-based, project-based approach to teaching and learning requires skills and experiences that are often outside the experience set of teachers whose primary work experience is in traditional classroom education. Those individuals fall under the provision of the Maine Charter School law that enables the hiring of those who "Have an advanced degree, professional certification or unique expertise or experience in the curricular area in which they teach."

In such cases, the individual's prior work/educational history must demonstrate the following:

- A. work and/or educational experience in one of Harpswell Coastal Academy project-based focus areas, i.e. Sailing, Farming, Computer Science, etc.
- B. verified work experience with adolescents, i.e. adventure learning, summer camp counseling, educational technician.

Faculty hired under this provision will follow the PEPG process that all other faculty members follow in terms of assessment and evaluation. Such faculty may, but will not be required to, pursue traditional certification.

GCI Professional Staff Development Opportunities

The Harpswell Coastal Academy Board of Directors recognizes the importance of developing, maintaining, and extending the skills of staff members, including both faculty and operational staff, and encourages employees to engage in programs and activities that will lead to their professional growth and increased competence.

The Head of School is authorized to initiate programs and activities within budgetary limitations which are designed to serve the following purposes:

- A. To provide a structure through which staff members can stay abreast of new developments in their areas of specialty;
- B. To familiarize staff members with new research and innovative improvement; and
- C. To facilitate the development, implementation, and evaluation programs.

First Reading: April 28, 2021

Second Reading: May 19, 2021

Adopted: May 19, 2021

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 Directors' 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 Head of School is to seek appropriate involvement of staff in the development and periodic review of the supervision and evaluation program.

Legal Reference: 20-A MRSA §§ 13701-13706

GCOC Evaluation of Administrative Staff

The Head of School shall implement and supervise an evaluation system for all administrative personnel.

In accordance with Maine's Educator Effectiveness Law (20-A MRSA §§ 13701-13706), Harpswell Coastal Academy 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 Head of School 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 Head of School's Office.

Legal Reference: 20-A MRSA §§ 13701-13706

GCSA Employee Computer, Internet and Phone Use

Harpowell Coastal Academy 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 Harpswell Coastal Academy Website, their access to or use of the Internet from school computers, or any part of the Harpswell Coastal Academy 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 Harpswell Coastal Academy. 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 Head of School periodically reviews email and internet use school-wide and brings any concerns about such use to the attention of the Head of School. Furthermore, if there is concern about the misuse of technology by a particular employee, the School may inspect or monitor his/her email, internet use, records, files, documents, messages or voicemail, with the prior approval of the Head of School.

The following uses of the Harpswell Coastal Academy 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 Harpswell Coastal Academy's computer system or that of any other person, business or organization from Harpswell Coastal Academy'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 Harpswell Coastal Academy 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.

IGA Curriculum Development and Adoption

For the purpose of this policy “curriculum” means Harpswell Coastal Academy’s written document that sets forth the learning expectations for all students for all content areas as specified in our Charter and as specified by the Board of Directors. The curriculum shall reflect continuous, sequential and specific instruction aligned with the content areas of the Common Core Standards. It is the intent that curriculum be aligned with clear articulated standards vertically aligned with well-developed formative and summative assessments. The Board recognizes that curriculum development, review and evaluation is an ongoing process and that programs and practices may need to be adjusted or revised to meet educational standards and to serve the best interests of students and the community.

Therefore:

- A. The Board expects the administration and staff to be sensitive to changing conditions that may require modifications in curriculum.
- B. The Board expects all programs to be subject to ongoing review and evaluation to ensure that they meet the instructional needs of students.
- C. The Board expects the school to undertake intensive curriculum revision as needed.
- D. The Head of School is expected to lead the ongoing curriculum development and review process, and in aligning curriculum with educational standards and with advances in knowledge, educational research and “best practices.”
- E. The Board expects that curriculum development and revision will be achieved with appropriate involvement of administrators, instructional and support staff, students, parents, community and the Board.
- F. All curricula will be standards based.

The Head of School is expected to develop plans and timelines as necessary for the development, implementation and evaluation of the curriculum, and to make recommendations concerning professional development, instructional materials and resources needed for curriculum implementation, consistent with Board policy.

Legal Reference:

20-A M.R.S.A. §§ 1001(6), 6209; Ch. 127 § 5-7 (Me. Dept. of Ed. Rules)

Cross Reference:

IHA–Basic Instructional Program; IL–Evaluation of Instructional Programs

First Reading: April 28, 2021

Second Reading: May 19, 2021

Adopted: May 19, 2021

IHAI Policy on Region 10 Enrollment for Harpswell Coastal Academy Students

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 Harpswell Coastal Academy 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.*

TAKING REGION 10 COURSES FOR Harpswell Coastal Academy 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. Harpswell Coastal Academy 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 Harpswell Coastal Academy 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 Harpswell Coastal Academy 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

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

		<u>Writing Research</u> *Evaluating Evidence (W.9)	
Early Childhood Education II (PM only) <i>Prerequisite: Successful completion of Early Childhood Ed I.</i>			<i>3 Credits- Child Development (SMCC)</i>
Food Trades	<u>PBL1</u> *Statistics *Linear Functions *Linear Equations and Inequalities in One Variable <u>PBL3</u> *Statistics (Sampling and Random Processes)	<u>Reading Comprehension & Interpretation</u> *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) <u>Speaking & Listening</u> *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) <u>Writing Process</u> *Independent Writing Process (W.5) <u>Writing Research</u>	SOCIAL STUDIES <u>Geography</u> *Physical and Human Characteristics of Place <u>Economics</u> *Economic Concepts *Personal Finance <i>A three credit articulation agreement is available with all Maine Community Colleges and the Culinary Institute of America.</i>

		*Evaluating Evidence (W.9)	
E.M.T.-Basic	<u>PBL 1</u> *Linear Equations and Inequalities in One Variable *Statistics	<u>Reading Comprehension & Interpretation</u> *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) *Evaluating Content and Source (RL + RI.7) *Integrating Sources for Understanding (RL + RI.9) <u>Speaking & Listening</u> *Making Informed Decisions (SL.2) *Adapting Speech (SL.6; L.3) <u>Writing Research</u> *Evaluating Evidence (W.9)	NGSS CONTENT <u>LS1: From Molecules to Organisms</u> *Cell Division *Cellular Respiration *Homeostasis *Organic Chemistry *Molecular Biology HEALTH EDUCATION <u>Advocacy, Decision-Making and Goal-Setting Skills</u> *Healthy Communication Skills *Influencing Health Choices <u>Health Concepts</u> *Human Development *Analyzing Complex Health Concepts *Dimensions of Health *Disease and Prevention *Healthy Behaviors <u>Health Information</u> *Evaluating Health Information *Professional Health Services <i>Dual enrollment with Southern Maine Community College worth five credits is available. Students successfully completing the dual enrollment are eligible to sit for the national E.M.T Basic credential exam.</i>
Auto Collision Repair	<u>PBL 1</u> *Linear Equations and Inequalities in One Variable *Basic Definitions & Rigid Motions <u>PBL 2</u> *Geometric Modelling	<u>Reading Comprehension & Interpretation</u> *Analyzing Development of Ideas and Events (RL + RI.3) *Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6) *Evaluating Content and Source (RL + RI.7) *Integrating Sources for Understanding (RL + RI.9) <u>Speaking & Listening</u>	NGSS CONTENT <u>ETS1: Engineering Design</u> *Designing Solutions to Complex Problems *Evaluating Solutions for Complex Problems <u>PS2: Motion, Stability, Forces, and Interactions</u> *Conservation of Momentum *Newton's Second Law *Minimizing Collision Force

		<p>*Making Informed Decisions (SL.2) *Developing Clear Reasoning (SL.4)</p> <p><u>Writing Narrative & Informative Texts</u> *Introducing and Organizing a Topic (W.2a) *Developing Topic Thoroughly (W.2b) *Linking Narrative Text with Language (W.2c; W.3c) *Narrative Language and Vocabulary (W.2d; W.3d) *Concluding a text (W.2f; W.3e)</p> <p><u>Writing Process</u> *Independent Writing Process (W.5)</p> <p><u>Writing Research</u> *Evaluating Evidence (W.9)</p>	<p><u>PS3: Energy</u> *Converting Energy Between Forms *Thermodynamics</p> <p><i>Dual enrollment and articulation agreement credits are available.</i></p>
<p>Metal Fabrication/ Welding</p>	<p><u>PBL 1</u> *Statistics *Basic Definitions & Rigid Motions *Geometric Relationships & Properties</p> <p><u>PBL 2</u> *Geometric Modeling</p> <p><u>PBL 3</u> *Trigonometric Ratios</p>	<p><u>Reading Comprehension & Interpretation</u> *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)</p> <p><u>Writing Process</u> *Independent Writing Process (W.5)</p> <p><u>Writing Research</u> *Collecting Information from Multiple Sources (W.8) *Integrating Evidence and Citing Sources (W.8)</p>	<p>NGSS CONTENT <u>ETS1: Engineering Design</u> *Designing Solutions to Complex Problems *Evaluating Solutions for Complex Problems</p> <p><u>PS2: Motion, Stability, Forces, and Interactions</u> *Conservation of Momentum *Newton’s Second Law *Minimizing Collision Force</p> <p><u>PS3: Energy</u> *Converting Energy Between Forms *Thermodynamics</p> <p><i>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</i></p>

			<i>agreement credits are available.</i>
Outdoor Powersports I	<p><u>PBL 1</u> *Modeling with Functions *Linear Equations and Inequalities in One Variable *Statistics *Basic Definitions & Rigid Motions</p>	<p><u>Reading Comprehension & Interpretation</u> *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)</p> <p><u>Speaking & Listening</u> *Making Informed Decisions (SL.2) *Developing Clear Reasoning (SL.4)</p> <p><u>Writing Narrative & Informative Texts</u> *Introducing and Organizing a Topic (W.2a) *Developing Topic Thoroughly (W.2b) *Linking Narrative Text with Language (W.2c; W.3c) *Narrative Language and Vocabulary (W.2d; W.3d) *Concluding a text (W.2f; W.3e)</p> <p><u>Writing Research</u> *Evaluating Evidence (W.9)</p>	<p>NGSS CONTENT <u>ETS1: Engineering Design</u> *Designing Solutions to Complex Problems *Evaluating Solutions for Complex Problems</p> <p><u>PS2: Motion, Stability, Forces, and Interactions</u> *Conservation of Momentum *Newton’s Second Law *Minimizing Collision Force</p> <p><u>PS3: Energy</u> *Converting Energy Between Forms *Thermodynamics</p> <p><i>Articulation agreement credits are available.</i></p>
Outdoor Powersports II			<i>Articulation agreement credits are available.</i>
Building Trades	<p><u>PBL 1</u> *Modeling with Functions *Linear Functions</p>	<p><u>Reading Comprehension & Interpretation</u> *Providing an Objective Summary (RL.2)</p>	<p>NGSS CONTENT <u>ETS1: Engineering Design</u> *Designing Solutions to Complex Problems</p>

	<p>*Geometric Relationships & Properties</p> <p><u>PBL 2</u> *Coordinate Geometry</p> <p><u>PBL 3</u> *Geometric Measurement & Dimension *Trigonometric Ratios</p>	<p>*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)</p> <p><u>Speaking & Listening</u> *Making Informed Decisions (SL.2) *Developing Clear Reasoning (SL.4) *Adapting Speech (SL.6; L.3)</p> <p><u>Writing Narrative & Informative Texts</u> *Introducing and Organizing a Topic (W.2a) *Developing Topic Thoroughly (W.2b) *Linking Narrative Text with Language (W.2c; W.3c) *Narrative Language and Vocabulary (W.2d; W.3d) *Concluding a text (W.2f; W.3e)</p> <p><u>Writing Process</u> *Independent Writing Process (W.5)</p> <p><u>Writing Research</u> *Collecting Information from Multiple Sources (W.8) *Integrating Evidence and Citing Sources (W.8) *Evaluating Evidence (W.9)</p>	<p>*Evaluating Solutions for Complex Problems</p> <p><u>PS2: Motion, Stability, Forces, and Interactions</u> *Conservation of Momentum</p> <p><u>PS3: Energy</u> *Converting Energy Between Forms *Thermodynamics</p>
<p>Automotive Technology I (AM only)</p>	<p><u>PBL 1</u> *Modeling with Functions *Linear Equations and Inequalities in One Variable *Statistics *Basic Definitions & Rigid Motions</p>	<p><u>Reading Comprehension & Interpretation</u> *Providing an Objective Summary (RL.2) *Analyzing Development of Ideas and Events (RL + RI.3)</p>	<p>NGSS CONTENT <u>ETS1: Engineering Design</u> *Designing Solutions to Complex Problems *Evaluating Solutions for Complex Problems</p>

		<p>*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)</p> <p><u>Speaking & Listening</u> *Making Informed Decisions (SL.2) *Developing Clear Reasoning (SL.4)</p> <p><u>Writing Narrative & Informative Texts</u> *Introducing and Organizing a Topic (W.2a) *Developing Topic Thoroughly (W.2b) *Linking Narrative Text with Language (W.2c; W.3c) *Narrative Language and Vocabulary (W.2d; W.3d) *Concluding a text (W.2f; W.3e)</p> <p><u>Writing Research</u> *Evaluating Evidence (W.9)</p>	<p><u>PS2: Motion, Stability, Forces, and Interactions</u> *Conservation of Momentum *Newton’s Second Law *Minimizing Collision Force</p> <p><u>PS3: Energy</u> *Converting Energy Between Forms *Thermodynamics</p>
<p>Automotive Technology II (PM only)</p> <p><i>Prerequisite:Automotive Tech I</i></p>			<p><i>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.</i></p>
<p>Pre-Apprenticeship</p>	<p>Varies</p>		

<p>Health Occupations--CNA (AM and PM)</p>	<p><u>PBL 1</u> *Statistics *Modeling with Functions *Linear Equations and Inequalities in One Variable</p> <p><u>PBL 3</u> *Functions</p>	<p><u>Reading Comprehension & Interpretation</u> *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) *Evaluating Content and Source (RL + RI.7) *Integrating Sources for Understanding (RL + RI.9)</p> <p><u>Speaking & Listening</u> *Making Informed Decisions (SL.2) *Adapting Speech (SL.6; L.3)</p> <p><u>Writing Research</u> *Evaluating Evidence (W.9)</p>	<p>NGSS CONTENT <u>LS1: From Molecules to Organisms</u> *Cell Division *Cellular Respiration *Homeostasis *Organic Chemistry *Molecular Biology</p> <p>HEALTH EDUCATION <u>Advocacy, Decision-Making and Goal-Setting Skills</u> *Healthy Communication Skills *Influencing Health Choices</p> <p><u>Health Concepts</u> *Human Development *Analyzing Complex Health Concepts *Dimensions of Health *Disease and Prevention *Healthy Behaviors</p> <p><u>Health Information</u> *Evaluating Health Information *Professional Health Services</p> <p><i>Dual enrollment in medical terminology is available. (SMCC)</i></p>
<p>Commercial Art (AM only)</p>	<p>None Identified</p>	<p>None Identified</p>	<p>VISUAL AND PERFORMING ARTS ALL STANDARDS</p> <p><i>Dual enrollment worth three credits is available. (SMCC)</i></p>
<p>Pre-Engineering (AM only)</p>	<p><u>PBL 1</u> *Modeling with Functions *Linear Equations in one variable *Descriptive Statistics</p> <p><u>PBL 3</u> *Geometric Measurement and Dimension</p>	<p><u>Reading Comprehension & Interpretation</u> *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)</p>	<p><u>NGSS</u> *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</p>

		<p>*Evaluating Content and Source (RL + RI.7) *Integrating Sources for Understanding (RL + RI.9)</p> <p><u>Speaking & Listening</u> *Making Informed Decisions (SL.2) *Developing Clear Reasoning (SL.4) *Adapting Speech (SL.6; L.3)</p> <p><u>Writing Narrative & Informative Texts</u> *Introducing and Organizing a Topic (W.2a) *Developing Topic Thoroughly (W.2b) *Linking Narrative Text with Language (W.2c; W.3c) *Narrative Language and Vocabulary (W.2d; W.3d) *Concluding a text (W.2f; W.3e)</p> <p><u>Writing Process</u> *Independent Writing Process (W.5)</p> <p><u>Writing Research</u> *Collecting Information from Multiple Sources (W.8) *Integrating Evidence and Citing Sources (W.8) *Evaluating Evidence (W.9)</p>	<p><u>Science and Engineering Practice</u> *All 8 standards</p> <p><u>HS Digital Citizenship</u> *Creating Digital Solutions *Digital Collaboration *Digital Communication *Leveraging Technology *Problem Solving with Technology *Responsible Digital Solutions</p>
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IHBA Individual Education Plans [IEPs]

It shall be the policy of Harpswell Coastal Academy 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 Harpswell Coastal Academy. Harpswell Coastal Academy 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. Harpswell Coastal Academy 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 Harpswell Coastal Academy 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 composed 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 IEPs must be reviewed at least annually, as prescribed by state and federal special education laws.

IHBAA Referral and Use of General Education Interventions

It shall be the policy of Harpswell Coastal Academy 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 Harpswell Coastal Academy 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 Head of School, in consultation with the Director of Special Services, may develop procedures for referral and the use of general education interventions within Harpswell Coastal Academy and may from time to time amend those procedures as necessary.

Cross Reference: IHBAA-R Referral and Use of General Education Interventions
Administrative Procedure

IHBAA-R Referral and Use of General Education Interventions Administrative Procedure

These procedures are established for the purpose of meeting the obligations of Harpswell Coastal Academy (Harpswell Coastal Academy) under state regulations and the Board's Policy IHBAA governing referral and use of general education interventions.

REFERRAL

Harpswell Coastal Academy shall refer to the IEP Team all school-age students suspected of having a disability that requires special education and related services. Referrals to the IEP Team may be made by a child's parent, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

Referrals by parents: A parent may refer his or her child to the IEP Team at any time. That referral shall be made in writing directly to the office of the Director of Student Services. Should the parent seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall directly assist the parent in making the referral in writing to the office of the Director of Student Services. Should a parent attempt to make a referral orally, professional staff shall assist the parent in reducing that referral to writing and submitting it to the office of the Director of Student Services.

A parent referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to the school unit's general education interventions. Those general education interventions shall continue during the referral process, however.

Referrals by staff: Any professional employee of the school unit may refer a child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education intervention process used by the school unit. The school unit may move directly forward with the referral process in those circumstances where the school unit and parent agree to do so. Even in that situation, however, general education interventions will continue during the referral process.

Professional school staff shall prepare a referral in writing and shall submit that referral directly to the Office of the Director of Student Services or Designee.

Referrals by others: Individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the IEP Team regardless of the results of initial child find activities, but only after

completion of any general education intervention process used by Harpswell Coastal Academy.

Harpswell Coastal Academy may move directly forward with the referral process in those circumstances when the school unit and parent agree to do so. Even in that situation, however, general education interventions will continue during the referral process.

Should such a person attempt to make a referral orally, professional staff shall assist that person in reducing that referral to writing and submitting it to the office of the Director of Student Services/Designee.

Receipt of Referral: Regardless of the source of the referral, a referral is received by the school unit on the date that the written referral is received by the Office of the Director of Student Services/Designee. It shall be signed and dated by the Director of Student Services/Designee, thereby indicating the date of the receipt of that referral.

Timeline for Processing Referral: Once the referral has been received in the office of the Director of Student Services/Designee, the IEP Team shall review existing evaluation data and determine the need for additional evaluations. The IEP Team may conduct its review without a meeting. If additional evaluations are needed, the school unit must send a “consent to evaluate” form to the parent within 15 school days of receipt of the referral. Also upon receipt of the referral (from any source), the school unit shall send the parent its Written Notice form documenting that referral.

Once the office of the Director of Student Services receives the signed consent for evaluation back from the parent, the school unit shall have 45 school days to complete the evaluation and to hold an IEP Team meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the Team should develop an IEP for that child either at that same meeting, or within 30 calendar days of determining that the student is eligible.

The local unit shall implement the IEP as soon as possible following the IEP Team meeting when the child is found eligible, but no later than 30 calendar days after that meeting.

Transfer Students: Students who have already been identified as in need of special education services and who transfer into the school unit from another school unit within Maine (and who had an IEP that was in effect in a previous school unit in Maine) shall on enrollment and in consultation with the parent be provided with FAPE (including services comparable to those described in the child’s IEP from the previous school unit) until the local unit either adopts the child’s IEP from the previous unit or develops, adopts and implements a new IEP.

Students who have already been identified as in need of special services and who transfer into the school unit from another school unit from outside Maine (and who had an IEP that was in effect in a previous school unit in another state) shall on enrollment and in consultation with the parent be provided with FAPE (including services comparable to those described in the child's IEP from the previous school unit) until the local unit conducts an evaluation (if determined to be necessary by this school unit) to determine whether the student is eligible for special education, and if so, develops, adopts and implements a new IEP.

If the transfer student's current IEP from his or prior school unit is not available, or is believed to be inappropriate by either the parent or the school, the local unit should develop a new IEP through appropriate procedures within a short time after the student enrolls at the school.

If a child transfers into the school unit after the referral timeline has begun in the previous school unit but before an eligibility determination has been made, the timeline referenced above for completing that process shall not apply if the local unit is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and school unit agree to a specific time when the evaluation will be completed and the eligibility decision made.

GENERAL EDUCATION INTERVENTIONS

General education interventions are general education procedures involving regular benchmark assessment of all children, using curriculum-based measurements, to monitor child progress and identify those children who are at risk of failing. Children who are at risk receive responsive interventions in the general education program that attempt to resolve the presenting problems of concern. General educators are encouraged to confer with specialists and teaching professionals, but general education personnel are responsible for the implementation of the intervention.

Harpswell Coastal Academy shall implement general education interventions. These interventions shall include:

- A. A team-based decision-making process;
- B. Screening at reasonable intervals to determine whether all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements;
- C. Data analysis of screening results focusing on determining to what extent all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements and identifying which children are not making adequate progress towards these goals and are in need of targeted general education interventions;

- D. A determination as to whether a child's assessed difficulties are likely the result of linguistic or cultural differences;
- E. Provision of research-based general education interventions targeted at the child's presenting academic and/or behavioral concerns as determined by screening results;
- F. Repeated formative assessments of student response to targeted interventions, conducted at reasonable intervals, that generate rate-based measurable data for both specifying academic and behavioral concerns and monitoring child progress during general education interventions;
- G. Documentation that parents were notified about the process, given the opportunity to participate in instructional decision-making, and kept informed of their child's progress during targeted general education interventions;
- H. A team shall review the child's progress no later than 60 school days after the start of formal general education interventions and approximately every 30 school days thereafter. At each meeting the team shall review data on the child's progress to determine if modifications to the general education interventions are needed and/or if a referral to special education is indicated; and
- I. Provision for targeted general education interventions to continue during any subsequent special education referral.

The parent of a child receiving general education interventions may request that the agency conduct a full and individual evaluation for possible special education eligibility determination at any time during Harpswell Coastal Academy's established general education intervention process.

The general education interventions developed through this pre-referral process shall continue in the event of a referral while the referral is being handled by the IEP Team, and the resulting data shall become part of the child's special education file.

Legal Reference:

Ch. 101, §§ II (17), III, IV (2) (D), (E) V (4) (A) (Maine Dept. of Ed. Rules) (May 2012)

Cross Reference: IHBAA Referral and Use of General Education Interventions

First reading: November 17, 2021

Second Reading: December 3, 2021

Adopted: December 3, 2021

IHBAC Child Find

Harpowell Coastal Academy 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.

Harpowell Coastal Academy'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. Harpswell Coastal Academy may schedule child find activities during its enrollment process to assist in planning for necessary special education and related services at the start of the school year. If screening occurs in the spring prior to school entry, Harpswell Coastal Academy 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 Harpswell Coastal Academy 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 Head of School.

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 Head of School of the principal's decision.

The grievant must request that review within 15 working days of the decision by the principal. The Head of School, 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 Head of School'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 Head of School. 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 prevents 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 Head of School, Harpswell Coastal Academy, 9 Ash Point Road, Harpswell, ME 04079.

Legal Reference:

34 CFR § 104.7(b)

28 CFR § 35.107(b)

IJF Reproductive Health

Harpswell Coastal Academy (Harpswell Coastal Academy) aims to actively promote the health and wellness of all students to advance both their healthy development and readiness to learn. Student wellness is a core value of Harpswell Coastal Academy.

School-based health care removes the health obstacles to learning by enacting practices and systems to ensure that all students have access to key resources and services that are developmentally appropriate and support sexual and reproductive health in a safe and supportive environment. Harpswell Coastal Academy Divisions 2 & 3 shall provide access to condoms, with appropriate health education and access to counseling services, for students. Condoms will be accessible from appropriate school staff. In providing these services, Harpswell Coastal Academy will adhere to Maine state confidentiality laws.

Harpswell Coastal Academy encourages communication and involvement with family regarding health services.

IJJ Instructional and Library–Media Materials Selection

The Board of Directors is legally responsible for all matters relating to the operation of the schools, including the provision of instructional materials and maintenance of library-media resources that support the school system’s curriculum.

While the Board retains its authority to approve the selection of instructional materials, it recognizes the educational expertise of its professional staff and the need for such staff to be involved in the recommendation of instructional materials. The Board delegates responsibility for the selection of instructional materials and library-media resources to the professionally trained personnel employed by the school, subject to the criteria and procedures for selection and the Board’s policy on challenged materials as described below.

With the assistance of professional staff, the Head of School shall establish a system for the selection of instructional materials, including procedures to establish an orderly process for the review and recommendation of instructional materials. The Head of School will be responsible for overseeing the purchase of instructional materials within budgetary parameters set by the Board. The Board expects the Head of School to report on progress made in aligning instructional materials with curriculum development and evaluation in support of the content standards contained in the Maine Learning Results.

The school shall maintain a library-media program that includes books and other print materials, multimedia materials, online Internet resources and information technology that support the curriculum. As with instructional materials, the Board delegates responsibility for selection of library-media materials and technology and Internet resources to the school’s professionally trained staff, subject to the criteria and procedures for selection and the Board’s policy on challenged materials described below.

DEFINITIONS

“Instructional materials” include textbooks and other print materials, software and other electronic materials, online/Internet resources (including access), and supplies and other materials to support instruction in subject areas and implementation of the system of Learning Results.

“Library-media resources” include books, print materials, online/Internet resources (including access), multimedia materials and information technology that, as part of the library-media program, support the school system’s curriculum.

OBJECTIVES OF SELECTION

The Board recognizes that it is the primary objective of instructional materials to implement and support the curriculum, and of library-media resources to extend and enrich the

educational programs of the schools. Quality instructional materials and library-media resources are essential to student learning. In preparing students to meet the content standards of the Maine Learning Results, in supporting the achievement of the school's educational goals and objectives, and in providing enrichment opportunities that expand students' interests and contribute to a desire for lifelong learning, it is the responsibility of the instructional program and the library-media centers of the schools to provide a wide range of materials on all levels of difficulty, with diversity of appeal and the presentation of different points of view.

CRITERIA FOR SELECTION

Instructional and library-media materials selected should:

- A. Support achievement of the content standards of the Maine Learning Results;
- B. Support the goals and objectives of the school system's educational programs;
- C. Enrich and support the curriculum;
- D. Take into consideration the varied interests, abilities, and maturity levels of the students served;
- E. Foster respect and appreciation for cultural diversity and varied opinions;
- F. Give comprehensive, accurate and balanced representation to minorities and women in history, science, leadership and the arts and acknowledge the contributions of ethnic, religious and cultural groups to our American heritage;
- G. Present a balance of opposing sides of controversial issues to enable students to develop a capability for critical analysis;
- H. Stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- I. Provide a background of information that will enable students to make intelligent decisions in their daily lives; and
- J. Respect the constraints of the school's budget.

Other factors that should be considered are accuracy and currency of material; importance of the subject matter; scholarship; quality of writing and production; and reputation and significance of the author, artist or composer.

In evaluating software, multimedia materials and online/Internet resources, additional factors that should be considered include purpose for use; content; format (degree of interactivity or student involvement); appropriate use of graphics, sound and animation; feedback provided; and ease of use.

PROCEDURES FOR SELECTION

Meeting the needs of the individual schools, based on knowledge of the curriculum and the existing collections of instructional and library-media materials, shall be the highest priority. Basic learning materials, i.e those that are the predominant instructional materials used by most members of the class, are used for a significant portion of the course or receive major emphasis during a course, or are essential to student achievement of content standards of the Maine Learning Results are to take priority in the selection process.

Before recommending materials for purchase, professional staff should evaluate the existing collection, consulting reputable, unbiased, professionally prepared selection aids and specialists from all departments and/or all grade levels.

Whenever possible, purchase of non-print materials and multimedia, Internet and technology resources shall be made only after personal evaluation by the librarian/media specialist and/or other appropriate professional staff. Reviewing aids may be used in lieu of personal evaluation.

Multiple copies of outstanding and much-in-demand materials should be purchased as needed. Worn or missing standard items should be replaced periodically. Out-of-date or no-longer-useful materials should be withdrawn from the collection/circulation.

DONATED MATERIALS

Gift materials are to be evaluated by the same criteria as purchased materials, and are accepted or rejected by those criteria and in accordance with Board policy on gifts and donations.

PARENTAL AUTHORITY

A student's parent/guardian may inspect, upon request, any instructional material used as part of the curriculum. The Head of School will be responsible for developing and implementing procedures for providing access to instructional material within a reasonable time after such a request is made.

The Board recognizes that the final authority as to what materials an individual student will be exposed to rests with that student's parents or guardians. However, at no time will the wishes of one child's parents to restrict his/her reading or viewing of a particular item infringe on other parents' rights to permit their children to read or view the same material.

Library-media center materials will not be removed from the collection because of criticism except in accordance with Board policy.

CHALLENGED MATERIALS

Despite the care taken to select materials for student and teacher use and the qualifications of the persons who select the materials, the Board recognized that objections may be raised occasionally by students, parents, school staff or community members.

In the event a complaint is made, the following procedures will apply:

- A. The complaint shall be heard first by the person providing the materials in question.
- B. If the complaint is not resolved, the complainant shall be referred to the Head of School and requested to fill out the "Instructional and Library-Media Materials Challenge Form."
- C. The Head of School shall appoint a committee composed of the following persons to review the complaint: one administrator; one teacher-leader; one other classroom teacher.
- D. The review committee shall: read and examine the materials referred to them; check general acceptance of materials by reading reviews; weigh values and faults against each other and form opinions based on the material as a whole and not on passages or portions pulled out of context; meet to discuss the material and to prepare a written report on it.
- E. The report of the committee shall be forwarded to the Head of School who will inform the complainant of the results.
- F. No materials shall be removed from use until the review committee has made a final decision.
- G. The review committee's decision may be appealed to the Board. The Board may set aside a portion of a regular meeting or call a special meeting for the purpose of receiving testimony from representatives of the various points of view. The material in question shall be:
 - a. Reviewed objectively and in its full content;
 - b. Evaluated in terms of the needs and interest of students, school, curriculum and community;
 - c. Considered in the light of differing opinions; and
 - d. Reviewed in light of the criteria for initial selection and purpose as provided herein.

The Board will announce its decision in writing not later than the conclusion of the next regular meeting of the Board following its receipt of said testimony.

Legal Reference:

20-A MRSA §§ 1001 (10-A); 1055 (4); 4002 Ch. 125 §§ 9.01, 9.03 (Me. Dept. of Ed. Rule)

P.L. 107-110 § 1061 (No Child Left Behind Act)

Cross Reference: IJJ-E Challenge of Instructional Materials Form

First reading: November 17, 2021
Second reading: December 3, 2021
Adopted: December 3, 2021

IJJ-E CHALLENGE OF INSTRUCTIONAL MATERIALS FORM

Type of Material: Book Magazine/Periodical Film Recording
 Software Other (Please specify)

Author (if known) _____

Title _____

Publisher (if known) _____

Person making complaint: _____

Telephone _____ Street _____
Address _____ Town _____

Complainant represents: Self
 Organization: _____
 Other group _____

1. To what portion of the material do you object? (Please be specific, cite pages, scenes, etc.) _____

2. What do you feel might be the negative result of reading/viewing/hearing this material?

3. For what age group would you recommend this material? _____

4. Is there anything good about this material? _____

5. Did you read/view/hear all of the material? _____

If not, what parts did you read/view/hear? _____

6. Are you aware of the professional reviews/judgment of this material? _____

7. What do you believe is the theme and/or intention of this material?

8. What would you like the school to do about this material?

Do not assign it to my child.

Do not assign it to any students.

Withdraw it from the library and/or instructional program.

Refer it to the Educational Media Review Committee for evaluation.

9. In its place, what material would you recommend? _____

Signature of Complainant

Date

Checklist for Reconsideration of Materials

PURPOSE

What is the overall purpose of the material?

Is this purpose accomplished?

Does the material promote the educational goals and mission of CRCS?

AUTHENTICITY

Is the author competent and qualified in the field?

What is the reputation and significance of the author and publisher?

Are information sources well documented?

Are translations and retellings faithful to the original?

CONTENT

Is the content of this material well presented by providing adequate scope, range, depth and continuity?

Does this material present information not otherwise available?

Are the illustrations appropriate to the subject and age levels?

Cross Reference: IJJ Instructional and Library–Media Selection

First Reading: November 17, 2021

Second Reading: December 3, 2021

Adopted: December 3, 2021

Revised:

IJNDB Student Computer & Internet Use and Internet Safety

Harpswell Coastal Academy 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 Harpswell Coastal Academy Board of Directors believes that the resources available through the Internet are of significant value in the learning process and preparing students for future success. At the same time, the unregulated availability of information and communication on the Internet requires that schools establish reasonable controls for lawful, 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 Harpswell Coastal Academy iPads and computers remain the property and under the jurisdiction of Harpswell Coastal Academy on and off campus. Harpswell Coastal Academy 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, Harpswell Coastal Academy cannot reasonably prevent all inappropriate uses, including access to objectionable materials and communication with persons outside of the school in violation of Harpswell Coastal Academy Board policies/procedures and school rules. Harpswell Coastal Academy 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 Harpswell Coastal Academy campus.

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

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

IKF Proficiency-Based Diploma Requirements

Harpswell Coastal Academy 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 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 Harpswell Coastal Academy:

- ❑ **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.

ILA Student Assessment/Local Assessment System

Harpswell Coastal Academy 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 Harpswell Coastal Academy'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, § 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.

Legal Reference: Chapter 127, § 4.D

ILD Educational Research: Student Submission to Surveys, Analyses, or Evaluations

In this policy, “surveys, analyses, or evaluations” refer to methods of gathering data for research purposes.

No student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

- A. Political affiliations or beliefs of the student or the student’s parent;
- B. Mental or psychological problems of the student or the student’s family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating, or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- G. Religious practices, affiliations, or beliefs of the student or student’s parents; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program without the prior written consent of the student’s parent/guardian, or of the student, if he/she is 18 years or older).

Parents have the right to opt out as outlined in the last 2 paragraphs of this policy.

All instructional materials, including teachers’ manuals, films, tapes or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student’s parent/guardian. For the purpose of this survey, “instructional material” does not include academic tests or assessments. A parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Head of School/designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents with access to surveys within a reasonable time before administration or distribution.

The school will notify parents of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Insofar as practicable, Harpswell Coastal Academy will also directly notify parents annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. "Insofar as practicable" acknowledges that there may be circumstances in which a research request is made or is approved only after the school year has begun. When this occurs, the school unit should notify parents far enough in advance for them to access surveys and related instructional materials and to opt their children out, if desired.

Legal reference: 20 U.S.C. §1232(h)

Cross reference: JRA Student Educational Records

First Reading: April 28, 2021

Second Reading: May 19, 2021

Adopted: May 19, 2021

IMBB Exemption from Required Instruction

The curriculum of Harpswell Coastal Academy is designed to reflect the learning expectations for all students in all content areas of the system of Learning Results, as well as other statutory and regulatory requirements and content areas specified by the Board of Directors.

The Board of Directors acknowledges that from time to time individual students may be exposed to some ideas and materials with which they or their parent(s)/legal guardian disagree. Students and their parent(s)/legal guardian cannot be required to adopt ideas with which they disagree, but such disagreement alone is not a sufficient basis to exempt a student from the prescribed curriculum. Exemptions from the required curriculum should be minimized because they can detract from the overall instruction provided to the class as a whole and the educational objectives sought to be achieved by the curriculum.

The Board of Directors recognizes, however, that there could be topics in the curriculum which may be objectionable to individual students and/or parent(s)/legal guardian(s) based on their particular sincerely held religious, moral or philosophical beliefs. Exemption from instruction which infringes on such beliefs may be requested by the parent(s)/legal guardian(s).

Requests for exemption from instruction must be made in writing to and are subject to the approval of the Head of School. If the Head of School denies an exemption request, the parent(s)/legal guardian(s) may appeal to the Board of Directors. In considering requests for exemption, factors that the Head of School should consider may include:

- A. The alignment of the curriculum with the system of Learning Results;
- B. Whether the course or content area is required by state law or Board policy;
- C. The educational importance of the material or instruction from which exemption is requested;
- D. Evidence regarding the sincerity of the belief on which the request is based;
- E. Whether the school has a legal obligation to accommodate the exemption request;
- F. The effect of exemption or accommodation on the validity of the local assessment system; and
- G. Other factors that bear upon the particular request.

Exemption from required instruction does not excuse the student from meeting the requirements of the Learning Results or from total credit hours or other requirements for graduation, or from performing alternative work.

When the Head of School determines that the curriculum that has been aligned with the system of Learning Results conflicts with sincerely held religious beliefs of a student or his/her parent or legal guardian, reasonable accommodation in the curriculum shall be made for the student, within the scope of existing resources. Alternative instruction may be provided by the school or through approved independent study. Any alternative instruction shall be approved in advance by the Head of School in consultation with appropriate instructional staff and shall meet the standards and objectives of the part of the curriculum that is being replaced. When requests for exemption from required curriculum are made for religious reasons, a parent/guardian who is dissatisfied with the Head of School's decision may appeal to the Board of Directors. If the accommodation in the curriculum that is requested is so great that the validity of the local assessment system is compromised, the Board of Directors and Head of School will determine how to address the situation, subject to the approval of the Commissioner.

When a student is exempted from any portion of the regular curriculum for other than religious reasons (exemption based on sincere philosophical or moral beliefs), the staff will make reasonable efforts, within the scope of existing resources, to accommodate alternative instruction for the student. Alternative instruction may be provided by the school or through approved independent study. Any alternative instruction shall be approved in advance by the Head of School in consultation with the classroom teacher, and shall meet the standards and objectives of the part of the curriculum that is being replaced. When requests for exemption are made for philosophical or moral reasons, a parent/guardian who is dissatisfied with the Head of School's decision may appeal to the Board of Directors. The decision of the Board of Directors shall be final.

Legal Reference:

20-A MRSA § 6209 LD 1536,
Chap. 51 Resolves Ch. 127 § 3.07 (Me. Dept. of Ed. Rules)
Ch. 131 (Me. Dept. of Ed. Rules)

First Reading: April 28, 2021

Second Reading: May 19, 2021

Adopted: May 19, 2021

JC Mid-Year Enrollment Policy

Harpswell Coastal Academy 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, Harpswell Coastal Academy 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.

JEA 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 Harpswell Coastal Academy, 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 purposes 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 unexcused absences or seven (7) consecutive days of unexcused 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.

JFABB International Student Enrollment Policy

Harpswell Coastal Academy recognizes the value of a diverse student body and the value that international guest students bring to our community. Enrollment of International guest students will be allowed as follows:

- A. After Harpswell Coastal Academy's annual lottery (typically held in late March) students outside of the United States may be considered for enrollment at Harpswell Coastal Academy. Maine students will still be eligible to enroll.
- B. Harpswell Coastal Academy will allow for the enrollment of up to two international guest students annually, provided that doing so will not put the school beyond its enrollment cap from the state.
- C. International guest students may have to pay up to the equivalent amount assigned to Maine students based on the Essential Programs and Services funding formula calculated annually by the Maine DOE.
- D. International guests students will follow all Harpswell Coastal Academy policies and procedures laid out in the Family Handbook and Harpswell Coastal Academy Policy book, including, but not limited to the Harpswell Coastal Academy Community Agreements, attendance, standardized assessment, required medical records, etc.

JFABD Admission of Homeless Students

Harpswell Coastal Academy recognizes that homelessness alone should not be a sufficient reason to separate students from the mainstream school environment. Harpswell Coastal Academy 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, Harpswell Coastal Academy 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:

- A. 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.
- B. 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.
- C. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- D. 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

Harpswell Coastal Academy 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, Harpswell Coastal Academy 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.

Harpswell Coastal Academy may require a parent or guardian of a homeless child or youth to provide contact information.

Harpswell Coastal Academy 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 Harpswell Coastal Academy 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 Harpswell Coastal Academy'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 Harpswell Coastal Academy, or if a homeless student's school of origin is Harpswell Coastal Academy 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 Head of School shall designate an individual to act as Harpswell Coastal Academy's Homeless Student Liaison. Harpswell Coastal Academy shall inform school personnel, service providers and advocates working with homeless families of the duties of Harpswell Coastal Academy'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 Student Withdrawal from School (Dropout Prevention Committee)

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 Head of School 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. A member of the Board;
- B. A school administrator;
- C. A teacher and/or school counselor;
- D. A parent;
- E. As possible, a high school student selected by the Dropout Prevention Committee members; and
- F. 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

Harpswell Coastal Academy'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. Harpswell Coastal Academy 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 Head of School'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 unexcused 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 unexcused absences during a school year.

PREVENTATIVE MEASURES

Harpswell Coastal Academy 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:

- A. 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.
- B. 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 was 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.

TRUANCY 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 HEAD OF SCHOOL

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 Head of School 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 Head of School 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 Head of School 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 Head of School, acting on behalf of the school board, is authorized to approve such a plan if it meets the rigor of Title 20-A, 5001-A.

REPORTING TRUANCY

The Head of School 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.

JICC Student Conduct While Riding on School-Provided Transportation

Harpwell Coastal Academy 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, Harpswell Coastal Academy prohibits harassment or ridicule of students based upon race, color, sex, sexual orientation, religion, age, national origin or handicap, or for any other reason. Harassment includes but is not limited to the following:

- A. Advances, sexual advances, gestures, comments or contact;
- B. Threats, intimidation or assault;
- C. Offensive jokes or words; or
- D. 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.

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

PROHIBITED ARTICLES

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

- A. Matches, lighters, flammable liquids or incendiary devices;
- B. Pocket knives, box cutters, razor blades or any sharp object designed for cutting or stabbing;
- C. Weapons of any kind, including but not limited to firearms, ammunition, explosives and brass knuckles;
- D. Laser pointers, strobe lights or flashing devices that may distract the driver; and
- E. 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 Harpswell Coastal Academy 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.

Video recording or picture taking with cell phones while on the bus is prohibited.

JICH Drug and Alcohol Use by Students

PROHIBITED CONDUCT

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. Harpswell Coastal Academy 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's 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's 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 Head of School'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 the 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 Harpswell Coastal Academy and shall be documented as an incident report in the student's health record.

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

Harpswell Coastal Academy 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 Harpswell Coastal Academy'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 Harpswell Coastal Academy 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 Harpswell Coastal Academy 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 Head of School 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 Harpswell Coastal Academy 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 Harpswell Coastal Academy 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, crossbows, 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 Harpswell Coastal Academy'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. These may 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 Head of School / 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 Head of School 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 Head of School.

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 Head of School 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 Head of School 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 Head of School 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 Head of School / 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 Head of School shall ensure that confidentiality training is provided to all school employees who have access to this information.

MANDATORY REPORTS TO CUMBERLAND COUNTY SHERIFF'S DEPT BY SCHOOL SITE ADMINISTRATOR OR DESIGNEE

The following offenses require school personnel, by law, to file a report to the police or a legal agency:

- A. Prior to suspending or expelling a student for assault on another person with a firearm, a deadly weapon or instrument other than a firearm, or by any means of force likely to produce great bodily injury;
- B. Within 1 school day after suspending or expelling a student for unlawful possession, use, sale, furnishing, or being under the influence of narcotics, a controlled substance or alcoholic beverage or intoxicant; or unlawful sale or negotiation to sell a look-alike substance purported to be a controlled substance, alcoholic beverage or intoxicant;
- C. Possession of a firearm in a school zone, which includes inside school, on school grounds, or within 1,000 feet of school;
- D. Possession of a dirk, dagger, ice pick, knife with a blade longer than 2 ½ inches, folding knife with blade that locks in place, razor with unguarded blade, taser/stun gun, bb or pellet gun, spot marker gun in school or on grounds;
- E. If an employee is attacked, assaulted or physically threatened by any pupil, it is the

duty of the employee and the supervisor who has knowledge of the incident to report it to the police;

- F. Notify police regarding a sexual assault, in addition to filing a CPS report as discussed below.

PSYCHOLOGICAL EVALUATION/RISK ASSESSMENT

The Board authorizes the Head of School 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 Head of School 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 Harpswell Coastal Academy's expense.

If the parent/guardian and/or student refuses to permit a requested psychological evaluation, the Head of School 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.

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.

DEFINITIONS

“Bullying” and **“cyberbullying”** have the same meanings in this policy as in Maine law. See also the related policy JICK-R for further information.

“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:

- A. 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;

- B. 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

- C. 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” 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.

“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 interventions” 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.

RESTORATIVE PRACTICES

Harpswell Coastal Academy 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:

- A. “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
- B. Harpswell Coastal Academy 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.
- C. “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

¹ Maurice J. Elias, Why Restorative Practices Benefit All Students
<https://www.edutopia.org/blog/why-restorative-practices-benefit-all-students-maurice-elias>

² Izzy Kalman, Why Your Anti-Bullying Campaign isn’t working,
<https://www.psychologytoday.com/us/blog/resilience-bullying/201810/if-your-anti-bullying-program-is-nt-working-heres-why>

- D. 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.
- E. “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
- F. 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 Harpswell Coastal Academy 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.

APPLICATION OF POLICY

This policy applies to bullying that:

- A. 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
- B. 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

³ Izzy Kalman, Why Your Anti-Bullying Campaign isn’t working, <https://www.psychologytoday.com/us/blog/resilience-bullying/201810/if-your-anti-bullying-program-is-nt-working-heres-why>

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 Head of School 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

Harpwell Coastal Academy will provide professional development and staff training in bullying prevention and response.

DELEGATION OF RESPONSIBILITY

The Head of School 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 Head of School/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 Head of School.

Cross Reference:

ACAA Harassment and Sexual Harassment of Students

ACAD Hazing

JICK-R Bullying Administrative Procedure

JK Student Discipline

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

All terms have the same meanings as in Harpswell Coastal Academy Policy JICK Bullying. For the purpose of these policies, 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.

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 Harpswell Coastal Academy'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 Head of School.

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 Head of School 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

Traditional interventions may include:

- A. In-school detention or suspension
- B. Out of school suspension
- C. 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 Head of School will review the investigation report and actions taken and decide whether to sustain or deny the appeal. The Head of School's decision shall be final.

Cross Reference: JICK Bullying

JIH Questioning and Searches of Students and Students' Storage Facilities

The Board seeks to maintain a safe and orderly environment in the schools. School administrators may question and/or search students in accordance with this policy and accompanying administrative procedure.

Students, their personal property, and their vehicles may be searched upon reasonable suspicion that they possess any items or substances which are prohibited by law, Board policies and/or school rules, or which interfere with the operations, discipline or general welfare of Harpswell Coastal Academy.

When special circumstances exist, including but not limited to a suspected ongoing violation of Harpswell Coastal Academy's drug/alcohol or weapons policies, or when a potential threat to safety is identified, school administrators may search groups of students or the entire student body without individualized suspicion.

Student use of all school storage facilities, including but not limited to lockers, desks, and parking lots, is a privilege granted by the school. All storage facilities are school property and remain under the control, custody, and supervision of the school. Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities. School administrators have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent. Canine patrols may be used to conduct searches anywhere on school property.

If a search produces evidence that a student has violated or is violating the law, Board policies and/or Harpswell Coastal Academy rules, such evidence may be seized and impounded by school administrators and appropriate disciplinary action may be taken. Evidence may be forwarded to law enforcement authorities as required by law or as deemed appropriate by school administrators.

A student who refuses to comply with a search directive may be subject to disciplinary action, including the disciplinary consequences for the suspected violation.

The Head of School is authorized to develop and implement, with input from legal counsel, administrators, and/or other appropriate persons, any administrative procedures necessary to carry out this policy.

This policy and the accompanying procedure will be included in the Harpswell Coastal Academy handbook.

PROCEDURE

These are guidelines only and may be adjusted within reasonable and lawful limits on a case-by-case basis. School administrators have the discretion to request the assistance of law enforcement authorities as they deem necessary and in accordance with Board policy. Law enforcement authorities will not participate in searches except under exceptional circumstances. [NOTE: Administrators should be aware that police generally must have “probable cause” to conduct searches, which is a higher standard than “reasonable suspicion”, the standard required of school administrators.]

During a search if any illegal item is found that violates Board policies or school rules, or which in the reasonable judgment of school administrators represents a threat to the safety and welfare of the school population shall be seized. Illegal items shall be turned over to law enforcement authorities. Other items shall be stored in a secure location until a determination is made regarding appropriate disposition.

School administrators are required to document all searches and items seized or impounded and inform the Head of School and the parents of students involved.

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 Board 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, PERSONAL PROPERTY IN STUDENTS’ IMMEDIATE POSSESSION

- A. School administrators are authorized to search students and/or personal property in students’ immediate possession, when, in their judgment, there are reasonable grounds to suspect that a student has violated or is violating Board policies, school rules, federal/state laws, or is interfering with the operations, discipline or general welfare of the school.
- B. All searches of students and/or their 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. A reasonable effort will be made to conduct searches out of the sight and hearing of other students.

- 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 pat downs and searches of the student's outer clothes (e.g., pockets, jacket, shoes, hat) and personal belongings (e.g. purse, backpack, gym bag, lunch bag). The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items. If the search produces a reasonable suspicion of the presence of evidence, a broader search may be justified. If a strip search appears to be necessary, law enforcement authorities shall be contacted.
- D. Searches which disclose evidence that a student has violated Board policies or school rules will be addressed through school disciplinary procedures. Evidence of violation of federal/state laws may result in school disciplinary action and/or be forwarded to law enforcement authorities for possible investigation/prosecution.

SEARCHES OF LOCKERS, DESKS, AND OTHER SCHOOL STORAGE FACILITIES

- A. School administrators shall consult with the Head of School prior to conducting random searches. Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities. School administrators have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent.
- 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 a witness. If practical under the circumstances of the search, a reasonable effort will be made to conduct searches out of the sight and hearing of other students. If practical, the student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items.
- C. Any search which discloses evidence that a student has violated Board policies or school rules will be addressed through school disciplinary procedures. Evidence of violation of federal/state laws may result in school disciplinary action and/or be forwarded to law enforcement authorities for possible investigation/prosecution.

PATROLLING OF PARKING LOTS AND SEARCHING VEHICLES

- A. Students may drive vehicles to school and park in designated areas in accordance with school rules. School administrators retain the authority to patrol parking lots.
- B. If school administrators have a reasonable suspicion that a vehicle which a student has parked at school contains evidence that the student has or is violating Board policies or school rules, or federal/state laws, and/or there is a substantial threat to the welfare and safety of the schools, a school administrator will search the vehicle

in the presence of a witness, except where the circumstances make the presence of a witness impractical.

- C. If practical, the student should be present during the search. A reasonable effort will be made to conduct searches out of the sight and hearing of other students. The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items.

CANINE PATROLS AND SEARCHES

- A. The Head of School may authorize canine patrols to take place anywhere on school property, including in hallways and parking lots, if he/she deems it advisable to maintain a safe and orderly school environment and/or to discourage drugs, weapons and/or other illegal substances or items from being brought onto school grounds.
- B. The Head of School must make requests for canine patrols in writing to the appropriate law enforcement authorities. Only certified dogs and handlers may be used.
- C. Whenever possible, canine patrols will be scheduled to minimize disruption of the academic program and risk of contact with students.
- D. When canine patrols take place during the school day, teachers will be notified prior to the initiation of a canine patrol to keep students in their classrooms during the patrol. Any students in the parking lot, or anywhere outside of a classroom, prior to a canine patrol will be instructed to report to the school office or appropriate classroom.
- E. All student vehicles, lockers, and/or other school storage facilities will be scanned during a canine patrol. Any vehicle, locker or other school storage facility identified by the canine patrol will be noted by the school administrators accompanying the patrol.
- F. Immediately following removal of the dogs, each area noted during the canine patrol will be searched. Each search will be conducted by a school administrator in the presence of a witness, except where the circumstances make the presence of a witness impractical.
- G. If practical, the student should be present during a search of his/her vehicle, locker or other school storage facility. A reasonable effort may be made to conduct the search out of the sight and hearing of other students. The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items.

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. Harpswell Coastal Academy'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

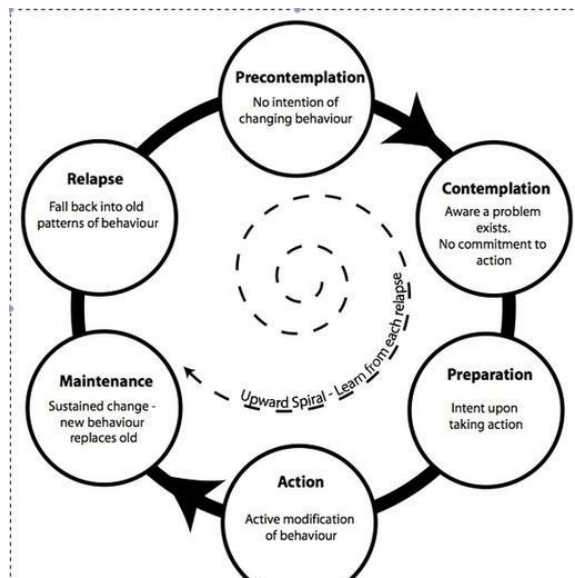
RESTORATIVE PRACTICES

Harpwell Coastal Academy 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:

- A. All human beings have the capacity to learn, grow and change;
- B. All families have strengths;
- C. We don't know anyone's upper limits;
- D. All of our participants are creative human beings doing the best they can at the moment.

Harpwell Coastal Academy 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 Harpswell Coastal Academy include:
Restorative Circles that address:

- A. classroom issues
- B. problems affecting students
- C. disruptive behaviors
- D. failure to follow our community agreements

Mediation/ Conferencing to address issues of:

- A. staff-student conflicts
- B. staff-parent conflicts
- C. concerns about a student or behavior
- D. minor issues involving harm caused in a group of students
- E. minor issues involving harm/disruption in a group of students
- F. issues needing parental involvement
- G. exclusion issues

While some situations involving dangerous behaviors and behavior governed by law cannot be resolved through restorative practices, Harpswell Coastal Academy will aspire to use restorative practices whenever applicable and support/enforce the outcomes of this practice.

TRAINING

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

PARTICIPATION

At Harpswell Coastal Academy 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.

Harm/damage to (actual or potential)	First occurrence	Subsequent occurrence(s)
Materials and facilities Examples: <ul style="list-style-type: none"> ● Defacing school property ● Intentionally misusing tools or materials 	Restorative Practice <ul style="list-style-type: none"> ● Restorative conference ● Repairing physical damage Traditional Discipline <ul style="list-style-type: none"> ● Restrictions of freedoms or opportunities ● Replacement or financial reimbursement 	First occurrence plus additional supports and/or consequences. Examples of consequences: <ul style="list-style-type: none"> ● In-school suspension for one or more days ● Loss of freedoms or opportunities for extended time Examples of supports: <ul style="list-style-type: none"> ● Accountability plan ● Regular school counseling ● Increased parent involvement
Self Examples: <ul style="list-style-type: none"> ● Posting inappropriate text or images (reputation) ● Truancy ● Skipping class/tardiness 	Restorative Practice <ul style="list-style-type: none"> ● Restorative conference with parents and/or a praxi ● Participation in counseling ● Restorative conversation Traditional Discipline <ul style="list-style-type: none"> ● Accountability plan ● Restrictions of freedoms or opportunities ● In-school suspension 	
Other person(s) Examples: <ul style="list-style-type: none"> ● Using hurtful language or gestures ● Physical aggression ● Spreading rumors 	Restorative Practice <ul style="list-style-type: none"> ● Restorative Dialogue with adult ● Restorative Conversation with peers/adults ● Restorative Conference (involving parents) ● Participation in counseling ● Community service ● Apology and repair work (e.g. correcting and stopping rumors that had been spread) Traditional Discipline <ul style="list-style-type: none"> ● Restrictions of freedoms or opportunities ● In-school/out of school suspension 	
Harpwell Coastal Academy Community Examples: <ul style="list-style-type: none"> ● Violent or abusive behavior that makes people feel unsafe ● Excluding or targeting groups of people 	Restorative Practice <ul style="list-style-type: none"> ● Restorative Conversation with peers/adults ● Restorative Conference (involving parents) ● Community Service ● Apology and repair work Traditional Discipline <ul style="list-style-type: none"> ● Restrictions of freedoms or opportunities ● In-school/out of school suspension 	

SUSPENSION (JKD)

The Board delegates to the building Principals and the Head of School 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 Harpswell Coastal Academy'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 Harpswell Coastal Academy.

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 Harpswell Coastal Academy property or to participate in any Harpswell Coastal Academy-related activities during any out-of-school suspension except with the prior authorization of the building Principal or Head of School.

The parents/guardians and the student shall be required to attend a conference with the building principal or Head of School 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 (JKE)

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 Head of School shall:

- A. 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.
- B. 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 Head of School 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 Head of School 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 Head of School confirm that the parents/guardians and student were provided notice of the hearing.
- C. The Head of School / 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 Head of School, 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 Head of School 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 Head of School 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 Head of School to develop a reentry plan for the student as described in Section II below.
- C. The Head of School is responsible for notifying the parents/legal guardians and the student of the Board's decision.

REENTRY PLAN GUIDELINES

If the Board expels a student for an indefinite period of time and authorizes the Head of School to develop a reentry plan, the following steps are required by law:

- A. The Head of School / 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 Head of School / 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 Head of School / designee.
- D. The reentry plan may require the student to take reasonable measures determined by the Head of School that will help establish the student's readiness to return to school. Professional services determined to be necessary by the Head of School must be provided at the expense of the student's parents/legal guardians and/or the student. (See Harpswell Coastal Academy 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 Head of School 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 Head of School.

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

DEFINITIONS

“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 MRSA § 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

Harpswell Coastal Academy shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Head of School/designee.

TRAINING REQUIREMENTS

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

Harpswell Coastal Academy 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 Head of School'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 Head of School as soon as possible. The Head of School / 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 Harpswell Coastal Academy within 60 calendar days of receiving the complaint.

Cross Reference: JKAA-R Physical Restraint and Seclusion Administrative Procedure

JKAA-R Physical Restraint and Seclusion Administrative Procedure

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

DEFINITIONS

The terms “**physical restraint**” and “**seclusion**” have the meanings as in the Harpswell Coastal Academy Policy JKAA Use of Physical Restraint and Seclusion.

“**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.

“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 Head of School or designee as soon as possible, but no later than the end of the school day.
 - b. The Head of School 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 Head of School 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 Harpswell Coastal Academy’s usual emergency notification procedures.
 - d. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, Harpswell Coastal Academy’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 Harpswell Coastal Academy, 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 Head of School 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):

- A. 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.
- B. 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

Harpswell Coastal Academy 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 Head of School / designee, 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 Head of School 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 Head of School 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.

Cross Reference: JKAA Physical Restraint and Seclusion

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 Harpswell Coastal Academy to comply fully with all applicable state and federal special education laws that govern such removals.

The Head of School, 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.

Cross Reference: JFK-R Disciplinary Removal of Students with Disabilities Administrative Procedure

JKF-R Disciplinary Removal of Students with Disabilities Administrative Procedure

These procedures shall govern disciplinary removals of students with disabilities from Harpswell Coastal Academy.

- A. The Head of School 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 Harpswell Coastal Academy 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 Harpswell Coastal Academy a student with a disability because of a violation of a code of student conduct, the Head of School 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
- 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 Harpswell Coastal Academy, 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 Harpswell Coastal Academy, 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 Harpswell Coastal Academy 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 Harpswell Coastal Academy 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.)

Cross Reference: JFK Disciplinary Removal of Students with Disabilities

JL Student Wellness

Harpswell Coastal Academy 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 Harpswell Coastal Academy'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

Harpswell Coastal Academy is committed to serving healthy meals to children that meet USDA nutrition standards.

Harpswell Coastal Academy 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

Harpswell Coastal Academy will provide students with nutrition education, using age-appropriate, sequential curriculum consistent with the Maine Learning Results. Harpswell Coastal Academy 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

Harpswell Coastal Academy 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

Harpswell Coastal Academy carefully integrates wellness activities across the entire school setting. Students should participate in physical activity breaks during the course of the entire day. Harpswell Coastal Academy 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

Harpswell Coastal Academy staff will provide oversight of development, implementation, and periodic review and update of wellness efforts.

JLCB Immunizations of Students

All students who enroll in Harpswell Coastal Academy 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 Head of School 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 Head of School / 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 the health office. In compliance with state law, the school requires both a doctor's order and parent permission to administer any medication to a child. Please see the website for permission forms or contact your School Health Aide.

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

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 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 a 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 Head of School 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 Head of School is satisfied that conditions have been met.

Harpwell Coastal Academy will comply with reintegration standards established by the Maine Department of Education. The Head of School 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 Head of School 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 Head of School / designee will be responsible for ensuring that confidentiality training, including a review of Harpswell Coastal Academy'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 Head of School / 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 Head of School / 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.

JLF Reporting Child Abuse and Neglect

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 Harpswell Coastal Academy 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 Head of School 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 / Head of School 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 / Head of School shall also make a report to the District Attorney.
- B. The building principal / Head of School 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 Harpswell Coastal Academy. 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 give 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 / Head of School 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 Head of School 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 / Head of School 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.

LEGAL REFERENCE:

22 MRSA Chapter 1071, Child and Family Services and Child Protection Act;
20 USC sub-section 1232g, Family Educational Rights and Privacy Act

JRA Student Education Records and Information

Harpswell Coastal Academy 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.

DIRECTORY INFORMATION

Harpswell Coastal Academy designates the following student information as directory information: name, participation and grade level of students in recognized activities, dates of attendance in the school unit, and honors and awards received. Harpswell Coastal Academy may disclose directory information if it has provided notice to parents (and eligible students over 18) and has not received timely written notice refusing permission to designate such information as directory information.

MILITARY RECRUITERS/HIGHER EDUCATION ACCESS TO INFORMATION

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

INFORMATION ON THE INTERNET

Under Maine law, Harpswell Coastal Academy 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, e-mail address, home address, date of birth, social security number and parents' names, without written parental consent.

TRANSFER OF STUDENT RECORDS

As required by Maine law, Harpswell Coastal Academy 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).

DESIGNATION OF LAW ENFORCEMENT UNIT

School units may disclose student education records without parental consent to personnel of its law enforcement unit, provided that they have been designated as school officials with legitimate educational interests for the purpose of compliance with FERPA.

The Board hereby designates the Brunswick Police Department, and the Cumberland County Sheriff's Department as Harpswell Coastal Academy's law enforcement unit for the purpose of disclosure of student education records under FERPA.

HEALTH OR SAFETY EMERGENCIES

As permitted by FERPA, the school unit may disclose personally identifiable information from a student's educational record to appropriate parties, including parents of an eligible student, if taking into account the totality of the circumstances, it determines that there is an articulable and significant threat to the health or safety of the student or other individuals and that knowledge of the information is necessary to protect the health or safety of the student or other individuals. In the event of disclosure, the school unit will record the articulable and significant threat that formed the basis for the disclosure and the parties to whom the school unit has disclosed and maintain such record with the student's educational record.

ADMINISTRATIVE PROCEDURES AND NOTICES

The Head of School 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 at each school campus.

Legal Reference: 20 U.S.C. § 1232g; 34 C.F.R. Part 99

20 U.S.C. § 7908

20-A M.R.S.A. §§ 6001, 6001-B

Ch. 101, 125 (Me. DOE Rules)

Cross Reference:

JRA-E Annual Notice of Student Education Records and Information Rights

ILD Educational Research: Student Submission to Surveys, Analyses, or Evaluations

First reading: November 17, 2021

Second reading: December 3, 2021

Adopted: December 3, 2021

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 Harpswell Coastal Academy 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 Head of School will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. Harpswell Coastal Academy 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 Harpswell Coastal Academy to amend a record that they believe is inaccurate or misleading. They should write to the Head of School, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If Harpswell Coastal Academy 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 Harpswell Coastal Academy 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 Harpswell Coastal Academy 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, Harpswell Coastal Academy 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 Harpswell Coastal Academy 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

Cross Reference: JRA Student Education Records and Information

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 Head of School / designee will be responsible for distributing this policy to parents/guardians of students participating in Harpswell Coastal Academy'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 Harpswell Coastal Academy's Title I programs.

Harpswell Coastal Academy provides opportunities for parent/guardian involvement that are aligned with the requirements of Title I programs set forth in law as follows.

- A. Harpswell Coastal Academy 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 Harpswell Coastal Academy, staff, and parents/guardians;
 - b. Notifying families about Harpswell Coastal Academy'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. Harpswell Coastal Academy 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. Harpswell Coastal Academy builds strong parental involvement by:
 - a. Notifying families of meetings to discuss Title I issues, including evaluation of and suggestions for the Harpswell Coastal Academy Title I policy;
 - b. Engaging the Harpswell Coastal Academy Parent Partnership to seek out and involve parents/guardians through their communications and informational meetings;

- c. Promoting cooperation between Harpswell Coastal Academy 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. Harpswell Coastal Academy 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. Harpswell Coastal Academy 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 Harpswell Coastal Academy 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.