



**Lower Pioneer Valley
Educational Collaborative**

**Career and Technical
Education Center
And
Special and Alternative
Education Services**

2016-2017 Handbook

Policies for Parents, Students, and Staff

**Acknowledgement of receipt and review required by
parent/guardian and student**

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GENERAL INFORMATION

All programs of the Lower Pioneer Valley Educational Collaborative (LPVEC) admit students and makes available to them its advantages, privileges, and courses of study without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or home status.

Any student or employee of LPVEC who believes he or she has been discriminated against, denied a benefit, or excluded from participation in a program or activity on the basis of sex under Title IX of the Educational Amendments of 1972, or on the basis of race, color, sex, gender identity, religion or national origin under M.G.L. C.76, ç5, Title VI of the Civil Rights Act of 1964, or M.G.L. C. 151 C, or on the basis of disability under the Section of 504 of the Rehabilitation Acts of 1973 or Title II of the Americans With Disabilities Act, may file a written complaint with the Title IX, Chapter 622 coordinator wherein a complaint procedure has been established. Any such complaint should be addressed to the Executive Director, Lower Pioneer Valley Educational Collaborative, 174 Brush Hill Avenue, West Springfield, MA 01089, (413) 735-2200.

This LPVEC Parent & Student Handbook is distributed at the beginning of every academic year to every student enrolled in a program at LPVEC. It is the presumption of the administration and the Collaborative that a parent and student will read and understand the Handbook. Even if the parent or student does not return the sign-off/acknowledgement form, found at the end of this handbook, such presumption is made. This handbook is not meant to be a contract, nor can it anticipate or cover every situation that can arise in a school setting. LPVEC reserves the right to address unanticipated situations as it sees fit in the best interests of the school.

The LPVEC uses an automated telephone service for school to parent/guardian communications which allows for periodic and personalized messages to be sent by telephone. This messaging system is used for time sensitive messages that may include but are not limited to: school cancellations and delays due to weather; information regarding school lockdowns or evacuations; transportation issues; special events; and outreach calls. If you wish to be excluded from this service you must notify either the CTEC and/or LPVEC Academy Principal/Director in writing at the start of each school year.

LPVEC classes at the 174 Brush Hill Avenue campus begin at 7:30 and end at 2:15. Teachers are on the campus to supervise students from 7:10 until 2:30. At Off-Campus program locations, teachers are required to be present 15 minutes before and 15 minutes after the opening and dismissal bells to provide active supervision. Students who elect to stay for educational support or who have been assigned a student detention by an instructor will be supervised by that instructor until a parent or guardian arrives at LPVEC to transport the student home. If the student has permission to drive to the collaborative, the student will transport themselves from campus in keeping with the policies outlined in "Student Driving Privileges" on p. 66 of this handbook.

McKinney Vento Homeless Education Assistance Act

Every child without a permanent home has a right to an education, including those who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings. If you live in such a situation, , or with friends or relatives because you cannot find or afford housing, your child has certain rights and protections under the Federal McKinney Vento Homeless Education Assistance Act. McKinney-Vento also protects unaccompanied youth or youth not in the physical custody of a parent or guardian. If you have or are aware of a child living in any of these situations, please contact the sending school district's Superintendent's office for assistance.

Change of Pertinent Information

Should any student have a change in the following during the school year he/she should immediately report the change to the guidance office:

- **Home address**
- **Home telephone number**
- **Guardian**
- **Any change on the student emergency information form**

If a student is the subject of any temporary/permanent custody order, decree, or agreement, a copy of the custody order, decree or agreement – either signed by the judge of the probate court in the case of an order or decree or signed by both parents in the case of an agreement – must be provided to the main office.

These orders are important for determining access to the student's records, the right to have the student dismissed into the care of an individual, the right of access to a student's teacher and similar issues. Parents are responsible for notifying LPVEC of any changes in the custody order, decree, or agreement.

School Closings/Delays/Emergencies

Notices pertaining to school closings/delays due to inclement weather and other emergencies are announced through an automated telephone service, as well as through television announcements and related internet sites. A two-hour delay at the sending school district excuses students from attending the AM session at CTEC. In the case of a two-hour delay at CTEC, there will not be a morning session; students who attend one of the all-day programs at LPVEC should report to school for the afternoon session which begins at 11:30 AM. There will be no school functions held on days that school is canceled.

Photographs/Video Recording

LPVEC may release and publish student work, photographs, motion pictures, video images or other likeness of your child in connection with any and all newsletters, press releases, public relations or promotional materials or announcements, advertisements, web pages, etc. Parents/guardians who do not want their child's photograph, work, video image and/or other likeness to appear in any school publications must submit a written statement to that effect to the CTEC and/or Special Education Director annually.

Videotaping, filming, and photographing of students by members of outside media, may only be done with the consent of the CTEC and/or Special Education Director prior to videotaping/filming/ photographing.

Insurance

The Lower Pioneer Valley Educational Collaborative Board of Governors provides the opportunity for parents/guardians to obtain insurance for their child under a "school time" account policy. This plan will pay expenses which are not reimbursable under any other insurance policy or service contract covering injury. A student who intends to file for insurance coverage must obtain and complete the required reports available in the general office. These reports should be filed immediately following an accident or injury.

Disclaimer: LPVEC neither guarantees nor warrants the coverage provided. Parents/guardians must review the policy and its terms. The decision to enroll their child or not to enroll their child is made by the parents/guardians alone, and LPVEC bears no responsibilities for that decision or any other act associated with the insurance.

Homework

Homework takes several forms and requires responsibility and maturity by the student. Students may be provided with home and community based construction projects, assembly tasks, technical report writing, mini-field trips, employability skill identification activities, as well as traditional reading and writing assignments.

Guidance Services

Guidance Services are available to all students through the LPVEC Guidance Department. These services help students make the most of educational, career/vocational-technical and personal opportunities. Counseling is offered to provide assistance in making decisions regarding educational and career/vocational-technical plans, to overcome personal difficulties and to assist in developing strengths. Guidance counselors and other guidance personnel will meet with students periodically. A student may make an appointment to see a counselor by talking to a counselor or teacher.

Career Counseling

Teachers, counselors, school administrators, and parents assist all students in college and/or career planning. LPVEC, in collaboration with sending school districts, is committed to facilitating the implementation of an Individualized Career Portfolio (ICP) for every student. The Collaborative will assist students in developing job skills, making informed career choices, becoming familiar with the workplace and its demands, selecting high school courses that correspond to these career choices, assisting in post-secondary planning, securing work-based learning opportunities, and job placement.

Several assessment instruments are used to help students identify their own interests, abilities, and aptitudes. These interests and abilities are cross-referenced with compatible occupations. A computer-based occupational search program is initiated for each student. Work-based learning activities such as job shadowing, mentoring, internships and co-op programs are designed to further enhance the career planning process for every student.

College Placement Assistance

To enhance career success, post-secondary options should be considered by every student. LPVEC works closely with post-secondary institutions and technical schools to facilitate student choices.

Visitors

LPVEC encourages the involvement of parents/guardians, sending school district personnel, post-secondary school members, and professionals from the business world in the education of its students. At the same time, LPVEC has the duty to protect the safety and confidentiality of its students, as well as to ensure that the educational process is not unnecessarily disrupted. Appointments for visitation/observation must be made ahead of time, and arranged for a date/time/duration that is compatible with the educational program.

Upon request of the parent/guardian of a student with a disability, LPVEC will provide timely access to the parent and/or parent-designated observer for observations of the student's current program and of any LPVEC program proposed for the student, including both academic and non-academic components of any such program. Appointments for such observation must be arranged in advance. Generally, observations will not be scheduled during state standardized testing or during the first or last weeks of the school year.

Any person visiting CTEC or LPVEC Academy must report to the General Office first to obtain a visitor's pass and sign in with the time, place, and person to be visited indicated. Visitors will be given and must wear eye protection in certain CTEC shops. At the discretion of building administration, LPVEC reserves the right to reschedule or terminate an observation in the event of a building emergency or a disruption that impacts the physical or emotional well-being of the students.

Student Visitors

Should an outside student wish to visit LPVEC, the student must obtain permission in the General Office three days in advance of the visit. LPVEC graduates must also follow this procedure, to minimize instructional interruption. Student visitors wishing to visit while CTEC or the LPVEC Academy is in session require permission of both the program director and the sending school principal. Visitors not following this procedure will not be granted access.

ATTENDANCE POLICY

Every child between the minimum and maximum age established for school attendance must attend on each day that school is in session. Family vacations are unexcused absences.

Excused reasons for being absent from class/school:

1. Doctor/dentist appointment
2. Personal illness*
3. Court appearance
4. Bereavement
5. Religious observance
6. Home-school field trip/activity—may conflict with a student's LPVEC program and requires previous approval by the LPVEC Instructor and the Director/Supervisor of the LPVEC program one (1) week in advance of the anticipated activity.
7. DCF/DYS commitment

Documentation for excused absences must be received within TWO (2) school days of the absence:

1. Parental note for bereavement or illness*
2. Appointment card and/or note for doctor/dentist
3. Court document

**Parental notes will be accepted to excuse up to five (5) absences during one school year. Beyond five (5) absences, additional documentation must be provided. Parental notes can be written or sent by email including the student's name, date(s) of absence, and reason for absence.*

Teachers are under no obligation to provide work for unexcused absences.

Family Dismissal

Family dismissal from school must be in writing from a parent/guardian and given to the teacher on the day of dismissal. The note must specify the reason for and time of dismissal. Parents will need to sign the student out in the General Office.

Students who are 18 years of age and live independently must meet with LPVEC administration in order to receive permission to act as their own guardian.

Sending-School Attendance Policies

Students enrolled in half-day career/vocational-technical programs, as well as full day students in LPVEC Academy and Integrated Occupational Preparation (IOP) Programs all fall under the attendance policies of their sending school district. Below are excerpts from the sending schools' attendance policies. Please refer to each sending schools' Handbook/Code of Conduct for the complete attendance policy.

Agawam: When a student's unexcused absences exceed 5 days in a semester course or 10 days in a full-year course, the school may deny credit for that course.

Easthampton: Class credit will be denied for excessive absences as follows:

10–12 absences	25% loss of credit
13-15 absences	50% loss of credit
16-18 absences	75% loss of credit
19 + absences	100% loss of credit

East Longmeadow: Students with more than eighteen (18) absences in a full-year course will lose credit for the course. Students with more than 9 absences in a semester course will lose credit for the course.

Longmeadow: A student who misses more than seven (7) classes of a subject during one marking term may fail the course that quarter. A verified absence holds no negative consequence, unless the teacher wants to exercise their right to fail the student for more than seven in one quarter. A class cut is a 10% grade cut and three cuts in a course results in dropping the class.

- Ludlow:** Except as approved by the principal, any student who is absent from a full-year course for nineteen (19) days will not receive any credit for the course. Half year credit is lost for a student missing ten (10) or more days.
- Minnechaug:** To earn credit in a course, students must achieve a passing grade and meet the minimum attendance course requirement. Students who exceed ten (10) absences in semester courses will lose course credit.
- South Hadley:** Students who exceed six (6) absences in a semester course or twelve (12) absences in a full-year course will lose credit for that course.
- Southwick-Tolland-Granville:** If a student is absent for any reason twenty-one (21) or more days in a yearlong course, the student will receive a grade no higher than 59 for the course. A half-year student who is absent eleven (11) or more days will not receive course credit.
- West Springfield:** In the event that a student is absent ten (10) days from a year long course, based upon unexcused absences, the student will not receive course credit.

The attendance status of students who are losing or are in jeopardy of losing credit due to absences will be communicated to the students, their parents/guardians and sending school districts approximately every 4 to 5 weeks by mid-term progress reports and quarterly report card notations.

Students who have lost, or are in jeopardy of losing course credit due to attendance and have unusual or extenuating circumstances (i.e., long-term illness, hospitalization, etc.), may request in writing a waiver from their sending high school administration and the Principal/Director of the LPVEC program. Reasonable accommodations will be made for students who are absent due to disability in accordance with Section 504 of the Rehabilitation Act of 1973.

EXPECTATIONS, CODE OF CONDUCT, AND DISCIPLINE

The administration of the Lower Pioneer Valley Educational Collaborative understands that it is impossible to define in advance every possible situation may arise. The administration will take appropriate action when a situation occurs that is not specifically addressed in the following.

Student Identification Cards

For the safety of all students, identification cards (IDs) will be issued annually. Students are required to carry their school issued ID with them during the school day while on school grounds, including when participating in a school-sanctioned activity, off-campus educational experience or field trip. Students must present their ID to staff/administrators upon request.

Should a student arrive at school without his/her ID, the student must report to the office and request a temporary ID. Students requiring a temporary ID for three consecutive days will be required to purchase a replacement. Students who lose or deface IDs will be required to purchase a replacement for \$5.00.

Responsibility for Lost or Damaged Property

CTEC provides each student with a locker and a combination lock. Do not give your combination to anyone. Only school issued locks may be placed on lockers. Lockers are for the purpose of storing personal property, tools, and uniforms.

Lockers are the property of LPVEC and, therefore, are subject to inspection and search at any time for any reason. No locker is to be altered in any manner. No bumper stickers, posters, or ornaments of any type may be placed on any locker. Students will be responsible and charged for any damage to their assigned locker or if they lose or damage the lock.

Each student is responsible for properly maintaining LPVEC and school property issued to them, including, but not limited to, lockers, locks, books, safety equipment, tools, instruments, materials, etc. This property is to be returned in good condition, allowing for normal wear. Replacement of lost or damaged items will be charged to the student responsible. In the event of intentional damage to school or LPVEC property, a student will be required to make restitution and will be subject to disciplinary consequences.

Cell Phones and Electronic Devices

Cell phones and other electronic devices, including, but not limited to, pagers, beepers, iPods, iPads, Kindles or similar electronic devices, are not allowed to be used in LPVEC classrooms or at CTEC without the express permission of that classroom teacher on that particular day. Unauthorized use of any electronic device may result in confiscation of the device by the Director of Special Education or designee, CTEC Principal/Director, or designee; confiscated devices will be returned at the end of the day or other time as determined by the administration. Unless the teacher has given permission for their use, all devices must be placed in student lockers upon arrival at CTEC. Cell phones must remain off or in silent mode.

The use of cell phones and electronic devices will be permitted in the cafeteria during authorized times as long as that does not violate existing school policies, including, but not limited to:

- Any act that may disrupt the educational process.
- Academic integrity – sharing of assessment or assignment information.
- Bullying, intimidating, and harassing behaviors via texting and social networking sites.
- Safety protocols (i.e. evacuation/fire drill procedures, hallway passing, etc.).
- Unauthorized audio/videotaping or photographing of any individual without the express consent of the administration.

Students who are found to be in violation of the above will be held accountable. Cell phones and other electronic devices brought onto LPVEC property, brought onto school transportation vehicles, or brought to school-sponsored events may be subject to search for pictures, text messages, video and audio, uploaded and downloaded online materials if pertinent to a specific investigation. Any such search will be justified at its inception and reasonably related in scope to the circumstances that justified the initial search.

Allowing a cell phone or other electronic device to be used in an unauthorized way by another student subjects both students to disciplinary action.

The use and possession of cell phones and other electronic devices at school or on school property is a privilege, not a right. LPVEC is not responsible for any lost, stolen, or damaged devices when students choose to bring cell phones and/or electronic devices to school or onto school property, as well as off-campus educational experiences including buses.

Recording devices may be allowed with permission from the administration and/or as a reasonable accommodation for a documented disability. Instructors may allow a radio to be played in class and will determine appropriate use.

The use of lasers, laser pens, laser pointers, or devices which project intensive light upon surfaces is not allowed in school, on school property, during off- campus educational experiences and when riding buses. This use is subject to disciplinary action which may include suspension.

Computers/Technology/Telecommunications/Internet

Internet and telecommunications are essential to all LPVEC programs. LPVEC offers students the opportunity to expand educational resources by providing Internet access. With the use of this technology comes responsibility. Technology resources are to be used with respect. Students are responsible for appropriate use of computers, just as they are responsible for their behavior in all other aspects of their participation in LPVEC programs. The inappropriate use of computers and related hardware and software is subject to disciplinary action in conformity with the LPVEC Technology Acceptable Use Policy. All use of the Internet is to be conducted under the supervision of an instructor. Access to the Internet is a **privilege**, not a right. If this privilege is abused or violates acceptable use, the Director of Special Education or designee, CTEC Principal/ Director, or Supervisor may revoke its access.

Students shall not have any expectation of privacy with regard to use of computers or the Internet. LPVEC reserves the right, for legitimate school purposes, to access and disclose contents of students' electronic communications without regard to content, and to conduct periodic, unannounced inspections of communications. Students are advised to never view, send, or gain access to materials prohibited under the Technology Acceptable Use Policy. Illegal or improper use of computers or the Internet will be subject to disciplinary action by LPVEC, including potential referral to law enforcement officials.

LPVEC prepares students for the 21st Century workforce. When students enter the workforce they will likely be using their employer's electronic network. Computers, technology related hardware and/or Internet access in the workplace, as well as in school, have a specific limited purpose. To that end Acceptable Use Policies are standard practice by employers and schools alike.

Computers and Internet Acceptable Use Policy

1. All use of technology equipment including computers and personal communication devices must be under the supervision of an instructor.
2. Use of obscene, profane, vulgar, rude, inflammatory, threatening or disrespectful language on the Internet that disrupts the educational process, **inside or outside** of school, will not be tolerated and will be subject to disciplinary action as deemed appropriate by the LPVEC administration and consistent with LPVEC policy. This includes social media postings that cause disruption within the school environment.
3. Inappropriate behavior, including, but not limited to, any attempt to change files that do not belong to the student, and/or harm or destroy systems or data of any computer, personal communication device, network and/or network security, hardware, or software, is subject to disciplinary action as deemed appropriate by the LPVEC administration and consistent with LPVEC policy.
4. Students are not allowed to install/download any commercial software, shareware, or freeware onto any LPVEC computer/personal communication device including, but not limited to, tablets, Kindles, and iPads.
5. **All** student use of the Internet is to be conducted under the supervision of an instructor.
6. Students are to respect the rights of others and will not copy or intrude into other people's files, nor violate federal, state, and/or local copyright laws. Copyright infringement occurs when you reproduce work that is protected by a copyright. If you are unsure if you are violating copyright laws see your instructor.
7. Students are responsible for citing sources and giving credit to authors when using the Internet for research. Plagiarism (taking the writings of others and presenting them as if they were yours) is not allowed.
8. Students are not to post personal contact information about themselves, another person, or the school through the Internet. This includes name, address, phone, age, etc.
9. Inappropriate materials and language should not be accessed. Should a student encounter such material in error they should report it to the instructor immediately.
10. Students may not use the Internet for commercial purposes including, but not limited to offer, provide, or purchase products or services.
11. Students may not use the Internet for political lobbying. Students may communicate with elected representatives to express opinions on political issues.
12. Material placed on a web page must relate to the educational process of LPVEC and **must be approved** by the Special Education Director, CTEC Principal/Director or Supervisor prior to launching on the Internet.

13. Students should not generate printed materials from the Internet without prior permission from instructor.
14. Students are not to engage in chain letters, pyramid schemes, "spamming", and/or "broadcasting" of inappropriate messages to lists or individuals.
15. In the event of illegal activities conducted on the Internet via CTEC computers and/or personal devices, the procedure defined in *Police Investigation and Interrogations* in this handbook will be followed.

Food/Drink Outside of Cafeteria

Prior to entering LPVEC students must dispose of all open containers of food and drink in the receptacle located at the entrance to the building.

Food and drink, other than water in a clear container, cannot be consumed in any area of the building other than in the Cafeteria. Students in possession of open food or beverage containers (except bottled water in a clear container) will be directed to dispose of it immediately. Failure/refusal to do so will result in disciplinary action. At no time during the school day are students allowed to leave the building to acquire food and drink, nor are they allowed to accept deliveries. Candy sales are prohibited during school hours.

Individual teachers may request exceptions to this rule from LPVEC administration for specific and/or special events. Students with medical dietary needs must make them known to the school nurse. Students with religious dietary needs must make them known to their guidance counselor or to LPVEC school administration.

LPVEC Dress Code

LPVEC encourages a dress code that embraces moderation and avoids extremes while promoting safety and good health. Staff and students are expected to comply with these guidelines, and will be held accountable for non-compliance.

- Closed-toe footwear is required in shops and must meet shop safety requirements. Slippers are not acceptable. Shoelaces must be tied.
- Pants must rest high enough on the hips so as not to expose underwear or skin and should not have holes, rips, and/or have frayed edges.
- Shorts are not allowed in shops.
- Shorts, skirts, and dresses must reach mid-thigh.
- Necklines of shirts must be high enough not to expose the chest.

- The following types of clothing are prohibited—sleepwear, tank tops, spaghetti straps, halter tops, off-the-shoulder, backless shirts, half shirts, muscle shirts, tube tops, tank tops with oversized arm holes, and shirts that are see-through.
- Attire covering the top of the body must cover the torso and the hips.
- Clothing which interferes with, and/or harasses, others on the basis of race, sex, national origin, disability, sexual orientation, displays indecent or obscene messages, offensive slurs or innuendoes, exhibiting alcohol, tobacco or drugs is not allowed.
- Nylon or other material that is determined to be flammable are safety hazards and are unacceptable in designated programs.
- Coats, jackets and other outerwear should be placed in lockers upon entering the building and will not be worn in class or shop.
- Safety procedures require that head apparel, such as hats, hoods and bandanas, are prohibited other than for religious or medical purposes, or on prescribed days.
- Hats are utilized by some programs as is appropriate within workplace standards and are provided by CTEC. Students in shops that allow hats outside of the school building must realize that these hats are only allowed to be worn outside and must be removed upon entering the school building.
- Students seen wearing a hood or hat will be asked to remove it. If the student refuses to remove the hood or hat, a disciplinary referral will be made to LPVEC administration.
- Sunglasses are not allowed inside the school building without a medical excuse.
- Protective eyewear, ear protection, work gloves, hard hats, face shields, respirators, and protective clothing required in a shop will be provided either free of charge or for a nominal fee.
- Students will be responsible and charged for damaged or lost safety items issued to them.
- No loose clothing, loose jewelry or long, loose hair is permitted while operating machinery or other equipment.
- Instructors will outline what attire is appropriate for any field trip or work-site visitation in advance.
- Students having permission to participate in field trips, work-based internships, and workplace visitations are to select attire that is professional and conforms to the standards of the workplace/site visited.

In addition to the following, specific CTEC shop dress requirements can be found in the shop syllabus given to students at the start of the school year.

Requests for financial assistance for items necessary to comply with the above guidelines may be made in confidence to the Guidance Counselor or Director/Supervisor of Occupational Education.

Vandalism

Students who destroy/deface school equipment, books, supplies, the building, school grounds, off campus work sites, or buses/vans including improper disposal of trash, will make restitution and will be subject to disciplinary action. Computers/laptops and other media devices belonging to LPVEC are school equipment; therefore students causing destruction to hardware/software will be responsible for the cost of repair and will face disciplinary action with possible police notification and/ court action. When it is determined that a student is responsible the student and parent/guardian of the student will be liable for restitution in the amount necessary to restore the property or equipment to its original condition or replace it.

M.G.L. Chapter 266, Section 98 - Whoever willfully, intentionally and without right, or wantonly and without cause, destroys, defaces, mars or injures a schoolhouse, church or other building erected or used for purposes of education or religious instruction, or for the general diffusion of knowledge, or an outbuilding, fence, well or appurtenance of such schoolhouse, church or other building, or furniture, apparatus or other property belonging to or connected with, shall be punished by a fine of not more than one thousand dollars, or by imprisonment for not more than two years, or both.

Theft

LPVEC is not responsible for lost or stolen personal items that are unsecured. LPVEC provides lockers and locks for all students. Thefts are to be reported to the Director of Special Education or designee, CTEC Director/Principal, or Supervisor immediately upon discovery.

Students found to be in possession of stolen property and/or any theft of money or personal or public property and/or any theft involving breaking in and/or entering unauthorized areas, including lockers, will face disciplinary action with possible police notification.

Search and Seizure

Students' lockers, desks, computers/media storage and other storage provided to students remain the property of LPVEC and school officials retain the right to inspect and/or search lockers, desks, computers/media storage and other storage assigned to

students at any time and for any reason. Students should have no expectation of privacy regarding school assigned lockers, desk, computers/media storage and other storage assigned to them.

Students should have no expectation of privacy for bags or backpacks left unattended. School personnel will search unattended items to determine ownership and/or to assess danger/threat.

The legality of a search of a student, his/her clothing and/or possessions, including motor vehicles that are parked on school grounds, depends simply on the reasonableness, under all circumstances, of the search. The search by a school official is justified at its inception when there are reasonable grounds for suspecting that the search will turn up evidence that a student or students has violated or is violating the laws or rules of the school. Such a search will be permissible in its scope when the measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and gender of the student and the nature of the infraction. If an illegal substance/object or evidence of illegal activity is found during the search, it will be confiscated and appropriate action will be taken.

Canine Searches

The Lower Pioneer Valley Educational Collaborative has formed a partnership with the West Springfield Police Department and the Massachusetts State Police Canine Unit to periodically use trained police dogs to search the building, classrooms, lockers, parking lots, and school grounds. These unannounced searches may occur at any time.

Alcohol, Drugs, and Controlled Substances

The possession, use, manufacture, cultivation, sale, or intent to sell, dispense, distribute, or intent to distribute harmful drugs or narcotics is illegal as defined in the General Laws of Massachusetts, Chapter 94C, Section 31. A student may not be present while under the influence of alcohol, drugs, and/or a controlled substance as defined above. This applies to the school building, its grounds, or in locations under school control, and at school activities. Possession of these substances may be actual or constructive and "possession" does not necessarily mean "ownership." The possession of drug paraphernalia is also illegal as defined in Section 1 of Chapter 94C of the General Laws of the Commonwealth. The Drug Free School Zone law requires a two-year mandatory sentence for anyone selling drugs or in possession thereof with the intent to sell within 1,000 feet of school property. The "user/loser" law directs the

Registrar of Motor Vehicles to suspend for up to five years the driver's license of anyone convicted of any drug offense, including possession.

If a LPVEC teacher or administrator has reasonable cause to suspect that a student may be under the influence of alcohol at school, the student will be required to submit to a Passive Alcohol Screener (PAS) before returning to class. If the student refuses to take a PAS, or if the PAS reveals that alcohol has been consumed, the student's parents/guardians will be immediately notified and the student will be subjected to disciplinary consequences.

Firearms/Weapons/Knives

It is essential for students in certain career/vocational-technical programs to utilize small specialty knives in the course of the educational experience. These knives, however, are not required in every shop and may only be used by students in the designated program area. Knives will be issued to students via the tool dispensing rules authorized for the program. There is no reason for a student to bring a knife to school.

Massachusetts General Laws, Chapter 269, Section 10, states in part the following:

"Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him/her... carries on the person a firearm loaded or unloaded or other dangerous weapon in any building or on the grounds of any elementary or secondary school... without the written authorization of the board or officer in charge of such elementary or secondary school... shall be punished by a fine of not more than one thousand dollars (\$1000.00) or by imprisonment for not more than one year, or both.... For the purpose of this paragraph "firearm" shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means."

In addition to guns, knives, and other commonly known weapons, please be advised that Massachusetts Laws Chapter 269, Section 10 further defines a weapon as any stiletto, dagger or a device or case which enables a knife with a locking blade to be drawn at a locked position, any ballistic knife, or any knife with a detachable blade capable of being propelled by any mechanism, dirk knife, any knife having a double-edged blade, or a switch knife, or any knife having an automatic spring release device by which the blade is released from the handle, having a blade over one and one-half inches, or a slung shot, blowgun, blackjack, metallic knuckles, nunchaku, zoobaw, also known as klackers or kung fu sticks, or any similar weapon consisting of two sticks of wood, plastic or metal connected at one end by a length of rope, chain, wire or leather, a suriken or any similar

pointed star-like object intended to injure a person when thrown or any armband, made with leather which has metallic spikes, points or studs or any similar device made from any other substance or a cestus or similar material weighted with metal or other substance and worn on the hand, or a manrikigusari or similar length of chain having weighted ends. The following are also described as weapons: knives, chains, sections of pipe, tire irons, razor blades, and any other object used by a student to intimidate or to inflict bodily harm to another person.

Role of the Administrator

As the immediate administrative authority within the school, the LPVEC Director of Special Education and the CTEC Principal/Director are responsible for the welfare of the students. It is, therefore, critical that he/she be informed of any serious rule infractions occurring within the school. Local law enforcement will be notified at the discretion of the CTEC Principal/Director or Director of Special Education.

Police Investigation and Interrogations

In the event that a request is made by law enforcement to interrogate a student during the school day or on school property or during a school supervised activity, such requests shall be granted subject to the following conditions:

- Permission to interrogate shall be obtained first from the Director of Special Education and/or the CTEC Principal/Director, or if not available within a reasonable amount of time, his/her designee.
- The administrator (see above) will contact the parent/guardian of any student under 18 years of age and request their presence at LPVEC before the interrogation may take place. Permission to interrogate will be denied if the parent/or guardian of a student under 18 years of age objects.
- The administrator will be present during any interrogation taking place on the LPVEC campus.
- A student may not be released to the custody of any person other than his/her parents/legal guardian, unless placed under arrest by legal authority.
- In accordance with student record regulations, LPVEC will not disclose student record information to the police without a court order, lawfully issued subpoena, or written consent of the student and/or parent. However, LPVEC may disclose student record information to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

Prohibition of Smoking

In accordance with the Massachusetts General Laws, Chapter 71, Section 37H, *the use of any tobacco products within the school buildings, the school facilities or on the school grounds (including parking lots or out structure) or on school buses or on school-sponsored off campus educational experiences by any individual, including school personnel, is strictly prohibited.*

Tobacco products include but are not limited to: cigarettes, chewing tobacco, cigars, electronic or vapor cigarettes/associated paraphernalia.

We recognize the importance of cooperation by students and school personnel in implementation and compliance with this law. To this end, we request that all staff and students refrain from having any tobacco products and associated paraphernalia (i.e. lighters, or matches) on their person.

Physical Restraint Policy

Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort. (Physical escort is defined as a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location. Physical escort is **not** physical restraint and is not covered by this policy/procedure). Physical restraint shall only be used as an emergency procedure of last resort and shall be prohibited at LPVEC except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. In the event that physical restraint is required to protect the safety of the student or other school community members, the LPVEC has enacted policies and procedures to ensure the proper use of restraint and that any restraint is administered in accordance with the requirements of 503 CMR 46.00 et seq. These procedures shall be annually reviewed, provided to school staff, and made available to parents of enrolled students. A copy of the policies and procedures may be obtained from the LPVEC Special Education office – 174 Brush Hill Avenue, West Springfield. None of the foregoing paragraph precludes any teacher, employee, or agent of the LPVEC from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm. (603 CMR 46.00 and MGL Ch. 69

Sec. 1B and Ch. 71 Sec. 37G). Please refer to Appendix D at the end of this handbook for additional information.

LPVEC Bill of Rights

Any student, employee, or parent/guardian who believes their rights or the rights of others have been compromised in keeping with Section 504, Title II, Title IV, Title VI, and/or Title IX, covering civil rights, harassment/grievance, and bullying should refer to Appendix B, the LPVEC Complaint Procedure and the LPVEC Reporting/Complaint Form. This procedure is applicable to students, parents and guardians of LPVEC students, and Collaborative employees.

Hazing

Pursuant to Chapter Massachusetts General Law Chapter 269, Sections 17-19 it is a crime to participate in or organize hazing, or for a person at the scene of such a crime to fail to report the incident.

M.G.L., Chapter 269:

Section 17: Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its member, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communication the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Students of the LPVEC Academy and LPV Career TEC who are alleged to have organized or participated in hazing will be questioned by LPVEC administration during an investigation of the allegation. Parents of the student(s) will be notified and may be present during questioning. If it is determined that hazing has occurred, participants in the organization and/or hazing event will receive disciplinary consequences on a case-by-case basis which may include long-term suspension and referral to local law enforcement.

Harassment/Bullying Policy and Procedures

M.G.L., Chapter 71, Section 370 prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to addressing bullying incidents. Parts of the law that are important for students and parents or guardians to know are described below. Additional information on the Collaborative's or program's Bullying Prevention and Intervention Plan ("the Plan") is available online at www.LPVEC.org and upon request in the main office, free of charge.

Harassment of students based upon their sex, gender, race, color, national origin, religion, sexual orientation, gender identity, or disability is an abuse of power that is demeaning and interferes with the ability of a student to learn and participate in an educational setting. Sexual harassment is a form of sex discrimination that is illegal under Title IX of the Educational Amendments of 1972 and Massachusetts General Laws c.151C. Harassment based upon race or national origin is a violation of Title VI of the Civil Rights Act of 1964. Harassment based upon a disability is a violation of Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disability Act (ADA). One of the goals of the Lower Pioneer Valley Educational Collaborative (LPVEC) is to maintain learning and working environment that is free from harassment. The LPVEC Sexual Harassment Policy outlined at the end of this section is the basis for the following guidelines. It shall be a violation of this policy for students to harass students or staff members, through conduct or communications of a sexual nature as defined in the policy. Allegations of other forms of civil rights harassment (i.e., harassment based upon race, national origin, disability, etc.) shall be investigated according to the same procedures laid out in the Sexual Harassment Policy. Please also see LPVEC's Comprehensive Civil Rights Policy, which is available upon request at the LPVEC main office.

General Student Information

A student who experiences harassment by another student is encouraged to tell the harasser to stop his/her behavior but is not required to do so. If the behavior continues,

the student should report the alleged harassment as soon as possible to a teacher, administrator or other responsible adult. The Collaborative Title IX Coordinator will assist the student with this procedure. The staff member will make the allegation known to the CTEC Principal/Director or Director of Special Education, who in consultation with the Title IX coordinator, will investigate the situation.

Confidentiality

Any investigation of a civil rights harassment complaint shall remain confidential, to the extent permissible by law. If the Complainant requests to remain anonymous, LPVEC will take all reasonable steps to investigate and respond to the complaint consistent with that request. If the Complainant asks that the complaint not be pursued, LPVEC will respect that request, insofar as it is able to do so while meeting its obligations under state and federal law. If a Complainant requests that the complaint not be pursued, or insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the school's ability to respond to the complaint may be limited. Retaliation against an individual for filing a complaint, reporting harassment, or cooperating with an investigation is strictly prohibited.

Student Sexual Harassment Policy

It is the policy of the Lower Pioneer Valley Educational Collaborative, as well as state and federal law, that sexual harassment of a student, whether by a staff member, another student, or a visitor, will not be tolerated. Violation of this policy and of the law, if proven, will result in disciplinary action. Any student who believes that she/he has been the victim of sexual harassment should consider and utilize the following procedures.

Definition

Examples of sexually harassing conduct include, but are not limited to: obscene and or sexually inappropriate comments, verbal or physical conduct of a sexual nature, unwanted touching, stalking, leering, unwelcome advances, lewd or obscene jokes. By definition, sexual harassment is not limited to conduct by a man toward a woman. The victim may be the same or opposite sex as the harasser.

Complaint Procedure

A formal complaint may be filed in the LPVEC office at any time by a student, who believes that his/her rights, as outlined in the Sexual Harassment Policy, have been violated. All members of the LPVEC community are urged to resolve problems fairly and informally. If a suitable solution cannot be reached informally through independent means, and a complaint is filled, a formal investigation will be initiated.

1. A complaint shall be an accusation by any student that they feel they have been sexually harassed. Students and LPVEC community members should also report sexual harassment targeting another individual.
 - A. In the event of harassment by another student, the victim should inform a staff member as soon as possible. .
 - B. In the event of harassment by a teacher or staff member, the victim should inform the CTEC Principal/Director, the Director of Special Education, or Special Education Supervisor as soon as possible. .
2. Once the complaint is received, the Collaborative shall conduct an appropriate investigation. At his/her discretion, the Title IX/ Title VI / Title II/ and/or 504 Coordinator may designate another individual to conduct the investigation.
3. Such investigation may consist of, but are not limited to, the following actions:
 - A. Interview(s) with the Complainant.
 - B. Interview(s) with the person(s) alleged to be the harasser(s).
 - C. Interview(s) with other employees, students, or witnesses.
 - D. Interview(s) with other individuals who may have knowledge of the alleged incident(s).
 - E. Review of pertinent records.

Miscellaneous

Victims are not limited to an internal complaint procedure but may seek relief from other agencies, including:

Office for Civil Rights,
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
Telephone: (617) 289-0111

Program Quality Assurance Services
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906
Telephone: (781) 338-3700

Any retaliatory action of any kind taken by an employee or student of the LPVEC against any other employee or student of LPVEC as a result of that person's filing a

complaint under these procedures, cooperating in an investigation, or otherwise participating in any proceeding under this policy, is prohibited, and shall be regarded as a separate and distinct matter under this procedure, with appropriate penalties.

All complaint proceedings, to the greatest extent possible, will be held in confidence by all persons directly or indirectly involved in them.

Penalties in Cases of Sexual Harassment

Disciplinary actions will depend on the nature and severity of the incident(s). Because of the private nature of certain incidents particularly those involving sexual harassment, and the emotional and moral complexities surrounding such issues, every effort will be made to resolve problems on an informal basis, if possible. When a complaint is resolved informally only a short summary of the incident will be maintained in the student or employee's file.

LPVEC's goal is to respect the rights of all members of the school community and ensure that all students feel safe. For this reason, the Collaborative will take interim measures as necessary to ensure the alleged victim's safety, pending the results of the school-based investigation. If the investigation determines harassment to have occurred, the Collaborative will notify both the Complainant and the harasser. When appropriate, the CTEC Principal/Director or Director of Special Education or the Executive Director may deem it necessary to take action that can include formal letters of reprimand, suspension, expulsion, discharge, notification of local law enforcement, and/or notification of other state agencies.

Harassment, Bullying, Discrimination, and Hate Crimes

(Adapted from the Attorney General's Safe Schools initiative)

This section of the Handbook has been adapted from the LPVEC's Comprehensive Civil Rights Policy for promoting civil rights and prohibiting harassment, bullying, discrimination, retaliation, and hate crimes. Copies of the LPVEC's Comprehensive Civil Rights Policy are available upon request, and may be viewed at the main office of the LPVEC. Additional information is available in Appendix A.

A formal complaint may be filed in the LPVEC office at any time by a student or employee, who believes that his/her rights, as outlined in the LPVEC Bill of Rights, have been violated. Individuals seeking recourse should complete the LPVEC Reporting/Complaint form found in Appendix B of this handbook and present the completed form to either the Executive Director, CTEC Principal/Director, Director of Special Education, or Special Education Supervisor. Subsequently, steps outlined in the LPVEC Complaint Procedure, also found in Appendix B, will be followed.

Disciplinary Policy Regarding Civil Rights Issues

The LPVEC prohibits all forms of harassment, discrimination, and hate crimes based on the following protected categories: race, color, religion, national origin, ethnicity, sex, sexual orientation, gender identity, age, or disability.

The LPVEC also prohibits bullying, as defined below. The LPVEC will also not tolerate retaliation against persons who take action consistent with this Policy.

The prohibition against harassment, discrimination, hate crimes, bullying, and retaliation applies to all students on all sites and activities the LPVEC supervises, controls, or where it has jurisdiction under the law, including on school premises and at school-sponsored functions, events or activities, including field trips, athletic activities and school-related transportation, including designated bus stops.

Permissible Disciplinary Sanctions and Corrective Actions in Response to Bullying, Discrimination, Harassment or Hate Crimes

Disciplinary sanctions and corrective actions may include, but are not limited to, one or more of the following:

1. A written warning
2. Parent conferences
3. Classroom transfer
4. Limiting or denying student access to a part or an area of the school
5. Adult supervision on school premises, including in-house alternative program sites
6. Exclusion from participation in school-sponsored functions, after-school programs, and/or extracurricular activities and/or graduation events
7. Short-term or long-term suspension
8. Exclusion, expulsion, or discharge from school
9. An apology to the victim
10. Awareness training (to help students understand the impact of their behavior)
11. Participation in cultural diversity, anti-harassment, anti-bullying or intergroup relations programs
12. Mandatory counseling (in or outside of school)
13. Any other action consistent with the Handbook.

Student Responsibilities

Each student is responsible for:

1. Complying with this Policy;
2. Ensuring that (s)he does not harass or discriminate against another person on school grounds or during a school-related function, event or activity because of that person's race, color, religion, national origin, ethnicity, sex, sexual orientation, gender identity, age, or disability;
3. Ensuring that (s)he does not bully another person on school grounds or in a school-related function, event or activity;
4. Ensuring that (s)he does not retaliate against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment, bullying, discrimination, or a hate crime; and
5. Cooperating in the investigation of reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime.

Protection Against Retaliation

The LPVEC will take appropriate steps to protect students from retaliation when they report, file a complaint, or cooperate in an investigation of a violation of this Policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action, including short or long-term suspension, or expulsion.

Glossary of Terms

BULLYING: the repeated use by one or more students, or by a member of school staff, of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this Policy, bullying shall include cyber-bullying. Bullying may include, but is not limited to, repeated taunting, threats of harm, disparagement, verbal or physical intimidation, cyber-bullying through e-mails, instant messages, or websites, pushing, kicking, hitting, spitting, or taking or damaging another's personal property.

DISCRIMINATION: Treating people differently, or interfering with or preventing a person from enjoying the advantages, privileges or course of study in a public school because of an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity, age, or disability (i.e., protected status). A person may not be subjected to discipline or more severe punishment for wrongdoing, nor denied the same rights as other students because of his/her membership in a protected class.

HARASSMENT: Harassment is oral, written, graphic, electronic or physical conduct on school property or at a school-related event, function or activity relating to an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity, age, or disability, that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the LPVEC's programs or activities, by creating a hostile, humiliating, intimidating, or offensive educational environment. For purposes of this Policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating or offensive educational environment. A single incident, depending on its severity, may create a hostile environment.

RETALIATION: Any form of intimidation, reprisal, or harassment by a student directed against any student, staff or other individual for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under this Policy, or for taking action consistent with this Policy.

HATE CRIME: A hate crime is a crime motivated by hatred, bias, or prejudice, or where the victim is targeted or selected for the crime at least in part because of his/her actual or perceived race, color, ethnicity, national origin, religion, sexual orientation, gender identity, age, disability or sex. A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property.

Reporting and Resolution Process

The Executive Director or his/her designee is responsible for receiving reports and complaints of violations of this Policy.

An Informal or Formal complaint may be filed in the LPVEC office at any time by any student, parent or guardian, or employee who believes that his/her rights (or his/her student's rights) encompassed by the sexual harassment, harassment, retaliation, discrimination, subject of a hate crime, or bullying policies have been violated (Title II, title IV, Title IV, Title VI, Title IX, or Section 504 of the Rehabilitation Act of 1973). Refer to Appendix B for the LPVEC Complaint Procedure and the LPVEC Reporting/Complaint Form.

Any student who becomes aware or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred on school property or in a school-related activity should promptly report the incident(s) to the Executive Director or his/her designee. This may be done anonymously in writing by completing the form provided in Appendix B and sending it to the Collaborative's Executive Director or any other employee of LPVEC Administration, who will then forward it to the Executive Director. In situations where a student or other person does not feel comfortable reporting the incident to a designated official, (s)he may report it to a trusted school employee, who must promptly transmit the report to the Executive Director or his/her designee.

1. When a report or complaint alleges conduct which may constitute a crime, in his or her discretion, the Executive Director may report the incident to the police.
2. All complaints or reports about a violation of this Policy must be documented on the LPVEC's Reporting/Complaint Form (see Appendix B). The form is available from designated school officials and on the LPVEC Website. If a complainant or reporter is either unwilling or unable to complete the LPVEC's Reporting/Complaint Form, the school official who receives the oral complaint or report will promptly prepare a written report by filling out the LPVEC's Reporting/Complaint Form, using, to the extent practicable, the reporter's or complainant's own words to describe the potential violation.
3. The school official will promptly provide the Executive Director or his/her designee with the completed Reporting/Complaint Form.
4. Nothing in this Policy limits the LPVEC from taking immediate interim disciplinary actions as set forth in the Handbook.

Imposing Disciplinary and Corrective Action

If the Executive Director concludes that the alleged perpetrator has violated this Policy, the LPVEC will impose disciplinary measures and/or corrective action reasonably calculated to end the complained of conduct, deter future conduct, and protect the complainant(s) and other similarly situated individuals.

Explanation of Disciplinary Consequences

The Behavioral Policy of LPVEC includes such consequences as time out, suspension of privileges, teacher detainment, detention, discipline letters, restitution, community service, and placement in an interim alternative educational setting, internal or external suspension and expulsion. In some cases, LPVEC may seek consent for students to undergo a risk assessment at the expense of LPVEC and with an evaluator of LPVEC's choosing. Students may also be assigned to internal after-school suspension.

Notwithstanding the following, LPVEC shall comply with all federal and state mandates regarding suspension and expulsion of students.

A **teacher detainment** is warranted for minor student misbehavior which takes place within the confines of the classroom setting and which disrupts the learning environment. The teacher detainment concept encourages a productive, cooperative and responsible working relationship between teaching staff and student. Teacher detainment consists of student detainment, loss of break privilege, loss of classroom privilege or other prescribed teacher monitored penalty employed to avoid office detention consequences.

A **discipline letter** is a written communication to a student's parent/ guardian informing them of the student's misbehavior. Daily and weekly notes and communication books are not discipline letters.

An **in-school suspension (ISS)** is a temporary removal from the classroom for more than three (3) hours as a disciplinary consequence for misbehavior. A meeting with an administrator or a counselor, a check-in, or an opportunity for a student to gain his/her composure outside of the classroom is not an in-school suspension

An **out-of-school suspension (OSS)** is a temporary loss of a student's membership in the school community. Students will be notified of the reasons for the suspension and will have the opportunity for a hearing, as prescribed under state law and regulations. A temporary severing of a student's membership from the school community denies the student permission to be on school grounds or to participate in school sponsored activities during the time of the suspension. In most cases, external suspension from an LPVEC program is reciprocal with the home school district, and all rules and regulations of both LPVEC and the home school district will apply.

In accordance with M.G.L., c. 76, s. 21, any student suspended out of school shall have the opportunity to make academic progress during the period of suspension, including a reasonable amount of time to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. Students in the C-TEC program should note that the opportunity to make academic progress during exclusions does not guarantee the opportunity to continue making progress in a vocational program. Students will be permitted to make up assignments in their vocational program depending on the nature of the shop, the amount of time missed, and the discretion of the teacher.

In accordance with M.G.L., c. 76, s. 21, any student who is suspended from school for more than 10 consecutive school days shall also have the opportunity to received educational services during the period of exclusion.

Expulsion In cases not arising under M.G.L. c. 71, sect. 37H or 37H ½ (please see page 38 for the procedure under these two (2) statutes) expulsion is limited to a total of ninety (90 school days) pursuant to M.G.L. c. 71, sect. 37H 3/4. The transfer of a student from a LPVEC program, proposed by the Team and accepted by the parent, is a legal change in placement. of a student from a LPVEC program and does not constitute expulsion and also may not constitute change in placement as defined in Special Education law.

Specific Offenses and Consequences

Some prohibited behaviors and their consequences are as follows:

1. LPVEC reserves that right to assign disciplinary consequences on a case-by-case basis given the totality of the circumstances involved. The following list of prohibited behaviors and consequences are provided only as general guidance: Students who threaten or intimidate any student or staff person may be suspended. Further, if the purpose of the intimidation was to obtain money or something of value, then the student must make restitution as well.
2. Students who use or are in possession of any of the following, including but not limited to firecrackers, stink bombs, guns, gunpowder, weapons, smoke bombs or the like may be suspended
3. Infractions of the policy on possession of dangerous weapons will result in confiscation of weapon, outside school suspension, and potential expulsion
4. Students who physically assault a staff member or other student may be suspended or expelled
5. Students harassing others may be suspended
6. The fire alarm boxes located in and around the school serve an important and serious function. The availability of these services is crucial to insure the safety of our students and staff, and its misuse encumbers the system to the detriment of others in need. Any misuse or other act that results in a false alarm may result in suspension of the offending student. In addition, LPVEC will provide the name of the offender to the responding fire department, who may assess a fine.
7. Students who destroy, vandalize, steal, or deface property of the LPVEC, or the school district, a staff member, or another student will be responsible for restitution and may be suspended from school. The length of the suspension will be determined by the seriousness of the act. Police will be notified when appropriate.
8. Students who fight or otherwise cause physical injury to others may be suspended. School authorities will set the length of the suspension after viewing

all the pertinent facts. Factors to be considered include but are not limited to: student's ability to understand, intent, degree of injury inflicted to other parties, cooperation with supervising personnel and possible self-defense

9. Students who engage in a riot, disorderly conduct involving three or more persons that results in or threatens to cause an injury or damage to school or other persons, or which materially and substantially disrupts any school activity, may be suspended.
10. Students who disrupt the educational program may be suspended; the number of days will depend on the particular circumstances.
11. Students who use vulgarity or profanity (non-threatening) towards staff members may be suspended, with the number of days depending on the particular circumstances.
12. Classroom disturbances, including but not limited to constant tardiness, public display of affection and other acts distracting from the learning environment that cannot be handled in individual classes, may result in a student suspension.
13. Pornographic material will be confiscated and the parents notified. Any student accessing pornographic Internet sites may be suspended and will lose computer privileges. Students distributing pornographic materials may be suspended. In the case of other materials that detract from the educational process, the student will be asked to remove the materials from the classroom to his/her locker. A parent or guardian at their request may retrieve materials that are confiscated, except for pornography, which will be destroyed.
14. Students who telephone the school or classroom representing themselves as someone else (i.e. their parents, someone else's parents, etc.) or forge notes or other information may receive a suspension. Any student who refuses to identify himself/herself or who misrepresents himself/herself to staff may be suspended.
15. Skateboards, roller blades and the like are prohibited at school. Such items may be confiscated
16. Students who bring pets/animals without prior approval, including but not limited to mice, lab rats, hamsters, birds, frogs, and snakes of any kind may be suspended.
17. Students who gamble in any way including, but not limited to money pitching and card playing may be suspended.
18. Plagiarism or cheating on tests, quizzes, projects, papers, book reports or other work to be submitted as part of the educational program will not receive credit for work.
19. Any act, not otherwise specified above, which causes harm to the Collaborative, staff member or another student, and/or which disrupts the educational process shall be subject to disciplinary measures based upon consideration of all the circumstances.

PLEASE NOTE: Any student who shall aid, urge, encourage or abet any other student to commit any of the offenses prohibited by any provision of these Disciplinary Guidelines shall be subject to the same penalties identified in this handbook.

Additionally, any student who is subject to disciplinary action to M.G.L. c.71, 37H or 37H1/2 may be subjected to any and all disciplinary consequences outlined in those two (2) statutes.

Any student on out of school suspension is not permitted on school grounds and is not allowed to participate in any school-sponsored activity. If reported on school grounds, the student will be asked to leave. If he/she does not comply, the police will be notified and a trespassing violation will be filed.

In most cases, external suspension from an LPVEC program is reciprocal with the home school and host school, whose rules and regulations shall also apply.

Massachusetts General Laws - Chapter 71: Section 37H.

Section 37H. The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of other student's civil rights. The policies shall also prohibit bullying as defined in Section 37O and shall include the student – related sections of the bullying prevention and intervention plan required by said section 37O. Codes of discipline, as well as procedures used to develop such codes, shall be filed with the Department of Education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The school administration shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

- (d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under [section 21 of chapter 76](#). If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under [section 21 of chapter 76](#).
- (f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type,

in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

- (g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Section 37H1/2 Notwithstanding the provisions of sections eighty-four and sections sixteen and seventeen of chapter 76:

- (1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which a student is enrolled may suspend such student for for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The

superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the suspension.

- (2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

School Suspension Procedures

LPVEC shall follow the procedures for in-school suspension, short-term out-of-school suspension and long term suspension as outlined in 603 CMR 53.00 et seq.

Disciplinary Action Relative to Special Education Students

Eligible students with disabilities, as defined by the reauthorized Individuals with Disabilities Education Act (IDEA 2004) and Massachusetts General Laws, Chapter 71B (Chapter 766) are eligible for additional due process protections regarding student discipline.

Federal and Massachusetts laws, regulations and policies do not prohibit the exclusion of students with disabilities. **A short term suspension of less than ten (10) consecutive school days or suspensions of ten or less cumulative days may be implemented after the hearing procedures contained in 603 CMR 53.00 et seq. have been followed.** However, suspensions which exceed ten (10) school days may be considered a change in placement. Therefore, within ten school days of the student's exclusion, LPVEC and the student's resident school district will convene a "manifestation determination" meeting, as described below.

With respect to the exclusion of students with disabilities for more than ten (10) consecutive days, or a cumulative pattern of exclusions resulting in a change of placement, federal laws and regulations are applicable pursuant to Section 504 of the Rehabilitation Act of 1973 and the IDEA.

Procedures for the Exclusion of Special Education Students

Definition of Suspension:

Suspension shall be defined as any action which results in the removal of a student from the program prescribed in his/her Individualized Education Program (IEP). The term includes in-school suspension as well as any exclusion from transportation services, if that exclusion prevents the student's participation in his/her prescribed program.

General Requirements:

Each school shall ensure that:

- a. It has an appropriate procedure to notify the Director of the misconduct for which exclusion of a student with disabilities beyond ten (10) school days is proposed so that the required procedures can be implemented consistently;
- b. The number and duration of exclusions of students with disabilities is recorded and maintained by school administrators;
- c. No student with a disability may be excluded for more than ten (10) consecutive school days or be subject to a pattern of cumulative exclusions resulting in a change of placement except as provided hereunder.

Manifestation Determination Meeting:

When it is known that the exclusion(s) of a student with disabilities will be or will exceed ten (10) consecutive school days or when there is a pattern of exclusions from school in excess of ten (10) school days, a manifestation determination shall be conducted. Participants in the meeting shall include relevant members of the Team, including the parent(s) whenever possible. At the manifestation determination meeting, the Team must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parent(s), in order to determine:

- 1) Was the student's behavior a direct result of the school district's failure to implement the IEP? and
- 2) Does the behavior have a direct and substantial relationship to the disability?

If the answer to either of the above questions is "Yes", then the conduct was a manifestation of the student's disability. Depending on the result of the determination, exclusion may or may not be implemented.

Circumstances under which the student may **not** be suspended for more than ten (10) consecutive school days:

1. If the TEAM concludes that the student's misconduct is a manifestation of the student's disability (ies) or a direct result of a failure to implement the IEP, the student will be returned to his or her placement and will not be excluded. Instead, an FBA shall be conducted and the Team shall develop a positive behavioral intervention plan, or if an FBA had previously been done and a behavioral plan put in place, then the Team shall modify, change or add to the behavioral plan. If the misconduct resulted from a failure to implement the IEP, all necessary steps shall be taken by the school to ensure that the IEP is fully implemented. If revision of the student's IEP is required, development of an amended or new IEP shall occur.

Circumstances under which exclusion may be imposed for more ten (10) consecutive school days or in excess of ten (10) cumulative days:

1. If the school wishes to impose a suspension/expulsion which results in ten (10) or more consecutive school days, and the TEAM concludes that the student's misconduct was not a manifestation of the student's disability, and was not the direct result of any failure to implement the IEP, then the student will be subject to the same extent as would any non-disabled student. The Team will consider whether a functional behavior assessment (FBA) or

behavioral intervention plan, or modifications to an existing plan, may be warranted. During the period of exclusion, the student will be provided with services to enable the student to continue receiving a free and appropriate public education.

Special Circumstances regarding discipline of students with disabilities:

LPVEC and the resident school district may remove a student with a disability to an interim alternative educational setting (IAES) for not more than 45 school days, whether or not the behavior is determined to be a manifestation of the student's disability, if the student:

1. Carried a weapon to or possessed a weapon at school, on school premises, or to or at a school function; or
2. Knowingly possessed or used illegal drugs, or sold or solicited the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Inflicted serious bodily injury upon another person while at school, on school premises, or at a school function

BSEA Appeal of Disciplinary Proceedings:

If the parent(s) disagrees with the manifestation determination, or with any decision regarding placement in the discipline context, the parent(s) may request an expedited hearing from the Massachusetts Bureau of Special Education Appeals (BSEA). This right is more fully described in the Parents' Notice of Procedural Safeguards.

If the behavior is determined to be a manifestation of the student's disability, and no Special Circumstances apply, and the parent(s) do not otherwise agree to a change in placement, the Collaborative and/or school district may also seek an expedited hearing at the BSEA if the schools believes that maintaining student in his/her current program is substantially likely to result in injury to the student or others. If the Collaborative/school district prevails, the BSEA may order a change of placement or order the student to be placed in an IAES for up to 45 school days.

For further information regarding special education students, please see the "Parent's Notice of Procedural Safeguards" (formerly entitled the "Notice of Procedural Safeguards") by the Massachusetts Department of Elementary and Secondary Education. A copy of the PNS can be obtained from the Department's website, <http://www.doe.mass.edu/sped/prb/>

Students identified as having a disability and provided with a Section 504 plan

Students with Section 504 accommodation plans are expected to meet the expectations for behavior identified in this handbook. A student on a Section 504 plan may be disciplined like any other non-disabled student.

However, if the suspension may be considered a change in placement, then the manifestation determination process described above shall be completed.

Exception for Students on Section 504 Accommodation Plans for Drug-Related Offenses:

Section 504 excludes from the definition of a 'student with a disability', and from Section 504 protection, any student who is currently engaging in the illegal use of drugs when a school acts on the basis of such use. Therefore, LPVEC and the resident school district can and may take the same disciplinary action against such a student as it would against a student without a disability, including exclusion, without conducting a manifestation determination.

SAFETY, HEALTH, AND WELLNESS

The personal safety and health of everyone at LPVEC is of primary importance. The prevention of occupationally or educationally induced injuries and illness is of such consequence that it will be given precedence over any operation. To the greatest degree possible, the administration will provide all mechanical and physical facilities required for personal safety and health in keeping with the highest standards. The administration recognizes that educational programs and safety are inseparable. CTEC will maintain a safety program conforming to the best practices of career/vocational-technical training programs. The successful prevention of injury and illness throughout LPVEC whenever and wherever possible requires the cooperation of all students and staff and faithful adherence to continuous safe practice during day-to-day activities.

This cooperation manifests itself in behavior that provides the following:

- Personal safe practice
- Peer and staff safe practice
- Safety and protection of all visitors.
- Compliance with all rules set forth by LPVEC, Massachusetts Department of Public Health, and the Federal Office of Safety and Health Administration (OSHA).
- Prompt reporting of all injuries and/or accidents to teachers, administrators, and the school nurse

- Prompt reporting of any unsafe situation in a shop or classroom to the instructor and/or administration

Protective equipment, including personal protective equipment, for eyes, face, head and extremities, protective clothing, respiratory devices, and protective shields and barriers, will be provided where needed. Personal Protective Equipment shall be used and maintained in a sanitary and reliable condition wherever it is necessary by reason of hazards of processes or environment, chemical hazards, radiological hazards, or mechanical irritants encountered in a manner capable of causing injury or impairment in the function of any part of the body through absorption or physical contact.

Students are required to wear appropriate personal protective equipment in all situations where there is exposure to hazardous conditions or where the need is indicated.

Safety Committee

The Safety Committee composed of CTEC career/vocational-technical instructors and other LPVEC professional staff is co-chaired by the school nurse. The committee is responsible for ensuring that the safety and health policies of the LPVEC and the CTEC are followed. Inspections and assistance are available to monitor and improve in the environment, safety, and health of the LPVEC community.

Health Services

Health Services provide students with healthcare should the occasion arise in the school setting. In accordance with state law, certain health requirements are necessary for **all** students. The school nurse's responsibility is to follow through with each student's medical record for compliance. The school nurse maintains Student Emergency Information Forms and relevant information is updated periodically. If there are any questions regarding the welfare of a student, parents/guardians are encouraged to contact the school nurse for further discussion.

A student should not be in the Health Office without a pass.

Substance Abuse Counseling

Consistent with the recently passed "Act Relative to Substance Use Treatment Education and Prevention," LPVEC will adhere to guidance from the Department of Elementary and Secondary Education related to substance use and substance abuse screenings, prevention, and education. In addition, any student may request assistance through his/her guidance counselor or the LPVEC school nurse. Every effort will be made to direct the student to the appropriate program within his/her community.

Administering of Medication

Federal Law mandates that schools receiving federal funding are exempt from the Commonwealth of Massachusetts' marijuana law, therefore, the medical marijuana law does not apply to any institution accepting federal monies, i.e. schools. Furthermore, the Massachusetts medical marijuana law does not require any accommodation of any on-site medical use of marijuana in school. The school community is therefore advised that the use, possession, sale, or distribution of medical marijuana is prohibited on school premises or at school-sponsored or school-related events, as prescribed in M.G.L., Chapter 71, Section 37H.

Throughout the school year students may require various medications due to short-term illnesses and/or medical conditions. In compliance with regulations 105 CMR 210.00 as set by the Commonwealth of Massachusetts, policies have been instituted to ensure the safety and health of all students needing medication during the school day. These policies include self-medications such as inhalers and Epipens. The following must be in place in order for medication to be administered during the school day:

- A written medication order must accompany all medications to be administered in school. This order must come from the student's physician, nurse practitioner or licensed prescriber. Students needing medication on a long-term basis must have this form renewed at the beginning of each school year.
- A consent form signed by parent/guardian.
- All medication must be delivered to the school nurse by parent/guardian in a manufacturer labeled container. Students may not deliver medication. Please ask your pharmacy to provide separate containers for sending to school. No more than a twenty (20) day supply should be delivered to the school at one time. Questions regarding medication should be directed to the school nurse.

Immunization Policy

In accordance with the General Laws of Massachusetts and the School Immunization Law, Chapter 76, Section 15, LPVEC Immunization Policy is as follows:

- The school physician will certify that students of the LPVEC program are properly immunized and may attend school under the following circumstances:
- An up-to-date immunization record must be kept on file for each student in an LPVEC program.
- The month, day, and year of all immunizations are required along with the health care provider signature.

- Any telephone contact to a health care provider regarding immunization status must be followed up with a written and signed verification of immunization information from the health care provider.
- A medical exception is allowed if a physician certifies that she or he has personally examined the student, in his or her opinion, the student's physical condition is such that the student's health would be endangered by such vaccination or by any of such immunizations. This certification must be submitted at the beginning of each school year.
- A religious exception is allowed if a parent submits a signed statement that vaccination or immunization are contrary to his/her sincere religious beliefs, provided that an emergency or epidemic of disease has not been declared by the department of public health. The parent, foster parent, or legal guardian must submit an up-to-date statement when the child is newly enrolled in an LPVEC program.

Communicable Disease Policy

In accordance with recommendations of the Massachusetts Department of Public Health and our LPVEC school physician, the Communicable Disease Policy is as follows:

CHICKEN POX (VARICELLA):

Symptoms: Sudden onset of mild fever, sometimes vomiting, malaise and loss of appetite. Appear as flat, red spots within 24 hours, which tends to form into pimples on body, face, and forehead. Pimples then blister, crust and scab. New crops may continue to develop for 3-4 days. There may be a few skin lesions, or many.

Minimum Exclusion From School:

6 days. Very contagious 1-2 days before onset until all lesions scabbed.

Treatment:

Call health care provider to confirm diagnosis.
Do not give aspirin.

CONJUNCTIVITIS (PINK EYE):

Symptoms: Bloodshot eyes, redness, tearing, yellow discharge, burning, itching, light sensitivity,

swelling of eyelids.

Minimum Exclusion From School:

24 hours after medical treatment has been started unless otherwise indicated by child's physician.

Treatment: Antibiotic drops or ointment.

IMPETIGO:

Symptoms: Scattered blistery or pustule lesions, which become crusted and commonly found on face, arms, or scattered on the body.

Minimum Exclusion From School:

Until lesions are dry, and active treatment has been ongoing for 48 hours.

Treatment: Antibiotic therapy.

PEDICULOSIS (HEAD OR BODY LICE):

Symptoms: Itchy scalp caused by the louse insect. Eggs appear as tiny gray-white pearls glued to the hair shafts, especially around neck and behind ears.

Minimum Exclusion From School:

Children must be free from nits upon re-entering school.

Treatment: Recommended medicated shampoo or cream rinse prescribed by M.D. for Pediculosis or recommended by pharmacist.

Pediculosis Outbreak Policy

1. TWO OR MORE REPORTED CASES WITHIN 10 DAYS IN A CLASSROOM:
 - A. Formulate a letter and send to entire class.
 - B. Check entire class.
 - C. Exclude suspected cases for 24 hours.

2. TREATMENT:
 - A. Medicated shampoo or cream rinse prescribed

- by M.D. or recommended by pharmacist. Apply as directed.
- B. Removal of nits with a metal fine toothcomb. It may even be necessary to use tweezers or even fingernails.
3. RETURN TO SCHOOL:
- A. Must be checked by nurse or teacher.
 - B. Screen each child before class in bright, lighted room. (sunlight is best)
 - C. If nits remain, child will be excluded from school again and every day until, nits are completely gone.

RINGWORM:

Symptoms: Fungal infection of scalp or body. Flat spreading, ring-shaped lesions, red on the edge and clear in the center.

Minimum Exclusion From School:

24 Hours after treatment has been started, if affected skin area remains covered with dressing.

Treatment: Anti-fungal cream or lotion.

SCABIES:

Symptoms: Skin infection caused by mites. Spread through direct skin contact and shared bedding. Itchy bumps, scratch-like lines under the skin around hands, wrists, forearms, between fingers and around the waist.

Minimum Exclusion From School:

24 Hours after treatment started.

Treatment: Scabicide as prescribed by child's physician.

STREPTOCOCCAL INFECTIONS (SCARLET FEVER, STREP THROAT):

Symptoms: Headache, vomiting, sore throat, fever, rash, slight to transient or non-occurring, difficulty swallowing, irritability, fussiness. Throat may be red and tonsils enlarged. Hoarseness and coughing may occur.

Minimum Exclusion From School:

36-48 hours after treatment has been started with antibiotic therapy to continue for a total of 10 days and free of fever for at least 24 hours.

Treatment: Antibiotic therapy for full 10 days.

In all the common communicable diseases listed above, a note from the child's health care provider stating he/she is under care is required before re-entering school.

If any question arises concerning any of these contagious problems, the LPVEC School Physician or LPVEC Nurse should be called.

If a child is considered to be ill by the LPVEC nurse or one of the school nurses, or has a possible contagious disease or detectable fever, then that child's parent/guardian will be contacted and the child will be referred to his/her own physician for evaluation and treatment.

Accidents and Injuries

Any student who is injured at LPVEC, on school grounds, or at any school activity must report the injury to the LPVEC school nurse. Every accident and/or injury *MUST* be immediately reported, using an accident report form, *completed in triplicate*, and signed by the person in charge, giving the date, time, and location of the injury. These report forms are available from the LPVEC school nurse and/or in the General Office.

If any student needs medical care, an insurance form must be requested from the LPVEC school nurse and/or in the General Office. Any student who goes to the doctor without her/his parent(s) or without notifying the school authorities will be responsible for his/her own medical care. **Every injury must be reported prior to leaving school.** Failure to comply with this reporting requirement may void Collaborative insurance coverage.

Human Immunodeficiency Virus (HIV) **Acquired Immune Deficiency Syndrome (AIDS)**

School Attendance Policy

Epidemiological studies show that AIDS is transmitted through sexual contact or from blood to blood contact. Also demonstrated through study is that HIV is not transmitted through casual contact such as hugging, holding hands, eating or drinking from the

same utensils, or sitting in a room with someone with HIV. Consistent with recent data, a student with HIV/AIDS infection poses no risk of transmission of HIV infection through the kind of casual contact that occurs in a school setting. Students with HIV/AIDS infection have the right to attend classes or participate in school programs and activities as any other student.

Guidelines Regarding Disclosure

M.G.L. C214, S1B and M.G.L. C111, S70F requires the student's (if the student is 18 years of age or older, and doesn't have a guardian) or parent/guardian specific, informed, written consent for any disclosure of HIV testing or subsequent result. The student (if 18 years of age or older), parent/guardian are the "gatekeepers" of information relating to the student's HIV/AIDS status. They are not obliged to disclose this information to school personnel. In consultation with the student's primary care physician, the student's (if 18 years or older), parent(s) or guardian(s) may decide to inform certain school personnel about the student's HIV/AIDS status, particularly the sending school nurse. If they so choose, the LPVEC administration recommends the following guidelines:

- The student (if 18 years or older), parent/guardian may inform the sending school nurse directly and specifically authorize the sending school nurse to in turn inform administration.
- Alternatively, the student's parent/guardian may request that the student's primary care physician make the disclosure. In this case, specific, informed, written consent of the student's parent/guardian is required.
- Further disclosure of the student's HIV status by the sending school nurse to other school personnel requires the specific, informed, written consent of the student (if 18 years or older) and/or parent/guardian. Specific names of individuals and not simply their positions within the school must be indicated.

The following should be considered regarding disclosure:

- It may serve the medical interests of a student with HIV/AIDS to inform the sending school nurse of their health status as they may be taking medications that should be administered by a healthcare professional, or may require different immunizations (vaccines) than other students.
- It may serve the health of such students to be informed of the occurrence of a contagious disease in school (e.g. chicken pox, influenza), as students with HIV/AIDS are more likely to catch infections from other students or staff.

Students, however, are not required to make disclosure regarding their HIV/AIDS status.

Availability of Information and Precaution

LPVEC supports the Massachusetts Board of Education's encouragement to provide current, age appropriate information to students through the curriculum. Furthermore, the importance of the Massachusetts Board of Education's policy on HIV/AIDS Prevention that education should include information about sexually transmitted diseases, as well as the value of both sexual abstinence and the use of condoms as disease prevention methods is supported. Students seeking such information may contact the LPVEC school nurse or the LPVEC Guidance Department.

Fire Drills/Alarms and Building Evacuation

Upon hearing the fire alarm ALL students/occupants are to vacate the building immediately in a quiet and orderly fashion. Elevators are not to be used during any type of evacuation. Patterns for leaving the building are posted in each area of the school and the teacher in charge will secure their area and take attendance. Please be courteous to all fire department personnel. Do not re-enter the building until the "all clear" is given by the administration. ***No attempt will be made on the part of the teachers/occupants to extinguish the fire. The first purpose of fire safety is to save lives, not buildings. Evacuate.***

Lockdown Procedure

The CTEC Emergency Lockdown Procedure is designed to ensure the safety of students and staff in the event of an actual or potential crisis. The crisis may occur outside the building, during which evacuation would be dangerous, or it may occur inside the building, and movement within the school would put students and staff in jeopardy. The decision to lock down the building will be made by the administrator on duty at the time of the crisis. When a lockdown is announced over the P.A. system, all students and staff should immediately proceed to the nearest room and shut and lock the door, if possible. Students in restrooms should stay there and wait for the staff member assigned to arrive at the area. Students and staff are not to evacuate the building without the direction of emergency personnel (police and/or fire). Parents will be notified of a non-drill lockdown via a phone call to the primary number provided to LPVEC.

SCHOOL TRANSPORTATION/BUSES

School buses are provided by the Lower Pioneer Valley Educational Collaborative for transporting students from member district schools to the Lower Pioneer Valley Career TEC and to LPVEC Academy. Students are the responsibility of the Lower Pioneer Valley Career TEC and LPVEC Academy from the time they board the bus to come to school until they arrive at their respective destination after school. Students not transported by LPVEC are the responsibility of LPVEC from the time they arrive at school until they board buses after school. Every student is expected to board the bus and leave the bus at his/her designated stop. Missing a bus is not an acceptable reason for being tardy. Riding the bus is a privilege that can be denied, temporarily or permanently, if a pupil's behavior warrants it. Students are expected to be well behaved and courteous. If an individual is reported for being unruly or for endangering the safety of others, that person's privileges may be suspended or permanently revoked.

Students riding the school buses may be disciplined for:

- Refusal to comply with the safety and behavior rules.
- Refusal to comply with the authority of the bus driver or monitor.
- Any action endangering the safety of the driver, monitor, or other passengers.
- Repeated minor offenses which tend to distract the bus driver's attention.

Any offense committed by a student on a Lower Pioneer Valley Educational Collaborative owned or contracted bus shall be punishable in the same manner as if the offense had been committed at the student's sending high school and/or CTEC or LPVEC Academy.

Out-of-district students should contact the transportation officer or Superintendent of their sending school system in the event transportation difficulties are encountered. In the event of transportation difficulties involving students transported by carriers other than LPVEC, the student or parent should contact the transportation officer or Superintendent of the home school system.

Transportation Safety and Behavior Rules

The bus driver is in charge of the bus and the passengers. He/she is responsible for the safety of the pupils and for their conduct on the bus. The bus driver reports to the Transportation Manager all violations of rules. A pupil may become ineligible for transportation if their behavior creates a significant problem on the school bus. Students are to follow these rules:

1. Be at the bus stop five minutes prior to the designated pick up time and be ready to board the bus.
2. Do not stand in the roadway while waiting for the bus.
3. Do not light any materials on fire (twigs, leaves, etc.) for any reason while waiting for the bus.
4. When boarding the bus, properly secure all backpacks, shop tools and other supplies and keep aisles clear.
5. Remain at least five (5) feet from the bus when it stops to pick up, and move toward the bus only when the door is open.
6. Students having to cross the road when boarding and disembarking from the bus are to cross in front of the bus, not the rear, upon the driver's signal. All pupils are advised to use extreme caution by looking at traffic both ways before crossing the street.
7. After boarding the bus, take a seat as quickly as possible.
8. Ride only on the bus to which you are assigned.
9. Obey the bus driver and/or bus monitor at all times.
10. Do not engage in the use of any tobacco products, vulgarity, or boisterous behavior.
11. Remain seated while the bus is in motion.
12. Do not extend arms or head out of the bus windows.
13. Do not bring animals, pets, reptiles, firearms, or explosives on the bus.
14. Do not eat or drink while on the bus.
15. Remain absolutely quiet when approaching a railroad crossing
16. Do not play the radio on the bus.
17. Do not tamper with the operating mechanism on the emergency door.
18. Do not operate the service door; this is the responsibility of the bus driver.
19. Do not damage or deface any part of the bus.
20. Students are liable for the cost of damages they cause and will be billed accordingly by the transportation vendor.

Bus Suspension

If deemed necessary by the Director/Principal of C-TEC, the Director of Special Education, the sending school administration, and/or the bus company representatives, a student's riding privilege may be suspended in order to provide for the safety of other students. In a situation whereby it becomes necessary to suspend a student from the bus, that student will then be responsible for his/her own transportation as approved by both LPVEC and sending school administration.

Field Trips/Off Campus Learning Experiences

The educational experience at the Lower Pioneer Valley Educational Collaborative often incorporates activities off campus during related class time. Off campus activities that take place beyond the related class time are considered a field trip and require a separate permission slip.

Whether or not students are in the classroom or off campus, the rules, policies, and procedures outlined elsewhere in this handbook apply. Student conduct, both on and off the school property, reflects directly on the reputation of the Lower Pioneer Valley Educational Collaborative. Students participating in a field trip or off campus activity must comply with the following:

1. In order for a student to participate in off campus activities during related class time s/he have the **annually completed “Off Campus Educational Experience form”** on file in the school's general office. **Telephone calls giving permission are unacceptable.**
2. All students on a field trip that extends through academic classes must have their permission slips signed by parent/guardian **and** sending school teachers/administration. **Telephone calls giving permission are unacceptable.**
3. Students must return to the bus or vehicle immediately upon the conclusion of the activity, and must make the return journey in the same bus or vehicle to which they were assigned at the start of the trip.
4. No use of tobacco products (i.e. cigarettes, chewing tobacco, cigars, electronic or vapor cigarettes), loud group or individual singing or cheering, or attracting the attention of pedestrians or motorists en route are allowed.
5. Student conduct and behavior should be mature, responsible, and kind and in compliance with LPVEC rules.
6. Students must remain seated for the duration of the trip unless given permission by staff in charge to do otherwise, and avoid crowding or engaging the driver in conversation.
7. Students are not allowed to drive their cars to any LPVEC related activity. Faculty members who drive students automatically assume responsibility and liability for the journey.

Student Driving Privileges

Transportation is provided to/from CTEC and sending member district high schools daily. Student requests to drive will be evaluated on an individual basis. Students may not drive to LPVEC without prior approval from the C-TEC Principal/Director or Director of Special Education **and** the sending school principal. Driving to school and parking on school property is a privilege, not a right, and can be suspended or revoked at any time for any reason at the discretion of LPVEC administration.

- Students must register their vehicle with the sending school and the Lower Pioneer Valley Educational Collaborative using the Request for Driving/Passenger Form. This form must have the signatures of the student, parents, the sending school administrator, and receive final approval from LPVEC administration.
- Upon approval of the driving request, the student must pay a \$10 fee for a parking decal. All payments, made by check or money order, should be made payable to Lower Pioneer Valley Educational Collaborative (LPVEC). No refunds will be issued for any reason.
- Decals must be affixed to the rear window on the driver's side.
- Vehicles parked in the parking lot without a current year decal may be towed at the owner's expense. All towing fees are the responsibility of the car owner and will be paid directly to the towing company.
- Students' cars must be parked in the designated student parking lot during school hours or during any school function.
- Students are not to drive in or out of school grounds at a speed exceeding 5 m.p.h.
- Once a car has been parked, the student is not to enter the parking lot again for any reason during the school day. Rare exceptions may be made by the Director of Special Education or the Principal/Director of C-TEC.
- Loitering in the parking lot is subject to disciplinary action and/or loss of driving privileges.
- Students should have no expectation of privacy regarding vehicles parked on school grounds. As discussed in the Search and Seizure section of this Handbook, LPVEC reserves the right to inspect and/or search any vehicle parked on school property at any time and for any reason
- Students seeking to ride to LPVEC with another student must also complete a Request for Driving/Passenger Form must be obtained and completed and approved by the C-TEC Principal/Director the Director of Special Education.
- Students transporting other students who have not received the permission above will lose driving privileges.
- Emergency situations and/or other circumstances requiring short-term parking must be approved by the C-TEC Principal/Director or Director of Special Education. A temporary parking pass will be issued.
- A student who misses the bus may drive to LPVEC after reporting their status to their sending school principal and requesting permission to drive. If the sending school principal agrees, LPVEC must be notified before the student leaves the sending school and a temporary parking pass will be issued upon the student's arrival.

As a general rule a first breach of these guidelines will carry a ten (10) day revocation of the driving privilege. A second offense, depending upon severity, will carry a more serious driving suspension. A third driving suspension will generally result in loss of

driving privileges for the remainder of the school year. In cases of dangerous driving, police and/or the Registry of Motor Vehicles will be notified.

Unauthorized and/or unknown vehicles will be towed at the owner's expense.

STUDENT RECORDS

General Provisions

The student record contains all information concerning a student and is kept by the Collaborative.

The rights outlined below may be exercised by the parent(s) who has physical custody of a child/guardian, the non-custodial parent unless denied access pursuant to 603 CMR sect. 23.07 (5) and M.G.L. c.71, sect. 34H, by a student over the age of 14 or who has entered 9th grade, or jointly by the parents/guardians and the student. A student over the age of 14 years is referred to as "an eligible student". A student, 18 years of age or older, may limit the parent's/guardian's rights under the student records law by making such request in writing to the program director or Executive Director. The adult student may not, however, limit the parent's/guardian's right to inspect the student record.

Each eligible student and/or eligible parent/guardian has the right to inspect his/her own student records. Copies of any record may be obtained upon request and shall be provided within ten (10) school days of the request. A reasonable charge may be assessed for copying the records.

The student's record is available to authorized school personnel. This includes administrators, teachers, therapists, consultants, counselors, administrative office, staff, and clerical personnel, as well as the student's sending school district. Authorized school personnel do not need written consent to access student records.

No information in the student's record is available to anyone outside the Collaborative or the sending school district without written consent from the student and/or parent or guardian, unless the requesting party falls under an exception as provided by the Massachusetts Student Records Regulations (603 CMR 23.07(4)). Otherwise, a written release must be signed by the parent/guardian or eligible student to permit the Collaborative to disclose any part of the student record to a third party. This includes, but is not limited to prospective employers, technical schools, and colleges.

Exceptions under the Massachusetts Student Records Regulations include, but are not limited to, allowing the disclosure of student records to probation officers, the Department of Youth Services (DYS), the Department of Children and Families (DCF), state and federal education officials, or in response to a court order or lawfully-issued subpoena, or where a health and safety emergency necessitates such disclosure. LPVEC will also forward student records to the authorized school personnel of another school to which the student seeks or intends to transfer. Students and parents will generally be notified before records are released.

Directory Information Notice

The Lower Pioneer Valley Educational Collaborative (LPVEC) has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and privacy Act (FERPA) and the Massachusetts Student Record Regulations at 603 CMR 23.00 et seq.

The following information as it pertains to students is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) participation in officially recognized activities and sports, (7) weight and height of members of athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, and (10) post- high school plans of the student.

Directory information may be disclosed for any purpose at the discretion of the Collaborative, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse in writing to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the written consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq.

You are hereby notified that the Collaborative will provide requested directory information to military recruiters unless the parent or eligible student specifically directs otherwise in writing.

Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the C-TEC Principal/Director or Director of Special Education on or before the 15th day of each September.

In the event that a refusal is not filed, it is assumed that neither the parent/guardian of a student or the eligible student objects to the release of the directory information described above.

Non-Custodial Parent's Access to School Records:

Any parent who by court order does not have physical custody of the student is considered a non-custodial parent for purposes of the Massachusetts Student Records Regulations.

A non-custodial parent may have access to the student record if the non-custodial parent is eligible to receive information pursuant to this section.

If a student is the subject of any temporary/permanent custody order, decree, or agreement, a copy of the custody order, decree or agreement – either signed by the judge of the probate court in the case of an order or decree or signed by both parents in the case of an agreement – must be provided to the main office.

These orders are important for determining access to the student's records, the right to have the student dismissed into the care of an individual, the right of access to a student's teacher and similar issues. Parents are responsible for notifying LPVEC of any changes in the custody order, decree, or agreement.

A non-custodial parent who wishes to access student records must submit a request, in writing, to the C-TEC Principal/Director or Director of Special Education. Upon receipt of the request, LPVEC will immediately notify the custodial parent, by certified and first-class mail, that it will provide the non-custodial parent with **after 21 days**, unless the custodial parent provides documentation that the non-custodial parent is not eligible to obtain access (i.e., that one of the four conditions listed below exists). The non-custodial parent may access his/her child's records unless:

1. The non-custodial parent has been denied legal custody or supervised visitation has been ordered based on a threat to the safety of the student, and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. The non-custodial parent has been denied visitation, or
3. The non-custodial parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record or
4. There is an order issued by probate and family court which prohibits the distribution of student records to the non-custodial parent.

LPVEC shall place in the student's record any documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to the above-described conditions.

If the school district receives no response from the custodial parent within the 21 days, it must release the records to the non-custodial parent.

LPVEC will delete all electronic and postal address, telephone numbers, work or home locations of the custodial parent from the student records provided to the non-custodial parent. Any student records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the child to another school.

Amending a Record

A parent has the right to add information, comments, data, or any other relevant written material to the student's record. The parent should submit the additional information to the appropriate Collaborative Administrator (Director of Special Education or C-TEC Principal/Director) with a written request that the information be added to the student record.

A parent has the right to request, in writing, deletion or correction of any information contained in the student's record, except for information that was inserted into that record by the Special Education TEAM. Such information inserted by the TEAM shall not be subject to such a request until after the acceptance of the Individual Educational Plan (IEP), or, if the IEP is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the following described procedure:

- A. If a parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student's record, the parent shall present the objection in writing and/or have the right to have a conference with the director or his/her designee to make the objection(s) known.
- B. The Director or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such parent decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the parent, the director or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.
- C. If the Director's decision is not satisfactory to the parent, the parent may file an appeal to the Executive Director. Such appeal shall be in writing and submitted to the Executive Director within five (5) business days of receipt of the principal's/director's decision. The Executive Director shall render a written decision on the appeal within two (2) weeks of receipt of the written appeal.
- D. If the Executive Director's decision is not satisfactory to the parent, the parent may appeal to the LPVEC Board of Directors by filing a written appeal within five (5) business days of the receipt of the Executive Director's decision. The LPVEC Board of Directors shall conduct a hearing as required by 603 CMR §23.09(4).

Notice Of Transfer To Other Schools

Pursuant to 603 CMR 23.07(g), notice is hereby given to parents and eligible students that the Lower Pioneer Valley Educational Collaborative returns all school records to the student's home school district (LEA) upon the student's transfer out of the Collaborative. Such transfer of records takes place without consent of the parent or eligible student.

Destruction of Records

Notice is hereby given that the temporary record of a student – including a summary of grades, competency attainment, attendance, shop hours, and work co-op data - will be destroyed or returned to the student's home school district (LEA) no later than seven (7) years after that student transfers, graduates or withdraws from the Collaborative. When the student transfers, graduates or withdraws from Collaborative, and if the eligible student or the parent/guardian want the temporary record, they must request, in writing, prior to the last day of school, that the documents be provided to them, in whole or in part.

In addition, each year the Collaborative Administrators and/or teachers and/or other service providers may destroy the following documents that are considered part of the student's temporary record: disciplinary record (other than documentation of suspensions / expulsions/ exclusions), any notes from the parent/guardian or other documents concerning absences, early dismissals, late arrivals, as well as examples of student work. If the eligible student or the parent/guardian want those records, they must request, in writing, prior to the last day of school that the documents be provided to them.

Access to Student Work

During the course of the school year, personally identifiable student work may be seen and reviewed by third parties. For example, personally identifiable student work may be displayed on bulletin boards, at fairs/shows, during Open House and parent-teacher conferences, and thus, will be seen by many different people, not just the student, the parent/guardian, and the teacher. In addition, as an instructional technique, students may be asked to edit, grade, review, and/or comment on another student's work. All of the activity is part of the regular educational process and serves to benefit students. By signing the acknowledgement form (or meeting the terms of the acknowledgement form) with this handbook, the student and/or parent and/or the guardian is hereby agreeing to the disclosure of student work as outlined in this Paragraph.

CAREER AND TECHNICAL EDUCATION CENTER

The Lower Pioneer Valley Career and Technical Education Center (CTEC) is an extension of the seven member high schools served by the Lower Pioneer Valley Educational Collaborative. Transportation to and from the CTEC is provided by the Lower Pioneer Valley Educational Collaborative. Enrolling at the CTEC is a part of the process of course selection in the sending high school.

Students residing in cities and towns that are not members of LPVEC, wherein the respective district does not maintain approved career/vocational-technical education programs or specific courses in the occupational area desired by the student may apply for admission to CTEC. (Massachusetts General Laws Chapter 74, section 7.) Out-of-district students are accepted on a space available basis and are subject to the application process and selection process as outlined in the admissions policy. No LPVEC member school student will be denied admission due to the acceptance of an out-of-district student. Once a non-member student is enrolled, that student will be guaranteed the continued availability of enrollment over new member students.

Educational planning and career exploration allow students to engage in job shadowing, college shadowing, and a work-based learning internship. Together these build the knowledge necessary to make these important decisions. Course selections that are tied to a career path strengthen a student's skills and better prepare them to make college and career decisions. Sending school counselors will assist students in developing schedules that meet graduation requirements and engage the career development process. The Guidance Counselors at CTEC will collaborate with the sending schools and students to enhance course selections that are relevant and supportive of the students' career/vocational-technical program and career plan. All course changes will be made through guidance counselors in accordance with sending school procedures. Students may seek assistance from a LPVEC Guidance Counselor if scheduling at the sending school is having a negative impact on their ability to attend CTEC.

Making the decision to attend the CTEC is not always easy; consider the following:

- » Choosing a CTEC course means students will spend ½ day at the sending high school for academic programs and ½ day in a career and technical program.
- » Students may continue to participate in sports and extracurricular activities at the sending high school.

- » With completion of a career and technical program the sending high school diploma will be complemented with a Certificate of Occupational Competence from CTEC.
- » Course selections tied to a career pathway will strengthen skills and better prepare students for making college and/or career decisions.
- » Qualified students will have the opportunity to participate in work-based learning through cooperative education, internships, and job mentoring programs.
- » Articulation and college credit opportunities are available to students in qualified programs.
- » Post-secondary/college planning and placement assistance is available through the CTEC placement counselor.
- » Students may enter the chosen occupation directly after high school or continue training at a community college, technical school, or other post-secondary institution.

Career TEC Admissions

Admission is by application. Any eighth, ninth or tenth grade student who resides in the member districts of the Lower Pioneer Valley Educational Collaborative, (Agawam, East Longmeadow, Hampden-Wilbraham Regional, Longmeadow, Ludlow, Southwick-Tolland-Granville Regional and West Springfield), and who expects to successfully complete their current grade is eligible to apply for fall admission. Successful completion of the current grade is defined as anticipated promotion to the next grade by the student's sending school district. Admission during the school year is subject to availability.

Students may meet sending high school graduation requirements in areas of math, science and computer technology by successfully completing a two (2) year course of study at the CTEC.

Exploratory Programs

All newly enrolled students will participate in an exploratory program. Each career/vocational-technical program delivers an exploratory curriculum that will provide students with basic safety instruction, an overview of the industry, and career information related to the occupational area. This program will be competency based and will integrate academics in a substantive manner

Philosophy

The CTEC offers career/vocational-technical training in conjunction with a sound academic program to the seven member school districts of Agawam, East

Longmeadow, Hampden-Wilbraham Regional, Longmeadow, Ludlow, Southwick-Tolland-Granville Regional, and West Springfield. Tuitioned students from additional districts are welcomed.

The central purpose of the CTEC is to provide students with learning experiences that provide students with the skills and training to become productive and responsible members of the community. Graduates have the option of securing gainful employment upon graduation, continuing formal studies at the post-secondary level, or pursuing a combination of both.

Students differ in level of ability, rate of learning, interests, and motivation. We accept the challenge of providing diverse state of the art programs that ensure students emerge as skilled workers, competent technicians, and responsible citizens. The CTEC curriculum reflects the determination of the administration, advisory committee members, faculty, staff, parents, and other concerned citizens to utilize available resources to pursue academic and career/vocational-technical excellence; to provide students with the knowledge and thinking skills they will need to become engaged citizens and contributing employees in our democratic society; and to instill in our students a desire for lifelong learning.

At the CTEC all participants in the educational process have the right to be treated with dignity and respect while being held responsible for accomplishing educational goals.

Objectives

- ◆ To ensure that all students regardless of sex, race, color, religion, disabilities, sexual orientation, gender identity, and national origin, are given equal opportunities in all career/vocational-technical and academic programs.
- ◆ To provide an environment for all staff members and employees that promotes development of special programs.
- ◆ Maintain open communication with sending high schools to enhance integration of academic and technical curriculum.
- ◆ Cooperate in developing and implementing a curriculum that reflects current technologies, current Massachusetts Educational Frameworks, and educational best practices.
- ◆ To recruit and sustain a responsible, committed, and cooperative teaching staff who are interested in providing quality education to each student and who continue to improve professionally.

- ◆ To provide each student with an opportunity to develop his/her full potential by providing training that fosters the acquisition of personal, social, and ethical qualities. This prepares the student to make decisions, solve problems, and communicate effectively in a complex workplace.
- ◆ To provide students with a positive atmosphere for learning, including a physical environment that is maintained with appropriate equipment and materials.
- ◆ To maintain support services encompassing personal, career, substance abuse, adjustment, career/vocational-technical counseling, and other services.
- ◆ To provide a system of career/vocational-technical and academic assessment, monitoring, and evaluation of student potential, ability, and performance.
- ◆ To implement the Individual Education Plan (IEP) process, as outlined in the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and Massachusetts Comprehensive Special Education Law, Chapter 766.
- ◆ To encourage incoming students to explore various occupational areas and pursue a career based on the individual's aptitude, potential interests, and awareness of the requirements specific to that occupation.
- ◆ To adopt and impart workplace competencies and fundamental skills utilized by effective and competent workers. (See Workplace Know How.)
- ◆ To provide academic remediation and instruction for basic skills in reading, writing, calculating, and communicating, when appropriate.
- ◆ To provide instruction and supervised work-based learning to enable students to develop in their chosen career/vocational-technical fields.
- ◆ To foster a sound work ethic by requiring students to be punctual, to attend school regularly, and to assume individual responsibility for gaining skill and proficiency in their trade.
- ◆ To encourage participation in extra-curricular activities, through which students have the opportunity to develop a sense of self-worth, leadership potential, teamwork, and the exercise of personal talents and interests.
- ◆ To ensure that the opportunities for and the advantages of career and technical education are presented to prospective students and their parents, so that informed

decisions can be made when choosing a career/vocational-technical path and making career decisions.

- ◆ To elicit community support by involving local citizens on program advisory boards, encouraging use of the school facility, coordinating students and programs to participate in, and completing community service projects.

Workplace Know-How

The know-how identified by SCANS (Secretary's Commission on Achieving Necessary Skills, 1992) is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for successful job performance. These are:

Workplace Competencies

Effective workers can productively use:

- ◆ **Resources** - They know how to allocate time, money, materials, space, and staff.
- ◆ **Interpersonal Skills** – They learn how to work on teams, teaching others, serve customers, lead, negotiate and work well with people from culturally diverse backgrounds.
- ◆ **Information** - They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
- ◆ **Systems** - They understand social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.
- ◆ **Technology** - They can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

Foundation Skills

Competent workers in the high-performance workplace need:

- ◆ **Basic Skills** - reading, writing, arithmetic and mathematics, speaking, and listening.
- ◆ **Thinking Skills** - The ability to learn, to reason, to think creatively, to make decisions, and to solve problems.
- ◆ **Personal Qualities** - individual responsibility, self-esteem and self-management, sociability, and integrity.

Shop Hours and Attendance

State regulations require that CTEC students attend and participate in the career/vocational-technical program area of their educational program approximately 500 hours per school year. Students who are absent for any reason will not earn Shop Hour credit.

Students enrolled a minimum of two (2) years who have maintained a minimum attendance rate of 80% and completed their shop hours will be granted a Trade Certificate. Students demonstrating competency as documented on their Individual Competency Progress Record will receive a Certificate of Occupational Proficiency as approved by the Massachusetts Department of Education. Students with less than 80% of their hours completed may receive a Certificate of Completion.

Students who have not completed a minimum of 400 hours (80%) during any one year may be required to complete the missed hours for that year in order to earn full credit. Students who have not completed all shop hours for the school year but still receive a promotion should make arrangements to complete those hours to receive a Trade Certificate upon graduation or completion of their career/vocational-technical training.

Seniors who have attended the Lower Pioneer Valley Career TEC for one (1) full year, have completed more than 80% of their shop hours and are recommended by their career/vocational-technical instructor will receive a "Senior Certificate".

Only approved hours may be used for completion of the shop hours required during the school year. They must be approved in advance by the Director/Supervisor of Occupational Education and the Instructor. Assignments consisting of reading or written work will not be acceptable. Shop hours may only be completed through one or more of the following approved procedures:

- Open House and Tour Guide Responsibilities
- Recruitment and Special Programs
- End of Senior Year (maximum 50 hours available)

The completion of a student's hours must take place in the Shop setting with an approved instructor, except where approved prior arrangements have been made through the CTEC Principal/Director.

Attendance and Student Evaluation

Career/Vocational-Technical Education, by its nature, does not lend itself to "make-up work" as defined by sending school districts. There is no substitute for actively engaged, competency-based, hands-on student participation. It is therefore impossible

to effectively evaluate student competency gain if the student is not present. This may be reflected in the grade a student receives. Students who for documented reasons have missed work must make arrangements with specified timelines for make-up through the Guidance Office and the Instructor.

The following guidelines will be employed in all programs as is appropriate:

- A valid absence should not detract from a student's ability to achieve a passing grade in most cases.
- A student who is TRUANT will receive a failing grade (zero) for the day.

Students who cut class/shop will not be allowed to make-up the work missed.

Attendance and Certifications

Many of the career/vocational technical education programs at CTEC, through documented curriculum, offer students the opportunity to pursue industry standard certifications. Certain certifications have attendance (in either hours or days) as a criterion. Excess absences may prevent students from receiving this certification.

Shop Tools/Instruments/Materials

Some tools and instruments used in the shops and laboratories are furnished by CTEC. When tools, instruments, or materials are removed from the tool crib or dispensary, the student to whom these items are issued is responsible for the return of these item(s) and charged for lost or damaged item(s). Students (not assigned work crews) are not permitted to take tools from the building. Each student is responsible for properly maintaining CTEC property issued to them including, but not limited to: lockers, locks, books, safety equipment, tools, instruments, materials, etc. Such property will be returned in good condition, excluding normal wear. Replacement of lost or damaged items will be charged to the student responsible. In the case of intentional damage to school property, a student will be responsible for reimbursement as well as consequences.

Students who bring tools or supplies to be used in their shops are strongly encouraged to store their personal property in a toolbox or kit secured by a lock or in their lockers. CTEC is **not** responsible for lost or stolen personal items that are unsecured.

C-TEC Safety Practices

Eye Protection

LPVEC will enforce, and the student shall comply with M.G.L. C71, S55C. "Each teacher and pupil of any school, public or private, shall while attending school classes in industrial art or career/vocational-technical shops or laboratories in which caustic or explosive chemicals, hot liquids or solids, hot molten metals, or explosives are used or in which welding of any type, repair or servicing of vehicles, heat treatment or tempering of metals, or the milling, sawing, stapling or cutting of solid materials, or any similar dangerous process is taught, exposure to which may be a source of danger to the eyes, wear an industrial quality eye protective device, approved by the Department of Public Health. Each visitor to any such classroom or laboratory shall also be required to wear such protective device."

CTEC will provide each student with a pair of safety glasses or cover goggles, in areas requiring eye protection. The student shall be responsible for his or her eye protective equipment. If a student loses, willfully abuses or damages his or her eye protective equipment, they are required to purchase eye protective equipment from the school. Students wearing contact lenses shall inform their instructor and are required to wear eye protection. Students wearing eyeglasses shall be issued and shall wear an approved cover goggle. Students who claim that their corrective lenses and frames are industrial quality are required to verify such claims with a signed statement from their doctor attesting that the safety glasses in question meet or exceed all the requirements of the ANSI Z87.1-1989 requirements.

Cooperative Education Program

The Cooperative Education (CO-OP) Program at LPVEC is designed to give second year students the opportunity to extend their learning experience into the workplace. The student is placed into a paid position during shop hours. Student's co-op gains and achievements are assessed using the Massachusetts Work-Based Learning Plan endorsed by the Massachusetts Department of Education in collaboration with the Massachusetts School to Career System. The Massachusetts Work-Based Learning Plan (WBLP) is a diagnostic, goal-setting and assessment tool designed to drive learning and productivity on the job. The WBLP was developed by the Massachusetts Department of Elementary and Secondary Education through an interagency collaboration of employers, educators and workforce development professionals.

Second-year students at LPVEC, upon the recommendation of their instructor, and in good standing in their career/vocational technical program, are invited to participate in the CO-OP Seminars. The CO-OP Seminar is aligned with the Vocational Technical Education Frameworks Strand 4: Employability Knowledge and Skills giving students

the opportunity to develop employability skills to secure and keep employment in a chosen field

In order to be eligible for CO-OP, students must meet the following requirements:

- ◆ Students must be presently enrolled in a program at CTEC and be considered "job ready" by the instructor, Guidance Counselor and/or Placement Counselor.
- ◆ Students are eligible for CO-OP in the first week of the third term of their second year.
- ◆ Approval by the CTEC Principal/Director is also necessary for CO-OP placement.
- ◆ Students must have 90% attendance.
- ◆ Students must be passing all subjects, including academic courses with a minimum grade of 80%.
- ◆ The position must be related to the student's area of study.
- ◆ A CO-OP position must include 15 hours a week on the job.

Students who do not meet these requirements may go through a petition process in order to obtain approval for a CO-OP despite not meeting the above requirements.

Approved and participating CO-OP students are expected to:

- ◆ Attend all scheduled classes at their sending school prior to reporting to their CO-OP employer.
- ◆ Maintain a 90% attendance rate (this includes tardies) at both the sending school and the co-op.
- ◆ Follow work rules and regulations.
- ◆ Maintain integrity in reporting illness (no falsification), academic progress in courses at the sending school (no failures), and reporting personal problems that interfere with employment.
- ◆ Comply with safety rules/regulations in the workplace (including appropriate use of safety equipment).
- ◆ Exhibit responsible behaviors at the sending school and the co-op placement.
- ◆ Complete and submit a weekly journal time card AND the Evaluation Time Card (student and employer) by Tuesday of the following week to the Coop Office.
- ◆ Provide personal transportation to and from the worksite. Students are liable for their actions during transit.
- ◆ Complete the Student Accident Plan from the sending school district.
- ◆ Failure to comply with any of these guidelines may result in removal of the student from the Co-op placement.

When a student is placed in a CO-OP:

- ◆ The Guidance and/or Placement Counselor will obtain a CORI check on the cooperative employer prior to placement of any student in cooperative education employment.
- ◆ The Guidance and/or Placement Counselor, in concert with the career/vocational-technical instructor, will effect a selection process utilizing student grades, conduct, effort, attendance, recommendations, competency level, and any other significant criteria before a placement decision is made.
- ◆ The Guidance and/or Placement Counselor will act as liaison between the CO-OP employer and the student.
- ◆ The Guidance and/or Placement Counselor will conduct supervisory visits to each cooperative employment work site to ensure that both student and employer are benefitting from the Cooperative Education Program.
- ◆ Student placement in a workplace through the co-op program indicates an endorsement of the student as an entry level employee in his/her career/vocational-technical field.

"Cooperative Employers" will be responsible for the following:

- ◆ The Cooperative employer will complete the CORI form and return it to the Guidance and/or Placement Counselor for processing prior to the student's employment.
- ◆ The Cooperative employer will have three or more employees on site while the Cooperative Education student is working. Three or more employees include employer and student.
- ◆ Provide the Guidance and/or Placement Counselor with a job description detailing student responsibilities.
- ◆ Cooperative employers must ensure that employment orientation is conducted for the student including work rules and regulations, safety procedures and equipment, special instructions concerning work conditions, and any other pertinent employment information.
- ◆ Cooperative employers must provide "Workers Compensation" for each Cooperative student while working on the job. Without this insurance coverage, a placement cannot be made.
- ◆ Cooperative employers agree to pay the legal minimum wage to the student and should consider a higher wage commensurate with the student's experience, ability, and work to be done.
- ◆ Periodic evaluations should be conducted of the student's work to ascertain levels of student competency, commendations, and recommendations.

- ◆ Students must be supervised and provided on-the-job training by a craftsman (journeyman) or other employee who is experienced in the area in which the student is working.
- ◆ Cooperative employers must insure that the student's work and training will be in a field directly or closely related to the student's career/vocational-technical program.
- ◆ Cooperative employers agree to follow the guidelines set forth in the Work Based Learning Plan endorsed by the Massachusetts Department of Education in collaboration with the Massachusetts School to Career System and developed for the individual student.
- ◆ In the event of insufficient work or training opportunities, the Cooperative employer is responsible for notifying the Guidance and/or Placement Counselor at CTEC so that immediate adjustments to the student's schedule can be made.
- ◆ Cooperative employers agree to allow students sufficient time off from employment to attend official school functions, especially those scheduled for seniors related to graduation.
- ◆ Cooperative employers are encouraged to express recommendations to the school concerning possible changes to the program of instruction, continuation and adoption of best educational practices, and the acquisition of more modern equipment. Cooperative employers are also encouraged to join related Program Advisory Committees.
- ◆ Cooperative employers are responsible for verifying the student's hours worked and grading the student's work performance by completing the Evaluation form e-mailed every Friday (Thursday, if Friday is a holiday). Evaluation forms are due the following Tuesday via e-mail or fax. This grade will provide the basis for the student's report card grade.

The "Cooperative Agreement" may be terminated at any time by mutual agreement between the Cooperative employer, CO-OP Coordinator, the Director of Occupational Education and/or the sending high school principal, and the student, and expires upon graduation of the student.

SPECIAL EDUCATION SERVICES

The Lower Pioneer Valley Educational Collaborative (LPVEC) Special Education Services are an extension of the special education programs of the seven member districts. Placement in an LPVEC special education program is through referral from school districts, based on a valid IEP. Transportation to and from the special education classes is the responsibility of the sending school districts.

This LPVEC Special Education Student Handbook applies to all students enrolled in any LPVEC special education program. Students and their parents shall be responsible for reading, understanding, and complying with all aspects of this Handbook, as well as any other applicable student handbooks, including those of the school in which the Collaborative class is located (the host school) and, if applicable, the LPVEC Career Tech Center.

This handbook is not meant to be a contract, nor can it anticipate or cover every conceivable situation that can arise in a school setting. LPVEC reserves the right to address unanticipated situations as it sees fit in the best interests of the entire program.

Philosophy

The Lower Pioneer Valley Educational Collaborative Special Education Services (LPVEC SPED) offers special education and related services to the seven member school districts of Agawam, East Longmeadow, Hampden-Wilbraham Regional, Longmeadow, Ludlow, Southwick-Tolland-Granville Regional, and West Springfield. In addition, LPVEC SPED occasionally admits students from non-member school districts.

In recognition that students differ in level of ability, rate of learning, interests, and motivation, the LPVEC SPED curriculum adheres to the Massachusetts Curriculum Frameworks and MCAS, while adapting to a broad range of needs and abilities. LPVEC SPED strives to provide students with knowledge and thinking skills, to the extent they are able, in order to become active citizens and contributing employees in our democratic society, and to instill in its students a desire for life-long learning.

LPVEC adheres to the belief that all students have the right to be treated with dignity and respect at all times. Students have the responsibility to make sufficient effort, to the best of their abilities, in accomplishing their educational goals.

Objectives

- ◆ To implement each student's Individualized Education Program (IEP), as outlined in the Individuals with Disabilities Education Act (IDEA-2004), as amended, Section 504 of the Rehabilitation Act of 1973 and Massachusetts Special Education Law (M.G.L. c. 71B).
- ◆ To ensure that all students, regardless of disabilities, sex, race, religion, sexual orientation, color, national origin, or gender identity is given equal opportunity in LPVEC programs (M.G.L. c.76, s.5).
- ◆ To offer each student an opportunity to develop his/her educational potential by providing training that fosters the acquisition of personal, social, and academic and self-help skills, and that will prepare the student to cope with decision-making, problem-solving, and communication skills in today's world.
- ◆ To provide a positive atmosphere for learning, including a physical environment maintained with appropriate equipment and materials.
- ◆ To recruit and sustain a responsible, committed, and cooperative educational staff, who seek to provide quality education to each one of their students and who will continue to improve themselves professionally.
- ◆ To develop and implement curricula that reflects state standards, current educational research and technologies.
- ◆ To provide all employees with an environment that promotes professional development and collegiality.
- ◆ To maintain open communication and mutual cooperation with school districts we serve.
- ◆ To provide parents/guardians with the opportunity to be a meaningful member of their child's TEAM so that they can facilitate the carry over and generalize the skills taught to their child in the home and the school setting.

Admissions

Upon application from the home school Special Education office, accompanied by a current Individualized Education Program (IEP) and supporting diagnostic documents, the Collaborative Special Education office determines whether it can offer a Special Education program appropriate to the student's needs.

Out-of-district students are accepted on a space available basis and are subject to the application process and selection criteria as outlined in this policy. No member school student will be denied admission due to the acceptance of an out-of-district student. However, once a non-member student is enrolled, in order not to disrupt the student's education, that student will be guaranteed continued enrollment over any newly referred students.

School/Classroom Visitation

The Collaborative encourages the involvement of parents and professionals in the education of students enrolled in Collaborative programs. All visitors must comply with the LPVEC visitor's policy on pages 10 and 11.

Distribution of Medication

The school nurse employed by each town is the person authorized to administer medications. In addition, the LPVEC nurse serves certain LPVEC programs and, from time to time, provides substitute coverage for the administration of medications in the absence of a school nurse. The LPVEC is now registered with the Department of Public Health (D.P.H.) to delegate administration of prescription medication by designated, unlicensed personnel in the case of field trips and other short-term special school events. D.P.H. guidelines for the administration of medication are delineated on pages 54 and 55.

Parent and Student Rights under Section 504 of the Americans With Disabilities Act

You have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination based on his/her disabling conditions(s).
2. Have LPVEC advise you of your rights under the Federal law;
3. Receive notice with respect to identification, evaluation, or placement of your child;
4. Have your child receive a free, appropriate public education. This includes the right to be educated with non-handicapped students to the maximum extent

appropriate. It also includes the right to have LPVEC make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities;

5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students;
6. Have evaluation, educational, and placement decisions based upon a variety of sources by persons who know the student, the evaluation data, and placement options;
7. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by LPVEC;
8. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program and placement;
9. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
10. Receive a response from LPVEC to reasonable requests for explanations and interpretations of your child's records;
11. Request amendment of your child's educational records if there is a reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If LPVEC refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing;
12. File a grievance with the LPVEC's Section 504 Coordinator;
13. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. You and the student may take part in the hearing and have an attorney represent you. Hearing and mediation requests may be made to: Bureau of Special Education Appeals, One Congress Street, 11th Floor, Boston, MA 02114. Phone (617) 626-7250. You may also file a complaint with the U.S. Department of Education's Office for Civil Rights (OCR), 5 Post Office Square, 8th floor, Boston, MA 02109-3921. Phone 617-289-0111.

The person in the Collaborative who is responsible for assuring compliance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act is the Executive Director:

Name: Andrew Churchill

Address: 174 Brush Hill Ave
West Springfield, MA 01089

Telephone: (413) 735-2200

APPENDIX A: ANTI-BULLYING LAW

No Name Calling Day

The Governor shall annually issue a proclamation setting apart the fourth Wednesday in January as No Name Calling Day to increase public awareness of the devastating effects of verbal bullying, encourage students to use positive dialogue and pledge not to use hurtful names on this designated day, to promote tolerance and respect for differences and to reaffirm the commitment of the citizens of the commonwealth to basic human rights and dignity.

Excerpts from M.G.L. Chapter 71, Section 370

As used in this section the following words shall, unless the context clearly requires otherwise, have the following meaning:

Bullying: the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear or harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purpose of this section, bullying shall include cyber-bullying.

Cyber-bullying: bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Hostile environment: a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

Perpetrator: a student who engages in bullying or retaliation.

School grounds: property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

Victim: a student against whom bullying or retaliation has been perpetrated.

Bullying shall be prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provide information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

Each school shall provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum of the school district or school. The curriculum shall be evidence-based.

Each school shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The consultation shall include notice and a public comment period. The plan shall be updated at least biennially.

Each plan shall include, but not be limited to: (i) description of and statements prohibiting bullying, cyber-bullying and retaliation; (ii) clear procedures for students, staff, parents, guardians and others to report bullying or retaliation; (iii) a provision that reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report; (iv) clear procedures for promptly responding to an investigation reports of bullying or retaliation; (v) the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provide, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior; (vi) clear procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection; (vii) strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about an act of bullying; (viii) procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim and a perpetrator; provided, further, that the parents or guardians of a victim shall also be notified of

the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification pursuant to regulations promulgated under this subsection by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator; (ix) a provision that a student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action; and (x) a strategy for providing counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of said students. The plan shall afford all students the same protection regardless of their status under the law. Nothing in this section shall prevent a school district from remediating any discrimination or harassment on a person's membership in a legally protected category under local, state or federal law.

The plan shall include a provision for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying.

The plan shall include provisions for informing parents and guardians about the bullying prevention curriculum of the school district and shall include how parents and guardians can reinforce the curriculum at home and support the school district or school plan; (ii) the dynamics of bullying; and (iii) online safety and cyber-bullying.

The faculty and staff at each school shall be trained annually on the plan applicable to the school.

The plan shall be posted on the website of each school.

Each school principal or the person who holds a comparable position shall be responsible for the implementation and oversight of the plan at his or her school.

A member of a school staff shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both. Upon receipt, the school principal or a designee shall promptly conduct an investigation. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee shall (i) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against a perpetrator; (ii) takes appropriate disciplinary action; (iii) notify the parents or guardians of a perpetrator; (iv) notify the parents or guardians of the victim.

Nothing in this section shall create a private right of action.

Every public school providing computer access to students shall have a policy regarding internet safety measures to protect students from inappropriate subject matter and materials

that can be accessed via the internet and shall notify the parents or guardians of all students attending the school of the policy.

Whenever the evaluation of the Individualized Education Program Team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.

Confidentiality of Records

A principal may not disclose to a parent any student record information regarding an alleged victim or perpetrator who is a student and who is not the parent's child.

A principal may disclose a report of bullying or retaliation to a local law enforcement agency without the consent of a student or his/her parent. The principal shall communicate with law enforcement officials in a manner that protects the privacy of victims, student witnesses, and perpetrators to the extent practicable under the circumstances.

A principal may disclose student record information about a victim or perpetrator to appropriate parties in addition to law enforcement in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This provision is limited to instances in which the principal has determined there is an immediate and significant threat to the health or safety of the student or other individuals. It is limited to the period of emergency and does not allow for blanket disclosure of students record information. The principal must document the disclosures and the reasons that the principal determined that a health or safety emergency exists.

APPENDIX B: LPVEC COMPLAINT PROCEDURE

This procedure addresses all complaints encompassed by Section 504, Title II, Title IV, Title VI, and Title IX, covering civil rights, harassment/grievance, and bullying. The procedure is applicable to students, parents and guardians of LPVEC students, and Collaborative employees.

An Informal or Formal complaint may be filed in the LPVEC office at any time by any student, parent or guardian, or employee who believes that his/her rights (or his/her student's rights) encompassed by the sexual harassment, harassment, retaliation, discrimination, subject of a hate crime, or bullying policies have been violated (Title II, title IV, Title IV, Title VI, Title IX, or Section 504 of the Rehabilitation Act of 1973). All members of the LPVEC community are urged to resolve problems fairly and informally. If a suitable solution cannot be reached through an Informal Investigation, a Formal Investigation will be initiated and appropriate disciplinary action taken.

No student, parent or guardian, or employee who has filed such a complaint will be subject to coercion, intimidation, interference or retaliation for registering a complaint or assisting in the investigation of the complaint.

CONFIDENTIALITY: The LPVEC will respect the privacy of the complainant, the subject(s) of the complaint, and the witnesses to the extent possible consistent with its obligations under federal and state law and regulations and the policy to investigate, report, and take appropriate disciplinary and corrective action, and consistent with applicable confidentiality laws and student record regulations.

A COMPLAINT:

1. A complaint shall be an accusation by any student, parent/guardian, or employee who feels s/he (or his/her student) has been subjected to sexual harassment, harassment, retaliation, discrimination, a hate crime, or bullying. The victim or an observer with an awareness of, or reasonable belief that, a student or employee has been subjected to any of the above on school property or in a school-related activity should result in immediate notification of the CTEC Principal/Director, Director of Special Education, Special Education Supervisor, or Executive Director (within five (5) days).
 - a) In situations where a student or employee does not feel comfortable reporting the incident to a designated official, s/he may report it to a trusted school employee, who must promptly transmit the report to the Executive Director or his/her designee.

- b) When the complaint/report involves physical injury, the Executive Director will promptly report the incident to the police.
 - c) All complaints or reports about a violation of the sexual harassment, harassment, retaliation, discrimination, hate crime, or bullying policies must be documented on the LPVEC's Reporting/Complaint Form (see Appendix). The form is available from the CTEC Principal/Director, Director of Special Education, and online at the LPVEC Website. If a complainant or reporter is either unwilling or unable to complete the LPVEC's Reporting/Complaint Form, the school official who receives the oral complaint or report will complete the LPVEC's Reporting/Complaint Form, using, to the extent possible, the reporter's or complainant's own words to describe the incident.
 - d) Any school official receiving a completed Reporting/Complaint form will forward it to the Executive Director within twenty four (24) hours.
 - e) Complaints of Section 504 violations must be addressed within 10 days.
 - f) Resolution of a Section 504 complaint by a parent, guardian, or student must be reached within 30 days of the complaint being filed.
 - g) The LPVEC Board of Governors must be notified of any complaints issues under these guidelines.
- 2) Once the Executive Director receives the complaint, the Collaborative shall conduct an appropriate (Informal or Formal) investigation. If s/he determines that (1) the allegation is serious enough that it appears to place the complainant or any other person at physical risk; (2) the incident has resulted in a criminal charge; (3) the incident involves a referral to the Department of Children and Families (Massachusetts Department of Health and Human Services); (4) the allegation involves a serious form of harassment, discrimination, or retaliation; (5) the allegation involves bullying behavior, where the LPVEC has intervened with the alleged student offender under the Handbook guidelines for bullying on a previous occasion; (6) there is a pending Formal Proceeding against the subject of the complaint; (7) the subject of the complaint has previously been found to have violated this policy; (8) or that a Formal Proceeding is otherwise appropriate under the circumstances, then the Executive Director or his/her designee must commence a Formal Proceeding. At his/her discretion, the Executive Director may designate another individual to conduct the investigation.
 - 3) For allegations or incidents that do not require a Formal Proceeding, a school official designated by the Executive Director, may initiate, at his or her discretion, an Informal Proceeding.
 - 4) Such investigations/proceedings may consist of, but not be limited to, the following actions:

- a) Interview(s) with the individual involved.
 - b) Interview(s) with the person(s) alleged to be the offender(s).
 - c) Interview(s) with other employees or witnesses.
 - d) Interview(s) with other individuals at the discretion of the Executive Director or his/her designee.
 - e) Review of pertinent records.
- 5) Notice of Findings:
- a) Upon completion of the investigation, both the complainant and alleged offender will be notified of the findings.
 - i) Documentation of the findings and notice of any disciplinary action (actions can include formal letters of reprimand, suspension, expulsion, discharge, notification of local law enforcement, and/or notification of other state agencies.) will be communicated in person to the alleged offender by the Executive Director and the Director of Human Resources and signed by all three. A copy of the signed document will be provided to the alleged offender and the original retained in his/her employment file.
 - ii) Notice of resolution and a general description of the findings will be provided to the complainant by the Executive Director and the Director of Human Resources and signed by all three. A copy of this document will be provided to the complainant, and the original will be retained by the director of human Resources as part of the investigation file.
 - b) Both the complainant and the alleged offender have the right to appeal the decision either internally through the Executive Director and Board of Directors or through outside state or federal agencies.

INFORMAL PROCEEDINGS

STEP ONE

Upon the initiation of an Informal Proceeding, the designated official will separately meet in a timely manner with the complainant and the subject of the complaint to tell them about the informal process, the nature of the complaint, explain the prohibition against retaliation, and determine the corrective action the complainant seeks.

STEP TWO

If appropriate, after adequate investigation, the designated official will propose a resolution. If the complainant and the alleged offender agree with the proposed resolution, the designated official will write down the resolution, and the complainant and the subject of the complaint will

sign it, and each person will receive a copy. At the meeting, the designated official will again explain the prohibition against retaliation. The signed document will be retained in a file held by the Executive Director.

STEP THREE

A school official designated by the Executive Director will monitor the situation, and will follow up with the complainant weekly for one (1) month to determine whether there are further incidents or concerns. The designated official will maintain a written record of the follow up.

STEP FOUR

If the complainant and alleged offender cannot agree to an informal resolution, or the designated official determines that the problem is not corrected, the LPVEC will commence a Formal Proceeding.

STEP FIVE

Refer to Section 5 above, under "The Complaint".

FORMAL PROCEEDINGS

STEP ONE

The Executive Director or his/her designee will separately meet in a timely manner with the complainant and the subject of the complaint to tell them about the formal process, explain the prohibition against retaliation, and determine the remedy the complainant seeks.

STEP TWO

The Executive Director or designee will conduct an investigation in accordance with the procedures described in the Investigations for Formal Proceedings Section (to follow).

STEP THREE

The Executive Director or designee will determine whether the allegations have been substantiated, and whether this Policy and/or the Handbook have been violated. If the complaint is substantiated, the Executive Director will decide, based on the investigative findings, on the appropriate course of action. The Executive Director will prepare a written report that includes the investigative findings and present this report to the Board of Directors at the next scheduled meeting.

STEP FOUR

The Executive Director will promptly notify the complainant and the subject of the complaint in writing to let them know whether the complaint has been substantiated. If the complaint is substantiated and the offender remains a student in the school, the designated official will meet with the offender to describe, consistent with the Handbook, the disciplinary and/or

corrective action recommended, the school's expectations for future behavior and the potential consequences for retaliation or future violation of the policy. If a complaint is substantiated, a report of the incident will be placed in the offender's student records. Any disciplinary or corrective action against a student must conform to the due process requirements of federal and state law.

STEP FIVE

The Executive Director or designee will monitor the situation, and will follow up with the complainant at least weekly for two months to determine whether there are further incidents or concerns, and whether the corrective action and/or disciplinary action(s) imposed has/had been effective. The designated official will maintain a written record of the follow-up.

STEP SIX

Refer to Section 5 above, under "The Complaint".

INVESTIGATIONS FOR FORMAL PROCEEDINGS

Prompt and Thorough Investigations: When the Executive Director determines that a Formal Proceeding is appropriate, he/she will promptly investigate all reports or complaints of an alleged violation of this Policy. The goal of the investigation is to obtain an accurate and complete account of all incidents and circumstances deemed relevant to the allegations of the complaint. The Executive Director may designate additional school official(s) to assist in the investigation.

Emergencies: The Executive Director, in his/her sole discretion, will immediately call 911 in a case of a threat of imminent physical harm or actual physical harm to a school community member or where police, fire, medical, or other emergency assistance is needed.

Investigative Procedure: The Executive Director, and any additional school officials involved in the investigation, will gather and preserve evidence and identify all involved parties and witnesses. If the incident involves physical injury, destruction of public property, or acts of a serious criminal nature, the Executive Director will confer with the local police department prior to gathering or preserving evidence.

Communication During Investigation: Throughout the investigatory and complaint resolution process, the LPVEC will make reasonable efforts to regularly inform the complainant and the subject of the complaint and their parent(s) or guardian(s) of the status of the complaint, the anticipated timing for concluding the investigation, and determination of discipline and/or corrective action(s).

Time for Investigations: The Executive Director will complete his/her investigation as soon as practicable, not to exceed more than ten (10) school days after (s)he receives the complaint or report, except for good cause or with consent of the parties (as documented in the investigatory file). The LPVEC will expedite the investigation of any claim involving physical violence or serious threats of harm.

Ensuring Safety During Investigation: The Executive Director and designee will take any step he/she determines is necessary and/or advisable to protect, to the extent practicable, the complainant, witnesses, and other individuals from further incidents or from retaliation pending the outcome of the investigation. Those steps may include, but are not limited to, ordering interim disciplinary action under the Handbook, appropriate adult supervision, reassigning classroom seating, temporarily transferring the subject of the complaint from his/her class(es) with the complainant, or placement in an alternative educational setting.

Victim Assistance: The LPVEC will make appropriate referrals for victim assistance, including counseling and crisis intervention, if requested, or as needed.

Resolution

The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within fifteen (15) working days following receipt of the written determination to the Director.

File Retention: The Executive Director or his/her designee will maintain a separate confidential file containing the original completed Reporting/Complaint Form, investigatory interview notes and reports, findings made, the results of the investigation, including any decision for action, and other relevant investigatory materials.

Appendix B (continued)
INCIDENT REPORTING/COMPLAINT/GRIEVANCE FORM

1. Name of Reporter/Complainant: _____
(this line may be omitted if anonymity is desired)

2. Check whether you are the:
Target (of the behavior): _____
Reporter (not the target of the behavior): _____

3. Check whether you are a: Student _____ Staff member _____ Parent _____
Administrator _____ Other (specify) _____

3a. Provide your contact information/Tel. No: _____ (may be omitted if anonymity is desired)

4. Information about the Incident:

Name of Target of behavior: _____
Recipient of behavior: Student _____ Staff _____ Other _____

Name of Offender: _____
Student _____ Staff _____ Other _____

Date(s) of Incident: _____

Time When Incident(s) Occurred: _____

Incident Location (be as specific as possible): _____

5. Witnesses: (List people who saw the incident or have relevant information about the incident):

Name: _____ Student _____ Staff Member _____ Other _____

Name: _____ Student _____ Staff Member _____ Other _____

Name: _____ Student _____ Staff Member _____ Other _____

6. Describe the details of the incident (the names of persons involved, what occurred, and what each person did and said, including specific words used; use additional paper if necessary):

9. Signature of Reporter/Complaint: _____ Date: _____ (may be omitted if confidentiality is desired)

10. Form Provided to: _____ Position: _____ Date: _____

Signature: _____ Date: _____

Return completed Form alleging discriminatory conduct to the Executive Director.

APPENDIX C: ASBESTOS HAZARD EMERGENCY RESPONSE ACT

The Federal government has developed several laws and regulations designed to govern the use of asbestos and better protect the public. Pursuant to Federal Law 40 C.F.R. §763.84 the AHERA management plan for the Lower Pioneer Valley Educational Collaborative is available for review on the LPVEC website at www.lpvec.org or in the school office during normal school hours.

Marc Simons is the Designated Person for the Lower Pioneer Valley Educational Collaborative to assure that the responsibilities of the LEA pursuant to 40 C.F.R. §763.84 have been or will be met.

Please contact the Lower Pioneer Educational Collaborative @ 413 735 2200 with any questions.

APPENDIX D: RESTRAINT PREVENTION & BEHAVIOR SUPPORT

POLICY & PROCEDURES
LEGAL AUTHORITY: 603 C.M.R. § 46.00

- I. OVERVIEW
- II. DEFINITIONS
- III. PROHIBITIONS
- IV. SPECIFIC RIGHTS
- V. DESE TECHNICAL ASSISTANCE ON USE OF TIME-OUT
- VI. REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT
- VII. REPORTING PHYSICAL RESTRAINT USE
- VIII. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE
- IX. TRAINING REQUIREMENTS

I. OVERVIEW

The Lower Pioneer Valley Educational Collaborative (LPVEC, "The Collaborative") seeks to ensure that every student is free from the use of physical restraint that is inconsistent with the requirements of 603 C.M.R. 46.00. Physical restraint is an emergency measure of last resort. It may be administered only when necessary to protect a student and/or school community member from assault or imminent, serious physical harm. When, based on this standard, physical restraint is necessary, staff will strive to prevent or minimize any harm to the student as a result of the use of physical restraint. The Collaborative will annually review its Restraint Prevention and Behavior Support Policy and Procedures, provide it to all LPVEC staff, and make it available to parents of enrolled students.

II. DEFINITIONS

Mechanical Restraint: The use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication Restraint: The administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Physical Escort: A temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical Restraint: Direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Prone Restraint: A physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Seclusion: Involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined below.

Time-Out: A behavioral support strategy, developed pursuant to 603 CMR 46.04(1), in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

DESE's Technical Assistance Advisory SPED 2016-1, issued on July 31, 2015, provides the following additional definitions pertaining to time-out:

Inclusionary time-out: When the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

Exclusionary time-out: The separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

III. PROHIBITIONS

Chemical restraint, mechanical restraint and seclusion are prohibited in all public school education programs.

IV. SPECIFIC RIGHTS

Neither 603 C.M.R. 46.00 nor this policy prohibits: (1) any teacher, employee or agent of the Collaborative from using reasonable force to protect students, others or themselves from imminent, serious, physical harm; (2) any individual from reporting to appropriate authorities a crime committed by a student or other individual; (3) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or person alleged to have committed a crime or posing a security risk; or (4) an individual from reporting neglect or abuse to the appropriate state agency, pursuant to M.G.L. c. 119 § 51A.

V. USE OF TIME-OUT

"Inclusionary time-out": When the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

The use of "inclusionary time-out" functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. "Inclusionary time-out" includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom. These strategies, used to reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management.

If the student is not "separated from the learning activity" or the classroom, the student will be in "inclusionary time-out" and the requirements that accompany the use of "exclusionary time-out," listed below, do not apply. A student is not "separated from the learning activity" if the student is physically present in the classroom and remains fully aware of the learning activities. "Inclusionary time-out" does not include walled off "time-out" rooms located within the classroom; use of those is considered to be "exclusionary time-out."

"Exclusionary time-out": The separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

The following requirements apply to the use of "exclusionary time-out":

- "Exclusionary time-out" may be used only for the purpose of calming;
- During "exclusionary time-out," the student must be continuously observed by a staff member;
- The staff member will either be with the student or immediately available to the student at all times;
- The space used for "exclusionary time-out" must be clean, safe, sanitary and appropriate for calming;
- Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting;
- If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed;
- Students must never be locked in a room alone;
- For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student;
- An "exclusionary time-out" must be terminated as soon as the student has calmed; and
- An "exclusionary time-out" may not extend beyond thirty (30) minutes without the approval of the Director. A Director may grant an extension beyond thirty (30) minutes based only on the individual student's continuing agitation.

VI. REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT

Legal Standard for Us

Physical restraint is considered an emergency procedure of last resort. This means that it may be used only when the student's behavior poses a threat of assault or imminent, serious, physical harm to self and/or others; and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. Physical restraint may never be used for punishment. Physical restraint may not be used as a response to a student's property damage, disruption of school order, refusal to comply with rules/directions, or verbal threats, unless the above harm standard is also met.

Physical restraint may not be used as a standard response for any student. No IEP or written behavioral plan may include physical restraint as a standard response to any behavior. Brief physical contact to promote safety is not considered a restraint.

Safety

To ensure student safety, staff will review and consider a student's medical and psychological limitations, known or suspected trauma history, and/or behavior intervention plans. Physical restraint will not be used when it is medically contraindicated for reasons including, but not limited to, communication-related disorders, asthma, seizures, cardiac condition, obesity, bronchitis, or risk of vomiting.

During a physical restraint, staff will continuously monitor the student's physical status, including skin temperature, color and respiration, and make certain that the student is able to breathe and to speak. Staff will use the safest physical restraint method available and appropriate for the situation, and will use only the amount of force necessary to protect the student or others from physical injury or harm. Whenever possible, another adult who is not a participant in the restraint will witness the administration of the restraint.

Duration

A physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student demonstrates or expresses significant physical distress (e.g., difficulty breathing, sustained or prolonged crying or coughing). If a student demonstrates or expresses significant physical distress, staff will release the restraint and seek medical assistance immediately. For any student to be restrained for more than twenty (20) minutes, approval of the Director is required. The Special Education Director's or designee approval must be based on the student's continued agitation justifying the need for continued restraint.

Follow-up

Follow-up procedures will be implemented after the release of the student from physical restraint. These will include reviewing the incident with the student to address the precipitating behavior, reviewing the incident with staff who administered the restraint to discuss whether

proper restraint procedures were followed, and considering whether any follow-up is appropriate for students who witnessed the incident.

Prone and Floor Restraints

Prone restraints are prohibited, except on an individual basis and when all of the following conditions, which require specific documentation, are met: (1) the student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff; (2) all other forms of physical restraint have failed to ensure the safety of the student and/or others; (3) there are no medical contraindications, as documented by a licensed physician; (4) there is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional; (5) the program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and the use of prone restraint is approved in writing by the Director; and (6) the program has documented all of the above before using prone restraint and maintains the documentation. The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with 603 C.M.R. 46.04(3).

Floor restraints are prohibited unless the staff administering the restraint have received in-depth training in accordance with 603 C.M.R. 46.04(3), and these trained staff members determine that such method of restraint is required to provide safety for the student or others.

VII. REPORTING PHYSICAL RESTRAINT USE

All physical restraints, regardless of duration, will be reported.

Reporting within School and to Parents

The reporting process within the school and to the student's parents is as follows: The staff will immediately verbally inform the Director, and the Director will make reasonable efforts to verbally inform the student's parents within 24 hours of the restraint. The staff will file a detailed written report no later than the next school day, and the Director will e-mail or mail the written report to the parents within three (3) school days of the restraint. There are no individual waivers permitted for these reporting requirements.

Report Contents

The report will include: names and job titles of those involved, including observers; date and time the restraint began and ended; the name of the administrator who was verbally informed; the name of the Director or designee who approved extending the restraint beyond twenty (20) minutes, when such approval was obtained; what was happening before the restraint; the efforts staff used to prevent escalation of the student's behavior, including the specific de-escalation strategies that the staff used; the alternatives to restraint that staff attempted; the justification for initiating the restraint; a description of the holds used and why they were necessary; a description of the student's behavior and reaction during the restraint, and any medical care given; information regarding any further actions the school has taken or may take; and information regarding opportunities for the student's parents to discuss the restraint with the school.

Reporting to the Department of Elementary and Secondary Education

The reporting process to the Department of Elementary and Secondary Education (DESE) is as follows: The Collaborative will report to DESE all restraints that result in serious injury to either a student or a staff member within three (3) working days of the restraint. Additionally, the District will provide DESE with an annual report of its physical restraint use.

VIII. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE

Two types of administrative reviews will be conducted in regards to the use of physical restraint. The Special Education Director or designee will conduct a Weekly Individual Student Review and a Monthly School-Wide Review.

Weekly Individual Student Review

A Weekly Individual Student Review will be conducted in regards to any student who has been restrained multiple times during the week. The Special Education Director or designee will convene a review team to assess the progress and needs of any such student, with the goal of reducing or eliminating future restraint. This team will review and discuss the written restraint reports, analyze the factors that led to the restraint, consider the factors that may have contributed to the escalation of the student's behavior, and develop a written action plan.

Monthly School-Wide Review

A Monthly School-Wide Review will also be conducted by the Director. In this review, the Special Education Director or designee will consider patterns of restraints, number of restraints, duration of restraints and any injuries caused by restraints. The Director will assess whether the restraint prevention and management policy needs to be modified and/or whether there is a need for additional staff training on restraint reduction and restraint prevention strategies.

IX. TRAINING REQUIREMENTS

General Training

The Director will ensure that all staff receive training on the Collaborative's Restraint Prevention and Behavior Support Policy and Procedures and the requirements for the use of restraint. This training will comply with the requirements of 603 C.M.R. 46.04(2).

The Collaborative has been trained and implemented in specific procedures regarding appropriate responses to student behavior that may require immediate intervention. The Collaborative has adopted CPI (Crisis Prevention Institute) methodology and approach as best practice when working with a student in crisis. (www.crisisprevention.com)

In-Depth Training

The Special Education Director will identify and authorize certain staff to serve as a Collaborative-wide resource to assist in ensuring the proper administration of physical restraint. These identified staff will participate in the in-depth CPI training that complies with the requirements of 603 C.M.R. 46.04(3) and 603 C.M.R. 46.04(4).

APPENDIX E: HAZING POLICY: ACKNOWLEDGEMENT AND COMPLIANCE AGREEMENT

Activity/Club/Organization/Team_____

I, _____ (print your name legibly) understand that any form of hazing, as defined below, is against LPVEC policy and may result in disciplinary action.

The term hazing shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

In addition, I understand that I am obligated to report any such incidents (anonymously if needed) to the Principal/Director of CTEC and/or Special Education should I be aware of them. Failure to do so may also result in disciplinary action.

Student Signature

Date m/d/y



ACKNOWLEDGMENT OF HANDBOOK

The Lower Pioneer Valley Educational Collaborative Handbook is available on the LPVEC website at <http://lpvec-org.lpvctec.org/> *Click on - CTEC - Click on Student Handbook*. Additional printed copies of the handbook are available upon request. Print this page, sign, and return it to the LPVEC Main Office.

Each parent/guardian and the student him/herself must sign this acknowledgment form, indicating that he/she has read the Lower Pioneer Valley Educational Collaborative Student and Parent Handbook. If the signed acknowledgment form is not received by September 18th, the school will nonetheless presume that the parent/guardian and the student him/herself have received and read the handbook. In cases of enrollment that begins after September 2nd, signed acknowledgment must be received within 15 days of the student's start date, or the school will nonetheless presume that the parent/guardian and the student him/herself have received and read the handbook.

This handbook is not meant to be a contract, nor can it anticipate or cover every conceivable situation that can arise in a school setting. Lower Pioneer Valley Educational Collaborative reserves the right to address unanticipated situations as it sees fit in the best interests of the entire school.

We hereby acknowledge that we have read the Lower Pioneer Valley Educational Collaborative Handbook. We understand that it is our responsibility to thoroughly read the handbook. If we should have any questions, or need clarification on any item(s), it is our responsibility to speak to the Director of CTEC or Special and Alternative Education.

Student Name (Please Print):

Shop or Program: _____

Signature of Student: _____

Signature of Parent/Guardian: _____ Date: _____

