Lower Pioneer Valley Educational Collaborative
Career and Technical Education Center
And
Special and Alternative Education Services 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, §5, 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. This handbook is also available on the LPV CAREER TEC website http://lpvLPCareerTEC.org. 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.

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 LPV CAREER TEC and/or LPVEC Academy Principal/Director in writing at the start of each school year.

LPVEC Academy classes at the 174 Brush Hill Avenue campus begin at 7:30 AM and end at 2:15 PM. LPV CAREER TEC has two sessions: morning classes start at 7:30 AM and end at 10:15 AM, afternoon classes start at 11:30 AM and end at 2:15 PM. Teachers are on the campus to supervise students from 7:20 AM until 2:30 PM. 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, the student will transport themselves from campus in keeping with the policies outlined in “Student Driving Privileges” on p. 50 in 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 main 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 LPV CAREER TEC. In the case of a two-hour delay at LPV CAREER TEC, there will not be a morning session; students who attend one of the all-day programs at the LPVEC Academy 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 LPV CAREER TEC 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 LPV CAREER TEC and/or Special Education Director prior to videotaping/filming/photographing.

**Security Cameras**

The Lower Pioneer Valley Educational Collaborative (LPVEC) strives to maintain a safe and secure environment for its students, staff, and visitors. This also means the protection of our facilities and school property theft and vandalism. The following outline the general procedures LPVEC will follow regarding the use of security cameras.

Cameras are located on both the interior and exterior of the LPVEC building as well as on all LPVEC busses and vans. All LPVEC facilities and vehicles employing cameras will have signage indicating that cameras are in use in a visible location at the entry of the vehicle or building.

Cameras are not located in classrooms, bathrooms, or locker rooms. Cameras make video recordings only; there is no audio footage.

LPVEC security cameras are not intended for the continuous live monitoring of students, staff or visitors. Authorized staff member(s) may view live or taped video footage to:

- Locate a student who has not returned to class
- Investigate a disciplinary incident such as a fight or bullying
- Monitor movement within the building during a crisis
- Investigate when school alarms are set off over the weekend or after hours
- Investigate safety concerns/ issues as well as behavioral issues on buses/vans
- Investigate a theft or vandalism

LPVEC administration will view footage in a secure location, and will store building footage for a minimum of one month on LPVEC servers; bus and van footage will be stored for twenty-one days. Footage related to a specific incident may be stored longer until a matter is fully resolved. Normally, footage will not be shared with parent or students, but may be shared with emergency responders or law enforcement upon request and after review by administration.
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 LPVEC Academy must report to the main 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 LPVEC 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 main office three days in advance of the visit. Graduates must also follow this procedure, to minimize instructional interruption. Student visitors wishing to visit while 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 main 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 Regional:** 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-Regional:** 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 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.

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**EXPECTATIONS, CODE OF CONDUCT, AND DISCIPLINE**

The LPVEC administration understands that it is impossible to define in advance every possible situation that 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 main 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**

LPVEC 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 LPV CAREER TEC 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 Student Support Services or designee, LPV CAREER TEC 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 LPV CAREER TEC. 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/videtotaping 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/Chromebooks®/Tablets**

**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/chrome books/tablets, just as they are responsible for their behavior in all other aspects of their participation in LPVEC programs. The inappropriate use of computers/chrome books/tablets 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
Students shall not have any expectation of privacy with regard to use of Computers/Chromebooks®/Tablets 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/Chromebooks®/Tablets, 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/Chromebooks®/Tablets and Internet
Acceptable Use Policy
1. All use of technology equipment including Computers/Chromebooks®/Tablets 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, chrome books 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, LPV CAREER TEC 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 LPV CAREER TEC computers and/or personal devices, the procedure defined in Police Investigation and Interrogations page 25 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 LPV CAREER TEC. 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 LPV CAREER TEC 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/Chromebooks®/Tablets 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/ or 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 left unsecured. LPVEC provides lockers and locks for all students. Thefts are to be reported to the Director of Student Support Services or designee, LPV CAREER TEC 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/Chromebooks®, 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**

LPVEC 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 flung 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 mannikigusari 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.

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.

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 A: LPVEC Reporting/Complaint Form. This procedure is applicable to students, parents and guardians of LPVEC students, and employees.

Role of the Administrator

As the immediate administrative authority within the school, the LPVEC Director of Student Support Services and the LPV CAREER TEC 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 LPV CAREER TEC Principal/Director or Director of Student Support Services.
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 Student Support Services and/or the LPV CAREER TEC 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.

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.

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

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, Discrimination, and Hate Crimes

The Lower Pioneer Valley Educational Collaborative (LPVEC) prohibits all forms of harassment, bullying, discrimination, and hate crimes based on race, color, religion, national origin, ethnicity, sex, sexual orientation, age, genetic information, gender identity, or disability. The civil rights of all Collaborative community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to the Collaborative. The Collaborative also prohibits bullying or harassment of Collaborative community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, sexual orientation, age, genetic information, gender identity, or disability. The Collaborative will also not tolerate retaliation against persons who take action consistent with this policy. This policy applies to all sites and activities the Collaborative supervises, controls, or where it has jurisdiction under the law.

Violation of this policy is a serious offense. Students, faculty members, and all other Collaborative community members in violation of this policy will be subject to appropriate corrective and disciplinary action, up to and including expulsion or termination, to correct and end the conduct, prevent its recurrence, and protect the complainant and other similarly-situated individuals from harassment, discrimination, hate crimes, retaliation, and bullying in the future.

A student who experiences harassment, bullying, discrimination, or is the victim of a hate crime should report the event within five (5) days to a teacher, administrator, or other trusted adult at LPVEC. The reporter/victim and the adult will initiate completion of the “Reporting/Complaint Form” available on the LPVEC website (www.lpvec.org, Staff information and Forms, Forms folder). The student may also report the incident through the anonymous Report Bullying portal which can be accessed from the CTEC and LPVEC websites (http://lpvctec.org/, www.lpvec.org). Any Collaborative employee, independent contractor, or Collaborative volunteer who becomes aware of or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred on Collaborative property or at a Collaborative-related activity, or off Collaborative premises when the conduct may impact on the learning environment of the Collaborative program or a particular student, must promptly report the alleged incident(s) to the building principal, program supervisor, Program Director, or Executive Director who will then complete the “Reporting/Complaint Form” and oversee the investigation.

The CTEC Principal/Director or the Director of Student Support Services will investigate the incident. If a LPVEC employee is involved, the Director of Human Resources will conduct the investigation. Each student, faculty member, administrator, or staff member will make every effort to resolve problems fairly and informally as they arise. If a suitable solution cannot be reached informally, a formal investigation may be initiated and appropriate disciplinary action taken in accord with the LPVEC student or employee disciplinary policy. Proceedings for a formal and informal investigation of an incident can be found in the LPVEC “Promoting Civil Rights and Prohibiting Harassment, Bullying, Discrimination, and Hate Crimes Policy” accessible from the LPVEC website (www.lpvec.org, About Us, Governance, Policies, Section J Students, file JICFA). It is mandatory that the confidentiality of individuals and information relating to these proceedings be protected.
Student Permissible Disciplinary Sanctions and Corrective Actions in Response to Bullying, Discrimination, Harassment, or Hate Crime:

- a written warning
- parent conferences
- classroom transfer
- limiting or denying student access to a part or area of the LPVEC facility
- adult supervision on the LPVEC premises, including in-house alternative program sites
- exclusion from participation in school-sponsored functions, after school programs, and/or extracurricular activities
- short-term or long-term suspension
- exclusion, expulsion, or discharge from school
- an apology to the victim
- awareness training (to help students understand the impact of their behavior)
- participation in cultural diversity, anti-harassment, anti-bullying, or intergroup relations programs
- mandatory counseling (in or outside of school)
- any action consistent with the Student Handbook

Employee Disciplinary Sanctions and Corrective Actions in Response to Bullying, Discrimination, Harassment, or Hate Crime

- a written warning
- suspension
- transfer
- demotion
- removal from certain duties
- increased supervision
- training
- counseling
- employment termination

Glossary of Terms

Bullying: Written or verbal expressions, or physical acts or gestures, directed at another person(s) which intimidate, frighten, ridicule, humiliate, or cause harm to the other person, where the conduct is not related to an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, gender identity, or disability. 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, age, gender identity, 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, age, sexual identity, 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.

Sexual Harassment: Sexual harassment is a form of sex discrimination perpetrated through conduct or communications of a sexual nature that 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, or lewd or obscene jokes. Sexual harassment can occur in conduct between members of the same gender or different genders, between students, between educators, or between students and educators.

**Retaliation:** Any form of intimidation, reprisal, or harassment by a student or adult 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, or 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, sex, sexual orientation, age, gender identity, or disability. A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property.

**Explanation of Disciplinary Consequences**
The Behavioral Policy of Lower Pioneer Valley Educational Collaborative (LPVEC) includes such consequences as: time out, exclusion of privileges and/or extracurricular activities, 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 with an evaluator of LPVEC's choosing. Notwithstanding the following, LPVEC shall comply with all federal and state mandates regarding suspension and expulsion of students.

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 considered a suspension. Exclusion of privileges and/or extracurricular activities is not considered suspension because participation is a privilege. 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.

A teacher detainment is warranted for minor student misbehavior which takes place within the confines of the classroom setting and 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 privileges, loss of classroom privileges or other prescribed teacher monitored penalty employed to avoid office detention consequences. A teacher detainment is not considered a suspension.

**In-school suspension (ISS) (603 CMR 53.10).** Removal of a student from regular classroom activities, but not from the school premises, for no more than ten consecutive school days, or no more than ten school days cumulatively for multiple infractions during the school year. In-school suspensions for ten days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations. If a student is placed in in-school suspension for more than ten days, consecutively or cumulatively during a school year, such a suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes. Unlike out-of-school suspension, with an in-school suspension, the administrator is not required to inform the parent/guardian, orally or in writing, before imposing an ISS for ten days or less. In such cases, the administrator may place a student in ISS as long as the administrator provides the student minimal due process consisting of the following: notice of the disciplinary offense; the basis for the charge; and an opportunity for the student to present his/her side of the story. The administrator must also tell the student how long he/she will be in ISS.

The administrator who has not already talked to a parent/guardian before placing the student in ISS must make reasonable efforts to orally notify the parent of the suspension as soon as possible on the same day of the ISS and send a written notice on the same day that informs the parent of the suspension. The standard for “reasonable efforts” in the ISS context is the same as for out-of-school suspension. The purpose of the written notice is not only to inform the parent of the ISS, but also to invite the parent to meet and discuss the student’s academic performance, behavior, and strategies in order to address academic engagement and improve behavior.

**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. Any student on an 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 accordance with 603 CMR 53.06: Notice of Suspension and Hearing under M.G.L. c. 71, § 37H ½, an administrator may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent/guardian oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing. The notice shall include: (a) the disciplinary offense; (b) the basis for the charge; (c) the potential consequences, including the potential length of the student's suspension; (d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident; and for the parent/guardian to attend the hearing.

The administrator shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. To conduct a hearing without the parent/guardian present, the administrator must be able to document reasonable efforts to include the parent/guardian. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.

Written notice to the parent/guardian may be made by hand delivery, first-class mail, certified mail, e-mail to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the administrator and parent/guardian.

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 LPV CAREER 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 receive educational services during the period of exclusion.

In most cases, out-of-school suspension from a LPVEC program is reciprocal with the home school and host school, whose rules and regulations shall also apply.

Expulsion under M.G.L. c. 71, sect. 37H or 37H ½, any student who has been expelled pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have 10 days from the date of the expulsion in which to notify the superintendent of his/her 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. Any student who is expelled from school for more than 10 consecutive school days shall also have the opportunity to receive educational services during the period of exclusion.

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 administrator of the school in which a student is enrolled may suspend such student for a period of time determined appropriate by said administrator if said administrator 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/her 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 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.

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such felony or felony delinquency, the administrator of a school in which the student is enrolled may expel said student if such administrator 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 administrator, 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.

The transfer of a student from a LPVEC program, proposed by the Team and accepted by the parent/guardian, 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.

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.

All school districts in the Commonwealth shall report to the Massachusetts Department of Elementary and Secondary Education (DESE) the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. DESE 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, DESE 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.

Under the regulations promulgated by DESE, 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.

**Specific Offenses and Consequences**

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 provided are only as general guidance:

1. 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 assault a principal, assistant principal, teacher, teacher’s aide, or other educational staff on school premises or at school-sponsored or school-related events, may be subject to expulsion from the school or school district by the administrator.
3. Students who are found on school premises, or at school-sponsored or school-related events, in possession of a dangerous weapon, including, but not limited to, a gun, knife; controlled substance, as defined in Chapter 94 C, including, but not limited to; marijuana, cocaine, or heroin, may be subject to expulsion from the school or school district by the administrator.
4. 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
5. Students harassing others may be suspended and subject to disciplinary action.
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, for which a fine may be assessed.
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 dependent upon the particular circumstances.

12. Classroom disturbances, including but not limited to constant tardiness, public display of affection or 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/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 parent/guardian, someone else’s parent/guardian, etc.), 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 any staff member or student, and/or disrupts the educational process shall be subject to disciplinary action 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 all disciplinary consequences outlined in those two (2) statutes.

Disciplinary Action Relative to Students with Disabilities
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 Students with Disabilities
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 than 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. LPV CAREER TEC 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 LPV CAREER TEC career/vocational-technical instructors and other LPVEC professional staff, co-chaired by the school nurse. The committee is responsible for ensuring that the safety and health policies of the LPVEC and the LPV CAREER TEC 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, the parent/guardian is 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
The LPVEC Health Team will follow all immunization and Physical Examination requirements in accordance with the General Laws of Massachusetts and the School Immunization Law, Chapter 76, Section 15.

The school nurse will review physicians’ records and certify that all students in LPVEC programs have been properly immunized and may attend school under the following circumstances:

- An up-to-date immunization record and mandated physical exam is kept on file for each student.
- Immunization exemption for medical reason or religious waiver. Medical exception is allowed if a physician certifies that he/she has personally examined the student, in his/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 only if a parent/guardian submits a signed statement. The parent/guardian must write that vaccination or immunizations for their child are contrary to his/her sincere religious beliefs. The parent or guardian must submit the statement when the child is enrolled in an LPVEC program, and at the start of each school year.
- In the case of a school outbreak of a vaccine preventable disease, the parent/guardian of student who is under-immunized will notified. The under-immunized student will be excluded from school for the disease specific exclusion time as recommended by the CDC (Center for Disease Control and Prevention).
Communicable Disease Policy

The LPVEC Health Team will follow recommendations of the Massachusetts Department of Public Health and the CDC pertaining to communicable disease management and prevention as in the following procedures:

Vaccine-preventable disease outbreaks: Measles, Mumps, Rubella (German Measles), Varicella (chicken pox) and Pertussis are less common today because most children in the United States are vaccinated. Yet, sometimes children, even if they had received the vaccine, may experience an outbreak of disease. If your child’s Primary Care Provider (PCP) makes a diagnosis of any of these diseases in your child, the parent/guardian must notify the school nurse. Written documentation from your PCP will be necessary for return to school.

Other common and serious infectious disease concerns
Only the student’s PCP may make the diagnosis and prescribe treatments for serious infectious communicable diseases such as Streptococcus and Staphylococcus, which include common names such as strep throat, scarlet fever, pinkeye, and impetigo. Most bacterial infections will require antibiotic treatment and at least one day away from school. Students are usually allowed to return to school after 24 to 48 hours of starting antibiotic therapy. The student’s PCP will create the medical plan and will decide when the student may return to school. Parents should notify the school nurse of any treatment, and provide written documentation of treatment by the student’s PCP.

Other contagious diseases include common skin infections such as ringworm, or scabies. These conditions often require topical treatment. Sometimes an oral therapeutic agent may also be necessary. The PCP should prescribe a treatment and direct the parent/guardian when to send the child back to school. The Parent/guardian must provide the school nurse a written documentation of the treatment from their PCP.

In all the common communicable diseases listed above, a note from the child’s PCP stating the child is under care, and may return to school is required before re-entering school.

Head Lice is an itchy nuisance. Lice do not spread any disease. Head lice is NOT a communicable disease. Head lice may spread from one to another only with very close, head-to-head contact. If you suspect that your child has head lice, contact your PCP before sending your child to school. Your PCP may prescribe a specific shampoo to rid your child of active lice and unhatched lice eggs. Usually a child may return to school 24 - 48 hours after starting prescribed therapy. Please feel free to call the school nurse if you want your child's head checked for lice.

If any question arises concerning any of these contagious problems, call the LPVEC/LPV CAREER TEC school nurse.

If a child is considered to be ill by the LPVEC/LPV CAREER TEC nurse or one of the school nurses, or has a possible contagious disease or detectable fever, that child’s parent/guardian will be contacted and the child will be referred to his/her own PCP 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 LPVE/LPV CAREER TEC 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/LPV CAREER TEC Health Office. If any student needs medical care, an insurance form must be requested from the LPVEC/LPV CAREER TEC school nurse in the Health Office. Any student who goes to the doctor without her/his parent(s) or without notifying the LPVEC/LPV CAREER TEC school nurse and/or administration will be responsible for her/his own medical care. Every injury must be reported prior to leaving school on the day of the incident. Failure to comply with this reporting requirement may void Collaborative insurance coverage.

Human Immunodeficiency Virus (HIV)
Acquired Immune Deficiency Syndrome (AIDS)
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/LPV CAREER TEC school nurse or the LPVEC/LPV CAREER TEC Guidance Department.

**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 specific, informed, written consent for any disclosure of HIV testing or subsequent result. The consent may come from a student, 18 years of age or older who does not have a guardian. Consent may also come from a parent or legal guardian of a student under the age of 18, or a parent/person who has legal guardianship over a student who is over the age of 18.

Students, parents, or guardians in consultation with the student's primary care physician, may decide to disclose HIV/AIDS status with school personnel, especially the school nurse. However, students, parents, or guardians are not required to make any disclosure regarding a student's HIV/AIDS status.

**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 LPV CAREER TEC 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 LP CAREER TEC 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. When boarding the bus, properly secure all backpacks, shop tools and other supplies and keep aisles clear.
4. 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.
5. 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.
6. After boarding the bus, take a seat as quickly as possible.
7. Ride only on the bus to which you are assigned.
8. Obey the bus driver and/or bus monitor at all times.
9. 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.
10. Remain seated while the bus is in motion.
11. Do not extend arms or head out of the bus windows.
12. Do not bring animals, pets, reptiles, firearms, or explosives on the bus.
13. Do not eat or drink while on the bus.
14. Remain absolutely quiet when approaching a railroad crossing
15. Do not play the radio on the bus.
16. Do not tamper with the operating mechanism on the emergency door.
17. Do not operate the service door; this is the responsibility of the bus driver.
18. Do not damage or deface any part of the bus.
19. 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 LP CAREER TEC, the Director of Student Support Services, 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 must annually complete “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 on 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 LPV CAREER TEC and sending schools daily. Requests to drive will be evaluated on an individual basis. It should be noted that students must also request being a passenger if they intend to drive with another student to LPV CAREER TEC.

- An application to bring an automobile to school must be obtained from the Director/Supervisor of Occupational Education or the Director of Special Services and filled out and signed by the student, parent/guardian, the sending school administrator, and final approval is from the Director/Supervisor of Occupational Education. There is a $20 fee for the parking permit.
- Upon approval a parking permit will be issued by the Director/Supervisor of Occupational Education and must be affixed to the driver’s side rear window.
- The transporting of passengers is strictly prohibited unless approved in advance by the Director/Supervisor of Occupational Education or Director of Special Services.
- Passengers must fill out a separate application and be signed by the student, parent/guardian of the passenger and the parent/guardian of the driver, the sending school administrator, and final approval is from the Director/Supervisor of Occupational Education.
- Students must register their vehicle with their sending school and at LPV CAREER TEC using the appropriate request forms.
- Students driving must arrive on time for school: Morning session – 7:30 AM – 10:15 AM, Afternoon session 11:30 AM – 2:15 PM.
- Students driving and/or passengers who are tardy more than five times in a quarter will lose their privileges for the remainder of the school year.
- Students’ cars must be parked in the school 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 10 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 without permission from the Director/Supervisor of Occupational Education.
- Upon arrival, students are to leave automobiles immediately and report to class directly.

A student that misses the bus may drive to LPV CAREER TEC after reporting their status to their sending school principal and requesting permission to drive. If the sending school principal agrees LPV CAREER TEC must be notified before the student leaves the home school.

As a general rule a first offense will carry a ten-day revocation of driving privileges. 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 case of dangerous driving, police and/or Registry 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 Lower Pioneer Valley Educational Collaborative (LPVEC).

The rights outlined below may be exercised by the parent/guardian 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/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 LPVEC without the consent of a parent/guardian of a student or an eligible student. Parents/guardians 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 LPVEC will provide requested directory information to military recruiters unless the parent or eligible student specifically directs otherwise in writing.

Any parent/guardian or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the LPV CAREER TEC Principal/Director or Director of Student Support Services 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. Parent/guardians 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 LPV CAREER TEC Principal/Director or Director of Student Support Services Services. 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 that 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/guardian has the right to add information, comments, data, or any other relevant written material to the student’s record. The parent/guardian should submit the additional information to the appropriate LPVEC Administrator, Director of Student Support Services or LPV CAREER TEC Principal/Director), with a written request that the information be added to the student record.

A parent/guardian 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 Services 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/guardian is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student's record, the parent/guardian 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/guardian, 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/guardian, the parent/guardian 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/guardian, the parent/guardian 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 On Transfer To Other Schools**

Pursuant to 603 CMR 23.07(g), notice is hereby given to parent/guardians and eligible students that the Lower Pioneer Valley Educational Collaborative returns all school records to the student’s sending school district (LEA) upon the student’s transfer out of the a Collaborative program. Such transfer of records takes place without consent of the parent/guardian 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 sending 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 LPVEC 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 (LPV Career TEC) is an extension of the seven member high schools served by the Lower Pioneer Valley Educational Collaborative (LPVEC). Transportation to and from the LPV Career TEC is provided by the Lower Pioneer Valley Educational Collaborative. Enrolling at LPV Career TEC is a part of the process of course selection at the sending high school.

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 LPV Career TEC.

With everything a student has to consider when choosing courses, it is not always easy to understand how educational planning will help to shape their future. Educational planning, along with career exploration, allows students to engage in job shadowing, college shadowing, and a work-based learning internship. Together this builds the knowledge to make an informed decision about course selections. Course selections that are tied to a career pathway, strengthens a student's skill-set and better prepares them for making life-long decisions.

Making the decision to attend LPV Career TEC is not always easy. Here are a few points that you may want to consider as you look toward your future:

**Making the decision to attend the LPV CAREER TEC is not always easy; consider the following:**

- Choosing a LPV CAREER TEC course means students will spend ½ day at the sending high school for academic programs and ½ day in a career/vocational-technical program.
- Students may continue to participate in sports and extracurricular activities at the sending high school.
- With completion of a career/vocational-technical program your sending high school diploma will be complemented with a Certificate of Occupational Competency from LPV Career TEC.
- 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.
- Upon successful completion of a career/vocational technical program, you will have the option of securing gainful employment, continuing formal studies at the post-secondary level, or pursuing a combination of both.
Post-secondary/college planning and placement assistance is available through the LPV Career TEC Guidance/Placement counselor.

**Philosophy**

The Lower Pioneer Valley Career and Technical Educational Center (LPV Career TEC) 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.

The central purpose of the LPV Career TEC is to provide our students with learning experiences that will ensure that graduates have the skills and training to enable them 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.

We recognize that students differ in level of ability, rate of learning, interests, and motivation. We accept the challenge of providing diversified and state of the art programs to ensure that our students emerge from the educational process as skilled workers, competent technicians, and responsible citizens. Our curriculum and student activity reflect the determination of the administration, advisory committee members, faculty, staff, parents, and other concerned citizens to utilize available resources in pursuit of academic and career/vocational technical excellence; to provide students with the knowledge and thinking skills they will need to become active citizens and contributing employees in our democratic society; and to instill in our students a desire for lifelong learning which will help to provide direction in their lives as they seek to reach their full potential.

At LPV Career TEC all participants in the educational process have the right to be treated with dignity and respect at all times and the responsibility to contribute, to the best of their abilities, in accomplishing mutual educational goals.

**Objectives**

- To ensure that all students regardless of sex, race, religion, disabilities, sexual orientation, language, culture, or economic status are given equal opportunity 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 schools to enhance integration of academic and career/vocational technical curriculum.
- Cooperate in developing and implementing curriculum changes that reflect current industry standards and technologies.
- To recruit and sustain a responsible, committed, and cooperative teaching staff who are interested in providing quality education to each one of their students and who will continue to improve themselves professionally.
- To provide each student with an opportunity to develop his/her full potential by providing career training that fosters the acquisition of personal, social, and ethical qualities, and that will prepare the student to cope with decision-making, problem-solving, and communication in today’s complex workplace.
- To provide students with a positive atmosphere for learning, including a physical environment that is maintained with appropriate technology, equipment, and materials.
- To provide for personal, adjustment, and career counseling, as well as other services necessary to the student’s immediate needs and developmental growth.
- 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 career pathways and pursue a career based on the individual's aptitude, potential interests, and awareness of the requirements of that occupation.

To adopt and import workplace competencies and foundational skills utilized by effective and competent workers in the demanding age of high performance workplaces.

To provide academic remediation and instruction for basic skills in reading, writing, mathematics and communication when appropriate.

To provide instruction and supervised work-based learning to enable students to develop in their chosen career path.

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 career path.

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/vocational technical education are presented to prospective students and their parents, so that informed decisions can be made when choosing a career pathway and when making career decisions.

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

LPV 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 LPV Career TEC.

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.

Workplace Know-How
The Workplace Know-How identified by SCANS 20000 (Secretary's Commission on Achieving Necessary Skills) is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for successful job performance.

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 LPV CAREER TEC 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 LPV 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 Career/Vocational-Technical 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 LPV CAREER TEC 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 LPV CAREER TEC, 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 a certification.
Shop Tools/Instruments/Materials
Some tools and instruments used in the shops and laboratories are furnished by LPV CAREER TEC. 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 LPV CAREER TEC 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. LPV CAREER TEC is not responsible for lost or stolen personal items that are unsecured.

Safety Practices - Eye Protection
LPV CAREER TEC 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."

LPV CAREER TEC 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 protective device. 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 LPV CAREER TEC 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. Students’ 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 Massachusetts Department of Elementary and Secondary Education Career/Vocational-Technical 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 LPV CAREER TEC 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 LPV CAREER TEC 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 CO-OP 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 LPV CAREER TEC so that immediate adjustments to the student's schedule can be made.
- Cooperative employers agree to allow the 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 Lower Pioneer Valley Educational Collaborative Career and Technical Education Center and Special and Alternative Education Services 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 LPV Career and Technical Education 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 SES) 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 SES 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 SES curriculum adheres to the Massachusetts Curriculum Frameworks and MCAS, while adapting to a broad range of needs and abilities. LPVEC SES 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 Services office, accompanied by a current Individualized Education Program (IEP) and supporting diagnostic documents, the Collaborative Special Education Services 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 page 7.

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 Services 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.

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 page 24.

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 condition(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: REPORTING/COMPLAINT FORM

1. Name of Reporter/Person Filing Report: ______________________________________________
   (Note: Reports may be made anonymously, but no disciplinary action will be taken against an
   alleged aggressor solely on the basis of an anonymous report.)

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

3. Check whether you are a: ☐ Student ☐ Staff member (specify role) ______________________
   ☐ Parent ☐ Administrator ☐ Other (specify) ___________

Your contact information/telephone number (This step may be omitted if anonymity is desired)
_____________________________________________________________________________________

4. Information about the Incident:
   Name of Target (of behavior): __________________________________________________________
   Name of Aggressor (Person who engaged in the behavior): _________________________________
   Date(s) of Incidence(s) ______________________________________________________________
   Time When Incident(s) Occurred: _____________________________________________________
   Program and/or Location of Incident(s) (Be as specific as possible): ______________________

5. Witnesses (List people who saw the incident or have information about it):
   Name: ___________________________________ ☐ Student ☐ Staff ☐ Other ___________________
   Name: ___________________________________ ☐ Student ☐ Staff ☐ Other ___________________

6. Describe the details of the incident (including names of people involved, what occurred, and what each
   person did and said, including specific words used). Please attached additional sheet if necessary.
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

7. Physical Evidence: ☐ graffiti ☐ notes ☐ email ☐ websites ☐ video/audio tape ☐ other ___________
   Attach photo or other form of evidence if possible.

8. Signature of Person Filing this Report: ___________________________ Date: ______________
   (Note: Reports may be filed anonymously.)

9. Form Submitted to: ___________________________ Position: ___________________________
   Signature: ___________________________ Date Received: ______________
APPENDIX B: BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

FOR ADMINISTRATIVE USE ONLY

INVESTIGATION
1. Date Investigation Began:__________________ (Conclusion due in 10 days)
2. Investigator(s):_____________________________ Position(s):_____________________
3. Interviews:
   □ Interviewed aggressor   Name: _______________________________ Date:______________
   □ Interviewed target     Name: _______________________________ Date:______________
   □ Interviewed witnesses  Name: _______________________________ Date:______________
   Name: _______________________________ Date:______________
   Name: _______________________________ Date:______________
   Name: _______________________________ Date:______________

   Any prior documented Incidents by the aggressor?    □ Yes  □ No
   If yes, have incidents involved target or target group previously? □ Yes  □ No
   Any previous incidents with findings of BULLYING, RETALIATION □ Yes  □ No

4. Summary of Investigation: (attached additional sheet if necessary)

5. Date Investigation Concluded: ________________________________
CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:
   □ YES □ NO
   □ Bullying □ Incident documented as _______________________
   □ Retaliation □ Discipline referral only _______________________

2. Contacts:
   □ Target's parent/guardian Date: ______________
   □ Aggressor's parent/guardian Date: ______________
   □ District Equity Coordinator (DEC) Date: ______________
   □ Law Enforcement Date: ______________

3. Action Taken:
   □ Loss of Privileges □ Detention □ Suspension
   □ Community Service □ Education □ Other _________________________

4. Describe Safety Planning: _____________________________________________

   Follow-up with Target: scheduled for ______________ Initial and date when completed: ________
   Follow-up with Aggressor: scheduled for ______________ Initial and date when completed: ________

   Date Report forwarded to:
   Program Supervisor __________________ Executive Director __________________
   (If program supervisor was not the investigator)

   Signature and Title: ___________________________________________ Date: ________________

FOLLOW UP:

Dates of Monitoring Meetings: Program Supervisor must follow up with Complainant weekly for two months
Dates of Follow up-meetings __________ __________ __________ __________
________________ __________ __________ __________ __________

Summary of Follow Up:
The Lower Pioneer Valley Educational Collaborative (“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 Services 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 Services 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 Services 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 is in crisis. (www.crisisprevention.com)

In-Depth Training
The Special Education Services 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 D: 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 Valley Educational Collaborative @ 413 735 2200 with any questions.
ACKNOWLEDGMENT OF HANDBOOK

The Lower Pioneer Valley Educational Collaborative Handbook is available on the LPVEC website at [http://lpvec-org.lpvLPV_Career_TEC.org/ Click on - LPV CAREER TEC - Click on Student Handbook.](http://lpvec-org.lpvLPV_Career_TEC.org/) 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 Career and Technical Education Center and Special and Alternative Education Services 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 Career and Technical Education Center and Special and Alternative Education Services Handbook.](http://lpvec-org.lpvLPV_Career_TEC.org/) 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 LPV CAREER TEC or Special Education Services and Alternative Education.

Student Name (Please Print): __________________________________________________

Shop or Program: ____________________________________________________________

Signature of Student: ________________________________________________________

Signature of Parent/Guardian: _____________________________ Date: __________