

Section: I
Category: INSTRUCTION
File: IHAI

RECRUITMENT, ADMISSION, AND RETENTION POLICY FOR CAREER AND TECHNICAL EDUCATION PROGRAMS

Massachusetts state regulations (603 CMR 4.00) require all state-designated career technical education (CTE) schools and programs to develop and implement admission, recruitment, and retention policies that comply with state and federal law, as well as relevant guidelines issued by the Massachusetts Department of Elementary and Secondary Education (DESE) and the U.S. Department of Education.

I. Equal Educational Opportunity

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

If a student's primary home language is not English, the LPVEC will provide them with an application form in their home language. Please contact our Admissions Office at (413) 735-6300 or djarvis@lpvec.org if you have questions or need help completing the application form.

The LPVEC is committed to providing educational opportunities to students experiencing homelessness. Please contact the 9th Grade Career and Technical Education counselor at (413) 735-6390 or esoares@lpvec.org with any questions.

Students with disabilities may voluntarily identify themselves to request reasonable accommodations during the application and admission process.

Neither a student's disability nor the primary language of their home will have any effect on their admission to the LPVEC Career and Technical Education (CTE) Program.

Consistent with Massachusetts regulations, the LPVEC has created a plan with "deliberate, specific strategies to promote equal educational opportunities."

Each fall, the Principal/Director of the LPVEC Career and Technical Education (CTE) Program reviews the demographic and academic profiles of all students in the Collaborative's CTE Program. He compares these profiles to those of all students enrolled in the seven (7) member districts and, working with the high school principals of each district, identifies any significant differences between subgroups within the two (2) enrollments.

The comparison data is shared with all secondary school principals, the LPVEC Executive Director, and the Superintendents of the member districts. For any subgroups with discrepancies, the LPVEC Administration conducts further research into the underlying causes and develops recommendations and proposed actions to address root issues.

II. ORGANIZATIONAL STRUCTURE

The Lower Pioneer Valley Educational Collaborative Career and Technical Education (CTE) Program is located at 174 Brush Hill Avenue in West Springfield, Massachusetts.

The Executive Director of the LPVEC is:

Alvin W. Morton, I
174 Brush Hill Avenue, West Springfield, MA 01089
(413)735-2200 (telephone), (413)735-2280 (facsimile)
amorton@lpvec.org

The Principal/Director of the LPVEC Career and Technical Education (CTE) Program is:

Donald G. Jarvis
174 Brush Hill Avenue, West Springfield, MA 01089
(413)735-6300 (telephone), (413)735-6315 (facsimile)
djarvis@lpvec.org

It is the responsibility of the LPVEC Executive Director to oversee the administration of the policies and procedures governing student admissions, in accordance with all applicable laws, regulations, and guidance.

III. ELIGIBILITY

Any rising 9th-grade student who is a resident of the LPVEC member cities and towns of Agawam, East Longmeadow, Hampden, Wilbraham, Longmeadow, Ludlow, Southwick, Tolland, Granville, and West Springfield may apply for admission to the Lower Pioneer Valley Educational Collaborative Career and Technical Education (CTE) Program. Students may be admitted to the LPVEC CTE Program only if they have been promoted to the grade they are seeking to enter. Students should be aware that their admission is conditional—if they are not ultimately promoted to the grade for which they applied, their admission will be rescinded.

To determine residency, please review the policies for the following member districts: Agawam Public Schools, East Longmeadow Public Schools, Hampden-Wilbraham Regional Public Schools, Longmeadow Public Schools, Ludlow Public Schools, Southwick-Tolland-Granville Regional Public Schools, and West Springfield Public Schools.

Non-Resident Students

Students who are not residents of the LPVEC member cities and towns of Agawam, East Longmeadow, Hampden, Wilbraham, Longmeadow, Ludlow, Southwick, Tolland, Granville, and West Springfield are eligible to apply for admission to the Lower Pioneer Valley Educational Collaborative Career and Technical Education (CTE) Program.

Homeschooled Students

Students who are homeschooled may apply to attend the Lower Pioneer Valley Educational Collaborative Career and Technical Education (CTE) Program, provided their sending district permits it under its school committee-approved Home Schooling or Home Instruction Policy.

If the district policy permits, the parent, guardian, or caregiver of the homeschooled student must submit a copy of the Home School Approval Letter from their district superintendent. Home-schooled students will be held to the same admissions standards as other applicants.

Transfer Students

Students transferring from other Chapter 74 state-approved career or vocational technical education programs who expect to successfully complete their current grade are eligible to apply for fall admission or admission during the school year to grades 9-12. Successful completion of the current grade is defined as anticipated promotion to the next grade by the student's sending school district. Transfer students will be subject to the same admission standards as other applicants.

School Choice

If the sending school district participates in the inter-district school choice program, M.G.L. c. 76 § 12B allows parents, guardians, or caregivers to enroll their children in schools outside the city or town where they reside. Students applying to the Lower Pioneer Valley Educational Collaborative Career and Technical Education (CTE) Program as school-choice students should contact the district's Superintendent's Office where they were accepted under the School Choice Program with any questions. More information on school choice is available on DESE's [website](#).

Homeless, Foster Care, and Children of Military Families

Students who are homeless, in the care of the Department of Children and Families, or children of military families are eligible to apply to the Lower Pioneer Valley Educational Collaborative Career and Technical (CTE) Program and will be held to the same admission standards as other applicants. Once the student applies, the sending district counselor will notify the LPVEC 9th Grade Career and Technical Education counselor to ensure there are no barriers to applying.

IV. Recruitment Policies

The LPVEC maintains a calendar of events at <https://lpvctec.org/> where it provides information on the admission process, as well as other information about its programs. Students and their families can request hard copies of the calendar by calling or emailing the LPVEC Career and Technical Education (CTE) Program Office at (413) 735-6300 or swieners@lpvec.org.

The LPVEC Career and Technical Education (CTE) Program's recruitment activities encompass the full spectrum of marketing vocational and technical education to students, parents, guardians, caregivers, and sending schools. Program of Studies and individual program brochures are distributed at all recruitment events, including but not limited to: Open Houses, Family Nights, visits to member district schools, and are available in the counseling departments of sending schools or by calling the LPVEC CTE Program at (413) 735-6300. Additional information about the LPVEC CTE Program is also available on social media at <https://www.facebook.com/lpvec/>.

Members of the LPVEC Career and Technical Education (CTE) Program school counseling staff hold 8th-grade assemblies at member district schools, as appropriate, during the winter months. Additionally, the LPVEC CTE Program staff participate in district activities, including open houses and family nights. They are available to answer questions, encourage students to explore non-traditional career paths, and review the application process.

Students, parents, guardians, and caregivers are surveyed about their interest in learning more about the Collaborative. Regular communication with sending schools and families helps ensure the timely receipt of admission applications.

The LPVEC CTE Program offers facility tours to all interested applicants. These informational sessions, which include group tours, are held regularly starting in the first semester and continuing until the last week of February. To request a tour, students and families should contact their sending school's counseling departments. Tours of the LPVEC CTE Program do not constitute unexcused absences for sending districts.

V. APPLICATION PROCESS

Application Process for Fall Admission to the Ninth Grade

Students interested in applying to the Lower Pioneer Valley Educational Collaborative Career and Technical Education (CTE) Program for fall admission to the 9th grade must follow the timeline below:

1. The application will be available online on November 1st of each school year at <https://forms.rediker.com/careerandtechnicalec>
2. The application deadline each school year is March 1st for students seeking attendance in the subsequent school year.
3. Completed applications received by March 1st will be entered into the lottery.
 - a. Applicants will be notified of any incomplete application information and will be provided a deadline for submission of the missing information.

Applications received after March 1st may be drawn from a lottery if additional seats become available.

TRANSFER STUDENTS

Applications from transferring students in 9th, 10th, 11th, or 12th grade who are currently enrolled in a state-approved Chapter 74 career/vocational technical education program will be considered for admission if they enroll in an LPVEC member school district and wish to pursue the same program. All transfer applicants must attend an informational meeting at the LPVEC CTE Program. If the applicant or parent, guardian, or caregiver cannot provide transportation, a representative from the LPVEC CTE Program will visit the sending school to meet with the applicant. Transfer students will be subject to the same admission standards as other applicants, and to the availability of openings in their program of choice.

WITHDRAWN STUDENTS

Students who have withdrawn from the LPVEC CTE Program and who are attending a sending school may reapply to the LPVEC CTE Program following the procedures contained in this Policy and will be evaluated using the same admissions standards contained in this Policy.

In cases of incomplete applications, the LPVEC CTE counselors will notify the sending school counselors responsible for submitting the application that it is incomplete and will request completion. The LPVEC CTE counselor will also notify the applicant's parent, guardian, or caregiver if the issue is not resolved by the sending school counselor. If, after notifying both the sending school counselor and the parent, guardian, or caregiver, the application remains incomplete for ten (10) school days, it will become void.

VI. SELECTION PROCESS

When the Lower Pioneer Valley Educational Collaborative (LPVEC) Career and Technical Education (CTE) Program receives more applications than available seats, it conducts a blind lottery to select students for admission. A separate blind lottery will be held for each of the seven (7) member districts to fill 185 openings before April 1st each school year. Additionally, an annual combined blind lottery will be conducted before April 1st to fill the remaining 15 openings for applicants from non-member districts.

The number of CTE student seats available annually for the seven (7) member districts' lotteries will be determined by calculating the average of two factors over the previous three (3) academic years to fill 185 slots:

1. The district's percentage share of the total enrolled CTE students, and
2. The district's percentage share of the total CTE applications submitted.

The available slots per district for the 2026-2027 school year are:

MEMBER DISTRICT	SLOTS AVAILABLE
Agawam Public Schools	41
East Longmeadow Public Schools	21
Hampden-Wilbraham Regional School District	23
Longmeadow Public Schools	9
Ludlow Public Schools	34
Southwick-Tolland-Granville Regional School District	17
West Springfield Public Schools	40

The number of CTE student seats available annually for the combined non-member district lottery will be determined by calculating the average of two factors over the previous three (3) academic years for districts with recurring applicants to fill the remaining 15 slots:

1. The district's percentage share of the total enrolled CTE students, and
2. The district's percentage share of the total CTE applications submitted.

The available slots per district for the 2026-2027 school year are:

NON-MEMBER DISTRICT	SLOTS AVAILABLE
Easthampton Public Schools	8
South Hadley Public Schools	3
Westfield Public Schools	2
Other Districts	2

Applicants who are not selected in the blind lottery for their member district will be placed on a waitlist for that district. Meanwhile, applicants not chosen in the combined non-member district blind lottery will be placed on the waitlist for that entire applicant pool.

The lotteries will be conducted electronically through Rediker AdmissionsPlus, a comprehensive web-based student admissions and enrollment management platform within the LPVEC CTE Program Student Information System. Lottery results and waitlists will be posted on the LPVEC CTE Program website. Applicants can check their assigned number and see their status on the lotteries or waitlists. However, posting results on the website does not serve as official notification. A separate notification will be sent to the applicants' parents, guardians, or caregivers. If an acceptance is not received within ten (10) business days, parents, guardians, or caregivers will be contacted by phone. Students accepted off the waitlists will also be reached by phone.

VII. APPEALS PROCESS

If the Lower Pioneer Valley Educational Collaborative (LPVEC) Career and Technical Education (CTE) Program does not accept an applicant or places them on a waitlist, the applicant or their parent, guardian, or caregiver may request that the Principal/Director of the LPVEC CTE Program review that decision within ten (10) business days. These requests can be made to:

Donald G. Jarvis
174 Brush Hill Avenue, West Springfield, MA 01089
(413)735-6300 (telephone), (413)735-6315 (facsimile)
djarvis@lpvec.org

The Principal/Director of the LPVEC CTE Program will respond in writing to these review requests and specify whether the denial or the placement on the waitlist will stand or be overturned. In making this decision, the Principal/Director will review all submitted information.

VIII. LPVEC CTE PROGRAM-SPECIFIC ADMISSION

All new 9th-grade students will participate in a half-year exploratory program. During this time, students will participate in a pre-exploratory activity with one-day shop visits, allowing them to explore all 12 programs in the first three (3) weeks of the school year. Students will continue exploring these programs and participate in career interest and aptitude assessments. Each LPVEC CTE Program offers an exploratory curriculum that provides students with basic safety instruction, an industry overview, and career information related to the occupational field. This program will be competency-based and meaningfully incorporate academics.

There are two exploratory programs at the LPVEC CTE Program:

9th-grade Career Exploratory One Day, One Shop introduces 9th-grade students to the LPVEC CTE Program, basic safety procedures, and an overview of available career and vocational technical programs (shops).

9th-grade Career Exploratory Three Week/Five Shops introduces 9th-grade students to the LPVEC CTE Program, basic safety, and an overview of career and vocational technical (shops) options available to them. Students select five shops, at least one of which is a non-traditional option based on gender.

All students should indicate their shop interests on the application, using 1 = most interested, 12 = least interested, etc. Students will select an LPVEC CTE Program upon completion of the exploratory program. Final placement will be based on a review of attendance, grades, and discipline in all shop explorations. Grades for all exploratory students are determined by classwork/graded assignments (20%), shop projects (30%), and the daily grade rubric (50%). The daily grade rubric includes preparedness, participation, following directions, task completion, and conduct. Grades from each exploration are reviewed, and placement priority is determined by specific shop attendance, grades, discipline, and overall performance. Final placement also depends on available openings. Students should give their best effort in all shops they explore to improve their chances of placement in their preferred shop.

*Placement in the student's first-choice program is not guaranteed.

Requesting a Transfer

Students who want to transfer from one program to another must schedule an appointment with their designated LPVEC CTE Program counselor. Transfer applicants will be interviewed individually to assess the suitability of their transfer request. Transfer requests will be approved based on the availability of openings in the desired shops, as determined by the Principal/Director.

XI. RETENTION STRATEGIES

To promote student achievement and persistence in the LPVEC CTE Program, LPVEC CTE administration and counselors will conduct four-week gradebook check-ins with students and their parents, guardians, or caregivers through phone calls, emails, or Rediker. The LPVEC CTE Program administration and counselors will encourage students who need additional academic or shop support to speak with their instructors to request extra time and resources for their educational needs. Additionally, they will work with the LPVEC CTE Program education support staff to identify other available supports and interventions for students. Finally, dedicated LPVEC CTE Program education support staff will work directly with students with diverse learning needs, ensuring equitable access to program resources and support, and supporting successful completion.

X. MAINTENANCE OF RECORDS

The Lower Pioneer Valley Educational Collaborative (LPVEC) Career and Technical Education (CTE) Program maintains records of all students who apply, attend, or are waitlisted to help analyze its attendance and enrollment system and ensure compliance with applicable laws and regulations. The LPVEC CTE Program will provide this information to the Massachusetts Department of Elementary and Secondary Education (DESE) upon request.

The LPVEC CTE Program will also maintain clear documentation of the following:

1. Application information.
2. Lottery results, including the order in which students were drawn in Rediker AdmissionsPlus.
3. Waitlist information.

These records will be available to DESE and applicant families upon request. They will be maintained by the Principal/Director of the LPVEC CTE Program in the Career and Technical Education Program Office, in both hard-copy and electronic formats, in accordance with the Lower Pioneer Valley Educational Collaborative's record-retention policies.

Adoption Date: January 14, 2026

Revised:

Source: DESE

Legal References:

Section: I
Category: INSTRUCTION
File: IHAM

CODE: HEALTH EDUCATION

Good health depends upon continuous life-long attention to scientific advances and the acquisition of new knowledge.

The Board of Governors believes that the greatest opportunity for effective health education lies within the public schools because of their potential to reach children at the age when positive, lifelong health habits are best engendered and because the schools are equipped to provide qualified personnel to conduct health education programs.

The Board is committed to a sound, comprehensive health education program as an integral part of each student's general education.

The health education program will emphasize a contemporary approach to the presentation of health information, skills, and the knowledge necessary for students to understand and appreciate the functioning and proper care of the human body. Students also will be presented with information regarding complex social, physical and mental health problems, which they might encounter in society. In an effort to help students make intelligent choices on alternative behavior of serious personal consequence, health education will examine the potential health hazards of social, physical, and mental problems existing in the larger school-community environment.

In order to promote a relevant, dynamic approach to the instruction of health education, the Board will continue to stress the need for curricular, personnel, and financial commitments that are necessary to assure the high quality of the systems' health education program.

Adoption Date: April 25, 2012

Revised:

Source: MASC Policy Reference

Legal References:

Section: I
Category: INSTRUCTION
File: IHAMA

CODE: PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with General Laws Chapter 71, Section 32A, the LPVEC has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

Prior to instruction involving human sexual education or human sexuality issues, the LPVEC will notify parents/guardians of curricular content.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the educational director requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Executive Director to review the materials at the school and may also review them at other locations that may be determined by the Executive Director.

A parent/guardian who is dissatisfied with a decision of the Executive Director concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Executive Director for review of the issue. The Executive Director or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied the Executive Director's decision may send a written request to the Board for review of the issue. The Board will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

Adoption Date: April 25, 2012

Revised:

Source: MASC Policy Reference

Legal References:

Section: I
Category: INSTRUCTION
File: IHBAA

CODE: OBSERVATION OF SPECIAL EDUCATION PROGRAMS

1. Parents' request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the Director of Special Education or designee.
2. The Director of Special Education or designee shall contact the parent(s) for initial scheduling conversation within five (5) days of receipt of the parents' request.
3. When a parent requests an observation of a special needs student or program, the Director of Special Education or designee will seek approval from the SpEd Supervisor and the building principal before it is processed. Such approval may only be withheld for those reasons outlined within law and DESE regulation.
4. The Director of Special Education or Program Supervisor will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
5. The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
6. If the observer is not the parent, the parent must sign a release for the individual to observe.
7. The number of observers at any one time may be limited.
8. The observer will be informed that he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she will be asked to leave. This notice is particularly important, since the presence of parents can influence both the performance of their child(ren) and those of others.
9. The observer will be asked to submit his/her report of the observation in advance of any follow-up TEAM meeting.
10. The observer will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. He/she is not there to evaluate a teacher's ability to perform his or her contractual job duties.

11. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing materials which may be part of students' records from plain view. In the event that removal is not possible the observer may be asked to sign a non-disclosure agreement.
12. An LPVEC administrator, or designee, also will observe at the same time and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent(s) prior to any follow-up TEAM meeting.

NOTE: The following quotes from the DESE Advisory are important points of understanding to the implementation of this policy.

"School districts and parents have reported that, typically, observations are between one and four hours. While useful as a general rule, the Department recommends that district policies and practices specify that the duration and extent of observations will be determined on an individual basis. Districts should avoid rigid adherence to defined time limits regardless of the student's needs and settings to be observed. The complexities of the child's needs, as well as the program or programs to be observed, should determine what the observation will entail and what amount of time is needed to complete it. Discussion between school staff and the parent or designee is a good starting point for resolving the issue."

"The observation law states that districts may not condition or restrict program observations except when necessary to protect:

- the safety of children in the program during the observation;
- the integrity of the program during the observation;
- and children in the program from disclosure by an observer of confidential or personally identifiable information he or she may obtain while observing the program."

Adoption Date: October 27, 2010

Revised:

Source: MASC Policy Reference

Legal References: MGL 71B:3

Massachusetts Department of Elementary and Secondary Education Technical Assistance Advisory SPED 2009-2 dated January 8, 2009

Section: I
Category: INSTRUCTION
File: IHBEA

ENGLISH LEARNER EDUCATION

The LPVEC shall provide suitable research-based language instructional programs for all identified English language learners in grades 1 through 12 in accordance with the requirements of state and federal statutes and the Massachusetts Department of Elementary and Secondary Education (DESE) regulations and guidance.

The Collaborative shall support identified students whose dominant language may not be English through:

- home language surveys that identify a primary home language is other than English (PHLOTE) – initially conducted by the students' home Districts
- observations
- screeners
- recommendations of parents/guardians/caregivers, teachers, and other persons

Identified students shall be assessed annually to determine their level of proficiency in the English language.

The Collaborative shall certify to DESE each year those students whose dominant language is not English, including the specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The Collaborative shall provide additional information as required by DESE to comply with federal law.

Adoption Date: December 17, 2025

Revised:

Source: MASC

***Legal References: Elementary and Secondary Education Act, as amended
42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
603 CMR 14.00***