

Section: J
Category: STUDENTS
File: JFA

CODE: STUDENT ADMISSIONS

I. INTRODUCTION

The Lower Pioneer Valley Educational Collaborative (LPVEC) is a group of seven school districts bound in a collaborative structure under the provisions of Chapter 40, Section 4E, and Chapter 797 of the General Laws of the Commonwealth. The member school districts include Agawam, East Longmeadow, Hampden-Wilbraham Regional, Longmeadow, Ludlow, Southwick-Tolland-Granville Regional, and West Springfield. The Board of Directors, consisting of a representative from each of the seven member districts, is the governing body of the Collaborative. Lower Pioneer Valley Career and Technical Education Center (LPV Career TEC) offers career exploration and career/vocational technical training in conjunction with a sound academic program to the students served by LPVEC.

We also accept students from non-member districts who have deemed the Lower Pioneer Valley Career and Technical Education Center (LPV Career TEC) as their vocational school of choice. These districts receive the same advantages and privileges as any member district.

Enrolling at LPV Career TEC is a part of the process of course selection at the member districts high schools as well as the non-member districts for which we are their vocational education school of choice. An admissions process is necessary when space is a limiting factor. The programs at LPV Career TEC are designed and equipped to accommodate a specific maximum number of students in an environment conducive to learning and safety for all students.

II. EQUAL EDUCATION OPPORTUNITY

LPV Career TEC admits students and makes available to them its advantages, privileges, and courses of study without regard to race, color, gender, gender identity, national origin, religion, sexual orientation, disability, language, culture, or economic status.

LPV Career TEC will make accessible or provide an application in the home language of the applicant. Please contact our counselors at 413 735-6300 if you have any questions or need help filing out the online application form.

Students with disabilities and students with limited English proficiency may voluntarily self-identify for the purpose of receiving assistance and accommodations during the entire application and admissions process and will not affect their admission to the school.

III. ELIGIBILITY

Any eighth-grade student who resides in a member district of the Lower Pioneer Valley Educational Collaborative: Agawam, East Longmeadow, Hampden-Willbraham Regional, Longmeadow, Ludlow, Southwick- Tolland-Granville Regional and West Springfield, or districts which chose us as their vocational school, and who expect to successfully complete their current grade is eligible to apply for 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 space availability. Resident students will be accepted to LPV Career TEC according to the selection criteria contained in this admissions policy.

Non-resident Applicants

Students residing in cities and towns which are not members of LPVEC, wherein the respective district does not maintain Chapter 74 state approved vocational technical education programs desired by the student are considered non-resident students and may apply for admission to LPV Career TEC. Non-resident students will be evaluated according to the criteria contained in this admissions policy and according to **M.G.L. c. 74 s. 8A (please see the "Guidelines for Vocational Technical Education Program Nonresident Student Tuition Process Pursuant to M.G.L. c. 74 located at www.doe.mass.edu/cte/admissions/nonres_guidelines.html).**

For the purposes of this policy, a student enrolled in a LPVEC full day special education program as a nonresident student will be regarded as a resident student.

Home School Applicants

Students who are formally home-schooled may apply for admission to LPV Career TEC provided all admission policy criteria are followed and the sending district allows it under its school committee approved Home Schooling or Home Instruction Policy. If district policy permits, the home-schooled student's parent/guardian must submit a copy of the Home School Approval Letter from their district school superintendent. Home-schooled students will be accepted to LPV Career TEC according to the selection criteria contained in this admissions policy.

Homeless, Foster Care, and children of Military Family Applicants

Students who are homeless, in the care of the Department of Children and Families, or children of the Military families, are eligible to apply to LPV Career TEC and will be assessed using the criteria contained in this admission policy. Once the student applies, the counselor will notify the Homeless/ Foster Care/ Military students liaison of the application to the LPV Career TEC to ensure no barriers to applying or enrolling exists.

Transfer Applicants

Transfer students from other Chapter 74 state approved career/vocational technical 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 evaluated using the criteria contained in this admissions policy. Please refer to Section VI Application Process for additional information regarding selection criteria.

IV. ORGANIZATIONAL STRUCTURE

LPV Career TEC is an extension of the seven member districts high schools served by the Lower Pioneer Valley Educational Collaborative: Agawam, East Longmeadow, Hampden-Wilbraham Regional, Longmeadow, Ludlow, Southwick-Tolland-Granville Regional, and West Springfield. Enrolling at LPV Career TEC is a part of the process of course selection at the sending high school.

LPV Career TEC accepts qualified students based upon the number of slots available within the career/vocational technical programs. The member districts are allocated seats based upon a three-year rolling average that is determined by actual enrollment on October 1st of each year.

It is the responsibility of the Counselor to supervise the administration of the policies and procedures required to admit and enroll applicants in conformity with this admissions policy.

LPV Career TEC has an Admissions Committee consisting of the Guidance Department and a member of the Administration. Responsibilities of the Admissions Committee include:

- determination of standards for admission
- development and implementation of admission procedures
- processing of applications
- ranking of students
- acceptance of students according to the procedure and criteria in the admissions policy
- establishment and maintenance of a waiting list of acceptable candidates

The LPV Career TEC Vocational Guidance Counselors are responsible for disseminating information about LPV Career TEC through local school assemblies and press releases and for collecting applications from the local schools.

V. RECRUITMENT PROCESS

LPV Career TEC recruitment activities encompass the full sphere of marketing career/vocational technical education to students, parents/guardians, and sending schools. The LPV Career TEC Program of Studies and individual program brochures are distributed at all recruitment activities including, but not limited to: Open Houses, Parent Nights, recruitment visits to member district schools, and are available in the Guidance Departments of sending schools or by calling LPV Career TEC, 174 Brush Hill Ave., West Springfield, MA 01089, (413) 735-6300.

Members of the LPV Career TEC guidance staff conduct 8th grade assemblies in member district schools as appropriate during the winter months. In addition, LPV Career TEC staff participates in member district school activities such as Open Houses and Parent Nights. LPV Career TEC staff is available to answer questions, encourage students to consider non-traditional career areas, and review the application process. Students and parents/guardians are surveyed with regard to their interest in learning more about the school. Sending school and parental contact is frequent to ensure timeliness in receiving applications for admission.

Informational sessions at LPV Career TEC, which includes group tours, are offered on a regular basis throughout the second semester and are facilitated through the sending school Guidance Department.

VI. APPLICATION PROCESS

Applications for fall admission to ninth grade are available, through our website www.lpvctec.org or directly from LPV Career TEC, 174 Brush Hill Ave., West Springfield, MA 01089, (413) 735-6300.

Application Process for Fall Admission

1. Students seeking fall admission to the ninth grade will fill out a completed online application with the appropriate signatures to their sending school Guidance Department.
2. Sending school Guidance Counselors will forward the completed guidance recommendation form student application with necessary documents to the LPV Career TEC Guidance Counselors no later than April 1st. Information will consist of the following:
 - An electronically signed and completed application form
 - Up-to-date Transcripts / grades for the current and previous year.
 - Up-to-date Attendance Record of unexcused absences for the current and previous year
 - Up-to-date Discipline records for the current and previous year. (If there are no recorded disciplines, you will be required to send a form stating “No Discipline”).
 - An electronic Guidance Recommendation Form
3. Student Interview: If the applicant or parent/guardian cannot provide transportation, a representative from LPV Career TEC will go to the sending school to interview the applicant.

All application must be submitted by April 1st. of the prior school year.

***Late applications** will be evaluated using the same selection criteria contained in this admissions policy after all applications submitted before the April 1st deadline.

Transfer Students

Applications from transferring students in 9th 10th 11th and 12th grade currently enrolled in a state-approved Chapter 74 career/vocational technical education program will be considered for admission if they relocate to one of the LPVEC member school districts and wish to pursue the same career/vocational technical education program. All transfer applicants must attend an informational meeting at LPV Career TEC. If the applicant or parent/guardian cannot provide transportation a representative from LPV Career TEC will go to the sending school to meet with the applicant. Transfer students will be evaluated using the same criteria as other applications based on if there are openings in the program of choice.

Home School Applicants

Students who are formally being home schooled may apply for admission to LPV Career TEC including admission during the school year, provided all Admissions Policy criteria are followed and the sending district allows it under its school committee approved Home Schooling or Home Instruction Policy. If district policy permits, the home-schooled student’s parent/guardian must submit a copy of the Home School approval letter from the district superintendent. In the case where grades are not available, a representative sample or portfolio of the student’s body of work in English /language arts, math, science, and social studies would be required. Home schooled students will be ranked on their portfolio/grades (34%), recommendation (33%), and applicant interview (33%).

Withdrawn Student

Students who have withdrawn from LPV Career TEC and who are attending a sending school may reapply to LPV Career TEC following the procedures contained in this Admissions Policy and will be evaluated using the criteria contained in this Admissions Policy.

In the case of incomplete applications, the LPV Career TEC Guidance Counselors will notify the sending school Guidance Counselor responsible for submitting the application that the application is incomplete and will request completion. The applicant's parent/guardian will be notified by the LPV Career TEC Guidance Counselor in the event that the problem is not resolved by the sending school Guidance Counselor. If after notifying the sending school Guidance Counselor and parent/guardian the application remains incomplete for ten school days, the application will become void.

VII. SELECTION CRITERIA

LPV Career TEC and the LPVEC Board of Directors comply with the guidelines set for in the Chapter 74 Manual for Vocational Technical Education Programs, <http://www.doc.mass.edu/cte/programs/manual.doc> with regard to student/teacher ratios when determining the number of slots available in each vocational technical training program.

The Admissions Team, using weighted admissions criteria, processes completed applications. Each applicant will be assigned a score derived from the sum of the sub scores of the following criteria:

A. **Scholastic Achievement:** Maximum 20 points

Grade Averages	Points
90 - 100	20
80 - 89	15
70 - 79	10
60 - 69	5
0 - 59	0

For fall admission, the average of grades from the previous school year and the current year terms 1 & 2 grades in English, social studies, mathematics and science from the sending school report card/transcript are used. For admission during the school year the current school year to the date of the application grades in English, social studies, mathematics, and science from the sending school report card/transcript are used.

B. **Attendance:** Maximum 20 points

Number of Unexcused Absences	Points
0 - 5	20
6 - 10	15
11 - 20	10
21 - 30	5
31 plus	0

For applications to grade 9 (fall admission), the sum of grade 7 and terms 1 & 2 grade 8 unexcused absences from the sending school report card/transcript are used. For applications to grades 9, 10, 11 and 12 (admission during the school year) the previous and current school year to the date of the application, unexcused absences from the sending school report card/transcript are used.

C. **School Discipline/Conduct**: Maximum 20 points

Discipline/Conduct Rating	Points
Excellent 0 Suspension	20
Above Average 1 Day Suspension	15
Average 2-4 Days	10
Below Average 5-8 Days Suspensions	5
Poor 9+Days Suspensions	0

For applications to grade 9 (fall admission), the average of grade 7 and terms 1 & 2 grade 8 assessments from the sending school report card or from the sending school Guidance Counselor's assessment are used. For applications to grades 10, 11 and 12 (fall admission), the average of the previous school year and terms 1 & 2 current school year assessments from the sending school report card or from the Guidance Counselor's assessment are used.

For applications to grades 9, 10, 11 and 12 (admission during the school year), the previous and current school year to the date of the application assessments from the local school report card or from the sending school Guidance Counselor's assessment are used.

D. **Sending School Guidance Counselor's Recommendation**: Maximum 20 points

Rating	Points
Excellent	20
Above Average	15
Average	10
Below Average	5
Poor	0

E. **Interview**: Maximum 20 points

Rating	Points
Excellent	20
Above Average	15
Average	10
Below Average	5
Poor	0

Student Interviews will be scheduled with assistance of the sending school Guidance Counselor at the sending school during the school day or at LPV Career TEC. If the applicant or parent/guardian cannot provide transportation, a representative from LPV Career TEC will go to the local school to interview the applicant.

After points are given in each area, the points are totaled for each applicant. A maximum total of one hundred (100) points can be earned.

VIII. SELECTION PROCESS

The Admissions Committee at LPV Career TEC will examine, discuss, and make recommendations for action on the applicants. The Admissions Committee considers scholastic achievement, attendance, discipline record, sending school guidance counselor's recommendation, and interview results. Applications are reviewed, processed, and assigned points with a composite score. (See VII Selection Criteria for scales.)

After a point total/composite score for each member district's and the districts which chose us as their vocational education school applicant has been determined, the highest point total is accepted first, and so on until all seats are filled. All member district applicants are accepted, declined, or placed on a waiting list. If openings occur, the seats are filled by accepting member district and the districts which chose us as their vocational education school applicants from the waiting list. These member district applicants and the districts which chose us as their vocational education school, like those accepted earlier, are accepted in order of their place on the waiting list determined by the total points given according to the selection criteria. The wait list is valid until October 1st of the school year.

Non-resident applicants are evaluated using the criteria in this Admissions Policy and will be placed on the wait list, if necessary, after the member district applicants and the districts which chose us as their vocational education school. Non-resident applicants on the waiting list will only be accepted if all member district and the districts which chose us as their vocational education school applicants on the waiting list have been accepted.

Applications received after April 1st will be evaluated using the same criteria as other applications and their composite score will be integrated in rank order based on the established criteria after the waiting list is completed.

All applicants whose applications are received by LPV Career TEC by April 1st are notified of their status by letter to their parent/guardian and their sending school Guidance Counselor by June. Applicants whose applications are not received by LPV Career TEC by April 1st will receive a letter regarding their status in a timely manner.

The LPV Career TEC Guidance Counselors, using the Application Assessment Form, will review the admissions criteria, discuss, and make recommendations for action on all applicants.

Member district students and the districts which chose us as their vocational education school will be grouped by district and students will be accepted until the districts' available slots are filled on a program-by-program basis. Slots are determined accordance to the formula in Section IV. (Refer to IV Organizational Structure.) If a member district's slot allocation has been filled, a waiting list of eligible students from that district will be established and students will be accepted as space becomes available in order of their place on the waiting list determined by their composite score. Member district students and the districts which chose us as their vocational education school and parents/guardians will be informed by mail of their status no later than July 1st.

Non-resident students will be grouped and accepted as openings exist after eligible member's district and the districts which chose us as their vocational education school applicants have been accepted and confirmed by return mail. Non-member district students, parents/guardians, and sending school personnel will be informed by mail of their status no later than July 1st.

All applicants will receive one of the following notifications:

- *Acceptance* - Student meets minimum entrance criteria and space is available.
- *Wait Listed* - Student meets minimum entrance criteria, space is unavailable in the Exploratory and/or other career/vocational technical programs, and student has been placed on the waiting list. The waiting list is valid for the current school year. Should a slot become available the sending school guidance department will be notified.
- *Declined*- Student scoring 59 or lower may not be accepted if there is over enrollment.

Newly accepted students and their parents/guardians will be notified by mail regarding an orientation meeting that will be held in late August.

IX. ENROLLMENT

In order to enroll at LPV Career TEC for the fall, applicants must have been promoted to the grade they seek to enter by their sending school district and the districts which chose us as their vocational education school. Enrolling at LPV Career TEC is a part of the process of course selection in the sending high school. Students attend their sending high school for academic courses necessary for graduation and receive sending high school credit for career/vocational technical education. They attend LPV Career TEC either in the morning or the afternoon session. Students may receive academic equivalency credit in areas of math, science, and computer technology by successfully completing a two (2) year course of study at the LPV Career TEC.

X. LPV CAREER TEC PROGRAM PLACEMENT

All newly enrolled 9th grade students will participate in a half-year exploratory program. During this time, students will participate in a pre-exploratory (one day shop visits) where they will see all of our 12 programs for one day each. Students will continue with exploring programs and will also participate in career interest and aptitude assessments. Each LPV Career TEC 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.

There are two exploratory programs at LPV Career TEC:

9th grade Career Exploratory One Day One Shop provides 9th grade students with an introduction to LPV Career TEC, basic safety, and general introduction to the career/vocational technical programs (shops) available to them. Students select three and are assigned two programs for exploration. A minimum of one program explored will be a non-traditional shop by gender.

9th grade Career Exploratory Three Week/Five Shops provides 9th grade students with an introduction to LPV Career TEC, basic safety, and general introduction to the career/vocational technical programs (shops) available to them. Students select three and are assigned two programs for exploration. A minimum of one program explored will be a non-traditional shop by gender.

All students should have indicated on the application their shop interests i.e. 1=most interested, 12=least interested, etc. Students will select a LPV Career TEC career/vocational technical program upon completion of the exploratory program. Final placement is determined by an overall review of attendance, grade and discipline in all shop explorations. Grades for all exploratory students is determined by classwork/graded assignments (20%), shop projects (30%) and daily grade rubric (50%). The daily grade rubric includes preparedness, participation, following directions, task completion, and conduct. Grades from each exploration are reviewed and priority for shop placement is given based upon specific shop attendance, grade and discipline as well as overall performance. Final placement is also determined by the number of existing openings that are available. Students must give their best effort in all shops explored in order to have the best chance to be placed in the final shop of their choosing.

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

Requesting transfer

Students who wish to transfer from one program to another must request an appointment with their assigned LPV Career TEC Guidance Counselor. Transfer applicants will be interviewed individually to determine the appropriateness of the transfer request. Transfer requests will be considered subject to availability of openings in the requested shops.

XI. REVIEW AND APPEALS

The applicant's parent/guardian, upon receipt of a letter indicating the applicant was not accepted to the school, or was placed on a waiting list for a particular program (shop), may request a review of the decision by sending a letter to the LPV Career TEC Principal/Director of Career TEC within 20 days of receipt of the letter. The Principal/Director of Career TEC will respond in writing to the letter with the findings of the review within 20 days of the receipt of the letter.

If after the review, the parent/guardian wishes to appeal the findings of the review by the Principal/Director of Career TEC they may send a letter of appeal to the Executive Director of the Lower Pioneer Valley Educational Collaborative within 20 days of the receipt of the letter. The Executive Director will respond in writing, with the approval of the LPVEC Board of Directors, within 20 days of receipt of the letter.

Adoption Date: June 15, 2022

Revised: September 25, 2024

Source:

Legal References:

Section: J
Category: Students
File: JIE

PREGNANT STUDENTS

The LPVEC Board of Directors aims to preserve educational opportunities for students who may become pregnant and/or assume parenting responsibilities.

Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth, are allowed to return to the same academic and extracurricular program as before the leave.

The Collaborative does not require a pregnant student to obtain a physician's certification that the student is physically and emotionally able to continue in school.

Every effort will be made to minimize the disruption to the student's educational program; to ensure that health counseling services, as well as instruction, are available; to encourage a smooth return to school after leave; and to provide every opportunity for the student to complete high school.

Adoption Date: November 19, 2025

Revised:

Source: MASC

Legal References: M.G.L. 71:84

Title IX: 20 U.S.C. § 1681

34 CFR § 106.40(b)

Section: J
Category: Students
File: JIC

STUDENT DISCIPLINE

The Board of Directors believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be expected to acknowledge and respect constituted authority, to conform to collaborative rules, and to those provisions of law that apply to their conduct.

The Collaborative shall include prohibited actions in the student handbook or other publication to be made available to students, parents/guardians/caregivers.

The Collaborative and its staff shall not use any form of academic punishment as a consequence for inappropriate student behaviors/actions.

The Collaborative may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Executive Director shall provide each Principal/Director with a copy of the regulations promulgated by the Department of Elementary and Secondary Education (DESE) and shall have each Principal/Director sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed, the Principal/Director shall consider ways to re-engage the student in learning. Unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and/or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school, principal/director shall not suspend or exclude a student until alternatives have been employed and their use and results documented. Alternatives may include, but shall not be limited to, the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and collaborative problem-solving.

The executive director and/or principal/director shall also implement collaborative/school-wide models to re-engage students in the learning process, which shall include, but not be limited to, positive behavioral interventions and support models, and trauma-sensitive learning models.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, the Principal/Director must provide the student and the parent/guardian/caregiver oral and written notice, and give the student an opportunity for a hearing and the parent/guardian/caregiver an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal/Director shall provide both oral and written notice to the student and the parent/guardian/caregiver in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian/caregiver present, the Principal/Director must be able to document reasonable efforts to include the parent/guardian/caregiver.

The principal/director or a designee shall notify the executive director in writing, including by electronic means, of any out-of-school suspension imposed on a student enrolled in pre-kindergarten through grade three (3) prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by collaborative officials to remove a student from participation in school activities for one (1) day or more.

For any suspension or exclusion under this section, the principal/director or designee of a school in which the student is attending shall provide to the student and parent/guardian/caregiver notice of the charges and the reason for the suspension or exclusion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal/director, or a designee, to discuss the charges and reasons for the suspension or exclusion prior to the suspension or exclusion taking effect. The principal/director, or a designee, shall ensure that the parent/guardian/caregiver of the student is included in the meeting, provided that such meeting may take place without the parent/guardian/caregiver only if the principal/director, or a designee, can document reasonable efforts to include the parent/guardian/caregiver in that meeting.

Emergency Removal

The Principal/Director may remove a student from school temporarily when a student is charged with a disciplinary offense, and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's/Director's judgment, there is no alternative available to alleviate the danger or disruption. The Principal/Director shall immediately notify the Executive Director in writing of the removal, including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal/Director shall:

1. Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian/caregiver of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice, as referenced in the applicable regulation;
2. Provide written notice to the student and parent/guardian/caregiver as required above. The notice shall include the rights enumerated in law and regulation;

3. Provide the student an opportunity for a hearing with the Principal/Director that complies with applicable regulations, and the parent/guardian/caregiver an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for the hearing is otherwise agreed to by the Principal/Director, student, and parent/guardian/caregiver;
4. Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation. Principal/Director shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension - not more than 10 days consecutively or cumulatively

The Principal/Director may use in-school suspension as an alternative to short-term suspension for disciplinary offenses, provided that the principal/director follows the process set forth in State regulation and the student has the opportunity to make academic progress.

Principal's/Director's Hearing - Short Term Suspension of up to 10 days

The hearing with the Principal/Director shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal/Director shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal/Director should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal/Director shall provide the parent/guardian/caregiver, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal/Director should consider in determining consequences for the student.

The Principal/Director shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal/Director shall notify the student and the parent/guardian/caregiver of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in pre-kindergarten through grade three (3), the Principal/Director shall send a copy of the written determination to the Executive Director and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's/Director's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal/Director shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:

- In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal/Director may rely in making a determination to suspend the student or not;
- The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's/caregiver's expense;
- The right to produce witnesses on their behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- The right to cross-examine witnesses presented by the collaborative;
- The right to request that the hearing be recorded by the Principal/Executive Director, and to receive a copy of the audio recording upon request. If the student or parent/guardian/caregiver requests an audio recording, the Principal/Director shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian/caregiver upon request.

The Principal/Director shall provide the parent/guardian/caregiver, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal/Director should consider in determining consequences for the student.

The Principal/Director shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal/Director shall send the written determination to the student and parent/guardian/caregiver by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian/caregiver for collaborative communications, or any other method of delivery agreed to by the Principal/Director and the parent/guardian/caregiver. The notice shall include the rights enumerated in law and regulation.

If the Principal/Director decides to suspend the student, the written determination shall:

- Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- Set out the key facts and conclusions reached by the Principal/Director;
- Identify the length and effective date of the suspension, as well as a date of return to collaborative/school;
- Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school, as required by law and regulation;
- Inform the student of the right to appeal the Principal's/Director's decision to the Executive Director or designee, but only if the Principal/Director has imposed a long-term suspension.

Notice of the right of appeal shall be in English and the primary language of the home, if other than English, or other means of communication, where appropriate, and shall include the following information:

- The process for appealing the decision, including that the student or parent/guardian/caregiver must file a written notice of appeal with the Executive Director within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian/caregiver may request and receive from the Executive Director an extension of time for filing the written notice for up to seven (7) additional calendar days;
- That the long-term suspension will remain in effect unless and until the Executive Director decides to reverse the Principal's/Director's determination on appeal.

If the student is in pre-kindergarten through grade three (3), the Principal/Director shall send a copy of the written determination to the Executive Director and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Executive Director's Hearing

A student who is placed on long-term suspension following a hearing with the Principal/Director shall have the right to appeal the Principal's/Director's decision to the Executive Director.

The student or parent/guardian/caregiver shall file a notice of appeal with the Executive Director within the time period noted above (see Principal's/Director's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Executive Director may deny the appeal, or may allow the appeal in their discretion, for good cause.

The Executive Director shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian/caregiver requests an extension of up to seven (7) additional calendar days, in which case the Executive Director shall grant the extension.

The Executive Director shall make a good-faith effort to include the parent/guardian/caregiver in the hearing. The Executive Director shall be presumed to have made a good-faith effort if they have made efforts to find a day and time for the hearing that would allow the parent/guardian/caregiver and the Executive Director to participate. The Executive Director shall send written notice to the parent/guardian/caregiver of the date, time, and location of the hearing.

The Executive Director shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Executive Director shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian/caregiver upon request. The Executive Director shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian/caregiver upon request. The student shall have all the rights afforded to the student at the Principal's/Director's hearing for long-term suspension.

The Executive Director shall issue a written decision within five (5) calendar days of the hearing, which meets the requirements of law and regulation. If the Executive Director determines that the student committed the disciplinary offense, the Executive Director may impose the same or a lesser consequence than the Principal/Director, but shall not impose a suspension greater than that imposed by the Principal's/Director's decision. The decision of the Executive Director shall be the final decision of the collaborative with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal/Director determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student excluded from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Discipline of Students with Disabilities

Students with disabilities, as defined by state and federal law and regulations, shall be subject to the provisions of the Collaborative's policies and rules of conduct except as otherwise provided by this section and by the Student's Individualized Education Program ("IEP") or Section 504 Plan ("504 Plan"). Parents/guardians/caregivers will be provided with written Notice of Procedural Safeguards if the decision is made to suspend the student.

Prior to instituting any discipline, the Principal/Director shall verify:

- Whether or not the student has been designated a student with disabilities or has been referred for a special education evaluation, but not yet determined to have disabilities; and
- Whether the student's IEP or 504 Plan indicates that the student is not expected to meet the Collaborative's policies and rules of conduct, and if so, what modification of the Collaborative's policies and rules of conduct is required.

Special Education staff shall be involved in disciplinary decisions involving students with IEP's; school counselors shall be involved in disciplinary decisions involving students with 504 Plans.

Students Identified as Having Special Needs

If a student with special needs has violated the Collaborative's policies and rules of conduct, the school may suspend or remove the student from their current educational placement for a period not to exceed ten (10) consecutive or cumulative school days in any school year, as fully outlined under MGL c. 71B and the Individuals with Disabilities Education Act. Such suspension or removal will be carried out in accordance with the same process afforded to all students.

A student with special needs may be suspended for more than ten (10) consecutive or cumulative school days in a school year, such that a substantial change in placement is occurring or will occur, provided that the conduct for which the student is being disciplined is not a manifestation of their disability.

[Note: A change of placement occurs if a student is removed for more than ten (10) consecutive school days or more than ten (10) cumulative school days for a “pattern” of behavior where the student’s behavior is substantially similar to previous incidents that resulted in removal.]

When it is known that the suspension of a student with special needs may exceed ten (10) days as set forth above, the school must conduct a manifestation determination hearing. The parent/guardian/caregiver must be invited to the hearing. The hearing must be held within ten (10) school days of the occurrence of the conduct that is being disciplined.

Relevant members of the Team must determine whether the student’s misconduct was a manifestation of the student’s disability. After reviewing relevant documents (including the student’s IEP, evaluation and diagnostic results), relevant information provided by teachers or other school personnel and parents/guardians/caregivers, observations of the student, and the misconduct of the student, the Team must answer two questions:

- Was the conduct caused by, or did it have a direct and substantial relationship to, the student’s disability/disabilities?
- Was the conduct the direct result of the Collaborative’s/school’s failure to implement the student’s IEP?

If the Team finds that the misconduct was not a manifestation of the student’s disability, by answering “no” to the above questions, then the student may be disciplined in accordance with the same process afforded to all students, but the school will continue to provide a Free Appropriate Public Education (“FAPE”) to the student.

If the Team finds that the misconduct was a manifestation of the student’s disability by answering “yes” to either of the above questions, the Collaborative may not proceed with the disciplinary action against the student and must return the student to the placement from which they were removed, unless the Collaborative and the parent/guardian/caregiver agree to a different placement. In addition, the Team will need to conduct a functional behavior assessment (“FBA”) of the student, unless one has already been conducted. Similarly, the Team must write a behavior intervention plan (“BIP”) for the student, unless one already exists. If a BIP already exists, then the Team will need to review the plan and modify it, as necessary, to address the behavior.

Regardless of whether the misconduct was a manifestation of the student’s disability, a change in placement, determined by the Team, may be made with or without the parent/guardian/caregiver’s permission to an interim alternative education setting (“IAES”) for a period of up to but not exceeding forty-five (45) school days as long as a FAPE is provided, if one or more of the following apply:

- A student carries or possesses a weapon at school or to a school function.
- A student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or at a school function.
- A student has inflicted serious bodily injury upon another person while at school or at a school function. (“Serious bodily injury” is defined as that involving a substantial risk of death or extreme physical pain.)
- The Collaborative has demonstrated at an administrative hearing at the Bureau of Special Education Appeals (“BSEA”) by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or others. In this case, the change of placement may be ordered by a BSEA hearing officer.

A summary of the manifestation determination review will be written, and a copy provided to the parents/guardians/caregivers as soon as possible after the hearing, but no later than five (5) school days after the hearing.

Students Identified as Having a Disability and Provided with a Section 504 Plan

If a student with a 504 Plan has violated the Collaborative's policies and rules of conduct, the school may suspend or remove the student from their current educational placement for a period not to exceed ten (10) consecutive or cumulative school days in any school year. Such suspension or removal will be carried out in accordance with the same process afforded to all students.

A student with a 504 Plan may be suspended in excess of ten (10) consecutive or cumulative school days, provided that the conduct for which the student is being disciplined is not a manifestation of their disability.

When it is known that the suspension of a student with a 504 Plan will accumulate to more than ten (10) consecutive or cumulative days in a school year, such that a substantial change in placement is occurring or will occur, the school must conduct a manifestation determination hearing. The parent/guardian/caregiver must be invited to the hearing. The hearing must be held within ten (10) school days of the occurrence of the conduct that is being disciplined.

Relevant members of the 504 Team meet for the manifestation determination hearing to determine whether the student's misconduct was a manifestation of the student's disability. After reviewing relevant documents (including the student's 504 Plan, evaluations), relevant information provided by teachers or other school personnel and parents/guardians/caregivers, observations of the student, and the misconduct of the student, the Team must answer two questions:

- Was the conduct caused by, or did it have a direct and substantial relationship to, the student's disability/disabilities?
- Was the conduct the direct result of the Collaborative's/school's failure to implement the student's 504 Plan?

If the Team finds that the misconduct was not a manifestation of the student's disability by answering "no" to the above questions, then the student may be disciplined in accordance with the same process afforded to all students.

If the Team finds that the misconduct was a manifestation of the student's disability, by finding either of the above to be true, the Collaborative may not proceed with the disciplinary action against the student.

A summary of the manifestation determination review will be written, and a copy provided to the parents/guardians/caregivers as soon as possible after the hearing, but no later than five (5) school days after the hearing.

Note: A student who is currently engaged in the illegal use of drugs or alcohol is not considered a student with a disability for the purposes of Section 504. Therefore, if there is evidence that the student is a current drug or alcohol user, the Team need not conduct a manifestation determination, and the student is subject to the regular disciplinary process that would take place in the case of a drug or alcohol offense by a nondisabled student.

Students Not Yet Identified as Having a Disability

A student who has not been determined to be eligible for an IEP or 504 Plan and who has engaged in behavior that violated the policies and rules of conduct, may assert any of the protections provided for in this part if the Collaborative/school had knowledge (as determined below) that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

The Collaborative/school must be deemed to have knowledge that a student is a student with a disability if before the behavior that precipitated the disciplinary action occurred:

- The parent/guardian/caregiver of the student expressed concern in writing to supervisory or administrative personnel of the school, or a teacher of the student, that the student is in need of special education and related services;
- The parent/guardian/caregiver of the student requested an evaluation of the student; or
- The teacher of the student, or other school personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Director of Special and Alternative Education or other supervisory or administrative personnel.

The Collaborative/school would not be deemed to have knowledge if:

- The parent/guardian/caregiver has not allowed an evaluation of the student or has refused services; or
- The student has been evaluated and determined not to be a student with a disability.

If the Collaborative/school did not have knowledge that a student is a student with a disability (in accordance with above) prior to taking disciplinary measures against the student, the student maybe disciplined in accordance with the same process afforded to all students. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the Collaborative must conduct the evaluation in an expedited manner. If the student is determined to be a student with a disability, then they receive all the protections set forth above following the finding of eligibility.

Academic Progress

Any student who is suspended or excluded shall have the opportunity to earn credits, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of their removal from the classroom or school. The Principal/Director shall inform the student and parent/guardian/caregiver of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is excluded or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements through the school-wide education service plan.

The Principal/Director shall develop a school-wide education service plan describing the education services that the Collaborative will make available to students who are excluded or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians/caregivers of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal/Director shall notify the parent/guardian/caregiver and student of the opportunity to receive education services at the time the student is excluded or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a collaborative staff member who can provide more detailed information.

For each student excluded or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the Collaborative shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by DESE.

Reporting

The Collaborative shall collect and annually report data to the DESE regarding in-school suspensions, short-term and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal/Director shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status, in accordance with law and regulation.

Adoption Date: December 17, 2025

Revised:

Source: MASC

Legal References: M.G.L. 71:37H; 71:37H 1/2; 71:37H 3/4; 76:17; 76:21

603 CMR 53.00

603 CMR 53.10(3) through (5)

603 CMR 53.13(1)

Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School

Additional References: Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973

<https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf>

Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's (IDEA's) Discipline Provisions

<https://sites.ed.gov/idea/files/qa-addressing-the-needs-of-children-with-disabilities-and-idea-discipline-provisions.pdf>

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth, the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal/Director determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or 37H1/2. The Principal/Director, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all collaboratives/school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and excluded for more than 10 cumulative days in a school year and to make recommendations thereon.

Section: J
Category: Students
File: JICFA

PROHIBITION OF HAZING

No student, employee, or collaborative organization under the control of the Board of Directors shall engage in the activity of hazing a student while on or off Collaborative property, or at a Collaborative-sponsored event, regardless of the location. No organization that uses the facilities or grounds under the control of the Board of Directors shall engage in the activity of hazing any person while on Collaborative property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal/Director, including the time, date, location, names of identifiable participants, and the types of behavior exhibited. Students and employees of the Collaborative are obligated by law to report incidents of hazing to the police department.

Any student present at a hazing incident has the obligation to report it. Failure to do so may result in disciplinary action by the Collaborative.

Any student who participates in or organizes the hazing of another student or person will be subject to disciplinary action.

In all cases relating to hazing, students will receive procedural due process.

Adoption Date: October 15, 2025
Revised:
Source: MASC
Legal References: MGL 269:17, 18, 19

Section: J
Category: STUDENTS
File: JICFB

BULLYING PREVENTION POLICY

The LPVEC is committed to providing a safe, positive, and productive educational environment that enables students to achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, cyber-bullying, or retaliation.

“Bullying” is the repeated use by one or more students or Collaborative staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target’s property;
- places the target in reasonable fear of harm to themselves, or of damage to their property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature.

Cyber-bullying shall also include the creation of an electronic medium in which the creator assumes the identity of another person or knowingly impersonates another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that one or more persons may access, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home, and in locations outside of the house. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents/guardians/caregivers and families are expected.

For the purposes of this policy, whenever the term 'bullying' is used, it refers to both bullying and cyberbullying.

Bullying is prohibited:

- On Collaborative grounds;
- On property immediately adjacent to Collaborative grounds;
- At Collaborative-sponsored or Collaborative-related activities;
- At functions or programs, whether on or off collaborative grounds
- At school bus stops;
- On Collaborative buses or other vehicles owned, leased, or used by the Collaborative; or,
- Through the use of technology or an electronic device owned, leased, or used by the Collaborative;

Bullying and cyber-bullying are prohibited at a location, activity, function, or program that is not Collaborative-related or through the use of technology or an electronic device that is not owned, leased, or used by the Collaborative if the act or acts in question:

- create a hostile environment at the Collaborative for the target;
- infringe on the rights of the target at the Collaborative; and/or
- materially and substantially disrupts the education process or the orderly operation of the Collaborative.

Prevention and Intervention Plan

The Executive Director and/or their designee shall oversee the development of a prevention and intervention plan, in consultation with all Collaborative stakeholders, which may include teachers, Collaborative staff, professional support personnel, Collaborative volunteers, administrators, community representatives, local law enforcement agencies, students, parents, guardians, and caregivers consistent with the requirements of this policy, as well as state and federal laws. The Bullying Prevention and Intervention Plan shall be reviewed and updated at least biennially.

The Principal/Director is responsible for the implementation and oversight of the Bullying Prevention and Intervention Plan within their department/program.

Reporting

Students who believe that they are a target of bullying, observe an act of bullying, or have reasonable grounds to believe that these behaviors are taking place are obligated to report incidents to a member of the Collaborative staff. The target, however, shall not be subject to discipline for failing to report bullying.

Each department/program shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely based on an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents, guardians, caregivers, or community members are encouraged to report incidents of bullying as soon as possible.

A member of the Collaborative staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the Principal/Director or their designee.

Investigation Procedures

The Principal/Director or their designee, upon receipt of a viable report, shall promptly contact the parents/guardians/caregivers of a student who has been the alleged target or alleged aggressor of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The Principal/Director, or a designee, shall promptly investigate reports of bullying, using the Bullying/Cyber-bullying Investigation Form. This investigation may include interviewing the alleged target, the alleged perpetrator, staff members, students, and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is a witness to or has reliable information about an act of bullying.

If the Principal/Director, or designee, determines that bullying has occurred, they shall take appropriate disciplinary action, and if it is believed that criminal charges may be pursued against the perpetrator, the Principal/Director shall consult with the collaborative's resource officer and the Executive Director to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen (14) school-working days from the date of the report. The parents/guardians/caregivers shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were substantiated, whether a violation of this policy was found, and whether disciplinary action has been taken or will be taken. At a minimum, the Principal/Director or their designee shall contact the parents/guardians/caregivers regarding the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying, cyber-bullying, or retaliation shall be in accordance with the Students Handbook.

Each department/program shall document any incident of bullying reported under this policy, and a file shall be maintained by the Principal/Director or their designee. A monthly report shall be provided to the Executive Director.

Confidentiality shall be maintained to the extent consistent with Collaborative's obligations under law.

Retaliation

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

The Collaborative shall provide counseling or referrals to appropriate services, including adjustment, social work, guidance, academic intervention, and protection, to students — both targets and perpetrators — affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for Collaborative employees and volunteers who have significant contact with students, focusing on preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention and social competency shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the Bullying Prevention and Intervention Plan shall be provided to students and their parents/guardians, or caregivers, in age-appropriate terms.

An annual written notice of the Bullying Prevention and Intervention Plan shall be provided to all Collaborative staff. The faculty and staff at the Collaborative shall receive annual training on the Bullying Prevention and Intervention Plan applicable to the Collaborative.

Relevant sections of the Bullying Prevention and Intervention Plan, specifically those related to the duties of faculty and staff, shall be included in an annual training.

The Bullying Prevention and Intervention Plan shall be posted on the Lower Pioneer Valley Educational Collaborative (LPVEC) website.

Adoption Date: *January 26, 2011*
Revised: *September 17, 2025*
Source: *MASC*
Legal References: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by the EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26:00
MGL 71:37O; 265:43, 43A; 268:13B; 269:14A

Additional Reference: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

Section: J
Category: STUDENTS
File: JICJA

STUDENT CELL PHONES AND ELECTRONIC DEVICES

The purpose of this policy is to ensure that students' use of cell phones and other electronic devices does not interfere with the education program or collaborative activities. Cell phones are defined in general as current and emerging technologies that are wireless units that send and/or receive electronic communications in an analog or digital data transmission. Other types of electronic devices include any mechanical or electrical device that is capable of playing, recording, storing, or transmitting sounds, images, or data and that are not provided as part of the educational process by the collaborative.

The Collaborative is not responsible for any lost, stolen, or damaged cell phones or electronic devices. Students who bring these items to school do so at their own risk.

The use and possession of cell phones and other electronic devices at school or on collaborative property are privileges, not rights. Therefore, students who choose to bring cell phones and electronic devices to school or onto collaborative property, including buses, agree to the following policy:

1. Cell phones and electronic devices upon entering the building must be turned off and secured in their assigned collaborative-provided pouches during the school day. Students may use cell phones and other electronic devices before or after school hours and at after-school activities with permission of the advisor.
2. Earbuds and headphones may not be used at any time during school hours unless given explicit permission from a teacher or administrator.
3. Any allowable use of cell phones and electronic devices must not violate existing collaborative policies, including but not limited to policies regarding:
 - bullying, intimidating, and harassing behaviors via texting and social networking sites;
 - academic integrity (e.g., sharing of assessment or assignment information);
 - safety protocols (e.g., fire drill procedures, hallway passing, etc.);
 - acts that may interfere with the learning opportunities of other students or the orderly operation of the collaborative; and
 - use of a cell phone or electronic device with a camera, video, or voice recording function in a way or under circumstances that infringe the privacy rights of others (e.g., recording the voice or image of any individual without his/her consent is strictly prohibited).
- Violations of this policy will be subject to progressive discipline. Multiple violations of this policy may result in further disciplinary action, including the loss of the privilege to possess cell phones and electronic devices at the collaborative.

Cell Phone and Electronic Device Searches

The search of cell phones and other electronic devices for pictures, text messages, video, audio, or uploaded/downloaded material in connection with an investigation regarding an alleged violation of collaborative rules or illegal conduct is permissible if the search is reasonable in its inception and justified in its scope. Acceptable searches may include, but are

not limited to, searches for video, audio, pictures, text messages, emails, or other data regarding:

- assaults and/or fights;
- harassment/intimidation/bullying or sexting;
- possession, use, or distribution of controlled substances, illegal drugs, or alcohol;
- identification of ownership of stolen or lost devices; and,
- documentation of cheating.

If a search of an electronic device is found to contain evidence pertinent to an investigation, the Collaborative administration has the sole discretion to confiscate the device, contact the police, or give the device to law enforcement officials.

Adoption Date: December 17, 2025

Revised:

Source:

Legal References:

Section: J
Category: Students
File: JICK

HARASSMENT OF STUDENTS

Harassment of students by other students, employees, vendors, and other third parties will not be tolerated in the Lower Pioneer Valley Educational Collaborative. The alleged harassment must involve conduct that occurred within the Collaborative's own program or activity, such as whether the harassment occurred at a location or under circumstances where the Collaborative owned, or substantially controlled the premises, exercised oversight, supervision, or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is in effect while students are on Collaborative grounds, Collaborative property, or property within the jurisdiction of the Collaborative, on Collaborative school buses, or attending or engaging in Collaborative-sponsored activities.

Harassment prohibited by the Collaborative includes, but is not limited to, harassment on the basis race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, immigration status, or any other category protected by state or federal law. Students whose behavior is found to violate this policy will be subject to disciplinary action, up to and including suspension or expulsion, pursuant to the disciplinary codes. Employees who are found to have violated this policy will be subject to discipline, up to and including termination of employment, in accordance with contractual disciplinary obligations.

Employee-to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb, or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Student-to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb, or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment. Harassment as described above may include, but is not limited to:
- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other Collaborative matter.
- Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The Collaborative will promptly and reasonably investigate allegations of harassment through the designation of the Title IX Coordinator or department-based employees, who may include principals/directors or their designees. The Executive Director will recommend, in consultation with the principals/directors, opportunities to the designated recipients for appropriate training. Where it is determined that discrimination or harassment has occurred, the Collaborative will act promptly to eliminate the conduct and will impose developmentally appropriate disciplinary, restorative, and/or corrective action.

The Collaborative will respond promptly and reasonably investigate allegations of sexual harassment through the designation of the Title IX Coordinator or department-based employees to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, in accordance with our detailed response protocol. Where it is determined that discrimination or harassment has occurred, the Collaborative will act promptly to eliminate the conduct and will impose developmentally-appropriate disciplinary, restorative, and/or corrective action.

**race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles.*

Adoption Date: October 15, 2025

Revised:

Source: MASC

Legal References: M.G.L. 151B:3A

Title IX of the Education Amendments of 1972

BESE 603 CMR 26:00

34 CFR 106.44 (a), (a)-(b)

34 CFR 106.45 (a)-(b) (1)

34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Acts of 2022, Chapter 117

Section: J
Category: Students
File: JIH

SEARCHES, INTERROGATIONS, AND ARRESTS

Searches in General

Any search under this policy is designed to provide for the safety and well-being of the students in the Collaborative's care. In the discharge of that responsibility, school officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and Collaborative policy. Collaborative officials may initiate a search based on reasonable suspicion, voluntary consent, or pursuant to suspicionless security screening measures, including through the use of metal detectors.

Students may not have on their person, in their belongings, in their vehicles, or on Collaborative property any contraband, including, but not limited to, illegal substances or any item prohibited by Collaborative policy or rules. Students are responsible for any prohibited items found during a search conducted under this policy. Violations will result in confiscation of such items and appropriate disciplinary action. Items may also be turned over to law enforcement.

School Property

Lockers, desks, computers, books, and other items issued to students by the Collaborative for their temporary use remain the property of the Collaborative. As such, students should have no expectation of privacy regarding their use. Collaborative property may be randomly inspected without notice by Collaborative administrators or designees to ensure cleanliness, safety, and adherence to federal, state, and local laws and Collaborative rules.

Reasonable Suspicion

When an administrator or designee has reasonable suspicion to believe that contraband as described above is on a student's person or is in a student's belongings or vehicle, they may conduct a search appropriate to the nature of the potential violation. Searches should be reasonable at their inception and in scope, and conducted in a way that protects the students' rights. Such a search may also be conducted by a hand-held metal detector.

Security Screening Searches

The Collaborative reserves the right to conduct suspicionless searches to maintain a safe and secure learning environment. The Collaborative may use portable walk-through metal detectors and/or hand-held metal detectors to scan for weapons and other dangerous objects on anyone entering a Collaborative building or Collaborative grounds. The Collaborative may also use portable walk-through metal detectors and/or hand-held metal detectors at Collaborative-sponsored activities, either on or off Collaborative grounds, including, but not limited to, proms, dances, and other events open to students and/or the public. Students will be responsible for any prohibited items found during a search. Any other person found to be in possession of items in violation of the law will be reported to law enforcement. Any person refusing to submit to such a security screening will not be admitted to the Collaborative building or event.

Use of Canines

To promote the goals of keeping drugs out of schools and ensuring a safe learning environment, the Collaborative will work with the Massachusetts State Police, the West Springfield Police Department, and the Hampden County Sheriff's Department to implement canine searches for illegal substances on Collaborative premises or at Collaborative-sponsored activities. All such searches will be conducted in accordance with applicable law and will be initiated, carried out, and directed by Collaborative personnel. State and local police will be present to assist Collaborative personnel, to maintain order, and take custody of unauthorized controlled substances. Students may be moved to another area of the building so that the canines can sniff backpacks, books, desks, handbags, and other student belongings remaining in the classrooms designated for the canine search. In no event will canines search the person of any student or other individual. If illegal substances are found in any search, in addition to whatever action the Collaborative is permitted or required to take by applicable law, the West Springfield Police Department and the Hampden County District Attorney's office will determine what actions, if any, will be taken by law enforcement.

Refusal of a Search

Student attempts to avoid a metal detector security screening or refusal to cooperate with a requested search based on reasonable suspicion will be considered grounds for disciplinary action.

Interrogations, Investigations, and Arrests

The Collaborative has legal custody of students during the school day and during hours of approved extracurricular activities. Collaborative officials may question a student regarding the student's own conduct or the conduct of other students.

With respect to questioning by law enforcement officials, it is the responsibility of the Collaborative administration to make an effort to protect each student's rights during interrogations by law enforcement officials. Therefore:

1. When law enforcement officials find it necessary to question students during the Collaborative school day or periods of extracurricular activities, the Principal/Director or their designee will be present when possible. An effort will be made to contact the student's parent, guardian, or caregiver so that the responsible individual may be notified of the situation.
2. If custody and/or arrest is involved, the Principal/Director will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

Adoption Date: October 15, 2025

Revised:

Source:

Legal References:

Section: J
Category: STUDENTS
File: JJE

CODE: STUDENT FUND-RAISING ACTIVITIES

Due to the budget constraints of the school community, fund raising has become necessary to provide enrichment for our students; however, the Board of Directors discourages door-to-door solicitation and solicitation in public places. Panhandling is forbidden.

Educational Supervisors will evaluate and must approve in advance all school fund-raising activities considering foremost the age and safety of the students. The Executive Director will be notified in writing prior to all school fund-raising activities taking place.

Lack of adherence to this policy may result in disciplinary action.

Adoption Date: October 27, 2010

Revised:

Source: MASC Policy Reference

Legal References:

Section: J
Category: STUDENTS
File: JKAA

PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Collaborative. Further, students of the Collaborative are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations as a last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate and with extreme caution.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring themselves, another student or a collaborative community member, a teacher, employee, or agent of the collaborative may use such reasonable force as is needed to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603 CMR 46.02.

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

The power of the Board of Directors or of any teacher or other employee or agent of the Board of Directors to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others, and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Executive Director will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide, including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint, as well as the collaborative's method of physical restraint for use in emergency situations;
- Descriptions of the collaborative's training and procedures to comply with reporting requirements, including, but not limited to, making reasonable efforts to orally notify a parent/guardian/caregiver of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents/guardians/caregivers in discussions about restraint prevention and use of restraint solely as an emergency procedure;

- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00;
- A process for obtaining Principal/Director approval for a time out exceeding 30 minutes.

The Principal/Director will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the collaborative's physical restraint policy and accompanying procedures. The Principal/Director will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment or as a response to the destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents/guardians/caregivers of attending students. The Executive Director shall provide a copy of the Physical Restraint regulations to the Principal/Director, who shall sign a form acknowledging receipt thereof.

Adoption Date: December 17, 2025

Revised:

Source: MASC

Legal References: 603 CMR 46.00

Section: J
Category: STUDENTS
File: JLC

CODE: STUDENT HEALTH SERVICES AND REQUIREMENTS

Activities may include identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The LPVEC recognizes that parents have the primary responsibility for the health of their students. The LPVEC will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety. The LPVEC shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

Procedures for Emergency at School

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

Each year parents shall supply information indicating where the student is to be taken in case of an emergency; the name, address, and phone number of a neighbor to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The LPVEC shall maintain a Medical Emergency Response Plan, as required by law, and an Emergency Procedures Handbook, which shall be utilized by personnel for handling emergencies. Emergency procedures shall include the following:

- Provision for care beyond First Aid, which would enable care by the family or its physician or the Paramedic Assistance Unit of the Fire Department local Emergency Medical Services agencies. In instances when the Paramedic Assistance Unit EMS is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;
- Information relative to not permitting the administration of any form of medicine or drugs to students without written approval of parents. Requests made by parents for such administration of medication shall be reviewed and approved by the Principal or designee;

- Provisions for reporting all accidents, cases of injury, or illness to the Principal. Provisions shall be made (in all cases of injury or illness involving possible legal or public relations implications) for reporting such to the executive director immediately;
- Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the school office.

Student Illness or Injury

In case of illness or injury, the parent or guardian will be contacted and asked to call for the student or provide the transportation.

Transportation of an ill or injured student is not normally to be provided by the LPVEC. If the parent cannot provide transportation and the student is ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the LPVEC.

Transportation of a student by school personnel will be done only in an emergency and by the individual so designated by an LPVEC administrator.

CROSS REF.: EBB, First Aid
EBC, Emergency Plans
JLCD, Administration of Medications to Students

Adoption Date: June 18, 2014

Revised:

Source: MASC Policy Reference

Legal References: M.G.L. 71:53;54;54A;54B;55;55A;55B;56;57;69:8A;

Section: J
Category: STUDENTS
File: JLCA

CODE: PHYSICAL EXAMINATIONS OF STUDENTS

In accordance with MA DPH 105 CMR 200.100, the LPVEC shall ensure that every student has been examined by a duly-licensed physician, nurse practitioner, or physician assistant.

The Massachusetts Department of Public Health also requires the following screenings:

GROWTH AND DEVELOPMENT SCREENINGS

The Body Mass Index (BMI) and corresponding percentile of each student in grades one, four, seven and 10 is calculated and reported directly and confidentially to a parent or legal guardian. (MA DPH 105 CMR 200.500)

VISION AND HEARING SCREENINGS

The vision of each student in the public schools will be screened in the year of school entry, annually through grade 5, once in grades 6 through 8 and once in grades 9 through 12.

The hearing of each student in the public schools will be screened in the year of school entry and annually through grade 3, once in grades 6 through 8, and once in grades 9 through 12 (MA DPH 105 CMR 200.400)

POSTURAL SCREENINGS

Postural screenings will be conducted on all students in grade 5 through 9. (MA DPH)

** NOTE: Department of Health Regulations call for vision screenings in Grades 1-5, once between 6-8, and once between 9-12; hearing screenings in grades 1-3, once between 6-8, and once between 9-12; BMI in grades 1, 4, 7, 10.*

Adoption Date: June 18, 2014

Revised:

Source: MASC Policy Reference

Legal References: M.G.L. [71:53](#); [71:54](#); [71:56](#); [71:57](#) 105 CMR 200

Section: J
Category: STUDENTS
File: JLCB

CODE: INOCULATIONS OF STUDENTS

The LPVEC adheres to the General Laws of Massachusetts and the School Immunization Law, Chapter 76, Section 15. As defined in 105 CMR 220.400, students entering school for the first time, whether at kindergarten or through transfer from another school system, will be required to present a physician's certificate attesting to immunization against diphtheria, whooping cough, poliomyelitis, tetanus, measles, and such other communicable diseases as may be specified from time to time by the Department of Public Health.

The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interest of the child, or by the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent.

Adoption Date: June 18, 2014

Revised:

Source: MASC Policy Reference

Legal References: M.G.L. [76:15](#)

Section: J
Category: STUDENTS
File: JLCC

CODE: COMMUNICABLE DISEASES

The LPVEC is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the LPVEC's responsibilities to handicapped children under the law.

The Board recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as Acquired Immune Deficiency Syndrome (AIDS).

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The LPVEC reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the LPVEC shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific

nature of the student's condition. The determination of those who need to know shall be made by the Executive Director.

Adoption Date: June 18, 2014

Revised:

Source: MASC Policy Reference

Legal References: .: M.G.L. [71:55](#)

***Lower Pioneer Valley Educational Collaborative
Board of Directors Policy***

Section: J
Category: STUDENTS
File: JLCC-R

CODE: UNIVERSAL PRECAUTIONS FOR SCHOOL SETTINGS

Universal precautions refer to the usual and ordinary steps all school staff need to take in order to reduce their risk of infection with HIV, the virus that causes AIDS, as well as all other blood—borne organisms (such as the Hepatitis B virus).

They are universal because they refer to steps that need to be taken in all cases, not only when a staff member or student is known to be HIV-infected.

They are precautions because they require foresight and planning, and should be integrated into existing safety guidelines.

Appropriate equipment (mops, buckets, bleach, hot water, hand soap, disposable towels and latex gloves) must be readily available to staff members who are responsible for the clean-up of body fluid spills. Medically approved latex gloves will also be available in each classroom.

1. Treat human blood spills with caution.
2. Clean up blood spills promptly.
3. Inspect the intactness of skin on all exposed body parts, especially the hands. Cover any and all open cuts or broken skin, or ask another staff member to do the clean-up. Latex gloves contribute an added measure of protection, but are not essential if skin is intact.
4. Clean up blood spills with a solution of one part household bleach to ten parts water, pouring the solution around the periphery of the spill. Disinfect mops, buckets and other cleaning equipment with fresh bleach solution.
5. Always wash hands after any contact with body fluids. This should be done immediately in order to avoid contaminating other surfaces or parts of the body (be especially careful not to touch your eyes before washing up). Soap and water will kill HIV.
6. Clean up other body fluid spills (urine, vomitus, feces), unless grossly blood contaminated, in the usual manner. They do not pose a significant risk of HIV infection.

Adapted from Universal Precautions for School Settings, Massachusetts Department of Education and Medical Update to Massachusetts Policy Guidelines: Infants,

Toddlers and Preschoolers with HIV Infection/AIDS in Early Childhood Settings
(June 1989)

Adoption Date: June 18, 2014

Revised:

Source: MASC Policy Reference

Legal References:

Section: J
Category: STUDENTS
File: JLCD

CODE: ADMINISTERING MEDICINES TO STUDENTS

Medication may not be administered to students while at school unless such medicine is given to them by the LPVEC school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician. When the LPVEC school nurse is not present, a student who needs medication during the school day may be called to the office at the scheduled hour and reminded by the secretary to take the medicine. This provision only applies when the correct dosage of the medication has been placed in an individual container clearly marked with the student's name, the dosage to be administered, and the time and/or conditions under which the medicine is to be taken. In addition, the student must be able to recognize the medicine that he/she or she is taking. No one but the LPVEC school nurse and those others listed in the medical administration plan, acting within the above restriction may give any medication to any student.

The LPVEC shall register with the Dept. of Public Health and train personnel in the use of Epi-pens.

Following consultation with the LPVEC school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.

NOTE: Regulations that govern the administration of prescription medication in public and private schools specifically detail the procedures that need to be followed. There are provisions for non-medical personnel to be authorized to administer these medications but the requirements of this regulation must be followed in order to receive permission for this exception.

Adoption Date: June 18, 2014

Revised:

Source: MASC Policy Reference

Legal References: M.G.L. [71:54B](#) Dept. of Public Health Regulations: 105 CMR 210.00

Section: J
Category: STUDENTS
File: JLCEA

CODE: STUDENTS WITH COMFORT CARE/ DO NOT RESUSCITATE ORDERS

Children with terminal illnesses are attending school in increasing numbers and this may result in a Do Not Resuscitate Order. (DNR)

A physician, authorized nurse practitioner, or an authorized physician's assistant may execute a signed DNR order, with the consent of the parent or legal guardian and according to the current standard of care. This order should be accompanied by information about the child's illness and the rationale behind the request.

If a physician issues a DNR order, he then can submit a Comfort Care / DNR Order Verification to the Office of Emergency Medical Services in the Massachusetts Department of Public Health and obtain a Comfort Care Form and an identifying bracelet.

A Comfort Care identification (either the **bracelet** or the fully executed **ORIGINAL** form) is the only authorized way for pre-hospital emergency care providers (EMTs or other first responders) to recognize a patient with a current valid DNR order.

Special consideration must be given to meeting the child and their family's needs, as well as the needs of students and staff. The child should only be placed in a school that has a full time nurse. The local EMS should be informed (with written permission from the parent or guardian) that there is a child in the school building with a DNR/Comfort Care order.

Respecting the family's wishes will involves much pre-planning in the school setting. An Individualized Health Care Plan (IHCP) will need to be developed with the family in collaboration with the school physician, the child's physician, the school nurse and the building administrator or designee.

The IHCP should include the following:

- A. How the child will be moved to the health room (or other designated area). If serious distress or death should occur at another location in the school;
- B. What, if any, comfort measures will be given to the child;
- C. Protocols for notification of the family and, if the child has died in school; who will do the pronouncement of death; (physician, nurse practitioner, physician's assistant, home care or hospice nurse).*[1](#)

- D. How the deceased will be removed from the school. This may involve planning with the family's designated funeral home and include such factors as type of vehicle, where it will park, who will clear the corridors, and what kind of stretcher or other method of transport will be used; *(Please note, by law, EMS providers are not permitted to move the deceased).*
- E. The IHCP will also address what will happen if the child is in distress, but does not appear to face an imminent risk of death. The response should also include immediate consultation with parents, and consistent with the plan, contact with the local EMS provider.

If EMS is called, and the child has a Comfort Care bracelet or a fully executed ORIGINAL form, the EMT or first responder can provide comfort care and transport to a hospital. The type of care that EMS may provide in this situation is spelled out in the Comfort Care Protocol available at <http://www.mass.gov/dph/oems/comfort/ccprot2a.htm>.

When a plan is in place, the school nurse should convey the plan to the appropriate school staff and administrators, answering questions that they may have.

Whenever a death occurs in school, the crisis team must be activated immediately to assist the family, staff and students to cope with the loss. Special consideration must be made for any students or staff who witness the death especially, if (per DNR orders) no treatment was performed either by school staff or EMS. Questions such as, "What if this happened to me?" and "Will they do anything for me?" may need to be addressed.

** Nurse practitioner (NP) and physician assistant (PA) pronouncements function as "removal permits" thereby allowing the deceased to be removed from the school grounds by the funeral director. However the NP or PA who pronounces the death must (a) before the pronouncement, try to reach the attending doctor so that the doctor can declare the death and complete the death certificate, and (b) after the pronouncement, notify the attending doctor as to the location to which the body has been removed so that the physician can complete the death certificate. State law (M.G.L. Chapter 46, section 9) requires that a physician or the medical examiner complete the death certificate.*

Adoption Date: June 18, 2014

Revised:

Source: MASC Policy Reference

Legal References:

Section: J
Category: STUDENTS
File: JRA

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the Collaborative to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate collaborative personnel, be accessible to the student's parents/guardians/caregivers and/or the student in accordance with law, and yet be guarded as confidential information.

The Executive Director will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations. The temporary record of each student will be destroyed no later than seven years after the student transfers, graduates, or is withdrawn from the Collaborative. Written notice to the eligible student and their parent/guardian/caregiver of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following their graduation, transfer, or withdrawal from the Collaborative.

The Board of Directors wishes to make clear that all individual student records of the Collaborative are confidential.

Adoption Date: December 17, 2025

Revised:

Source: MASC

Legal References: Family Educational Rights and Privacy Act of 1974

P.L. 93-380, Amended

P.L. 103-382, 1994

M.G.L. 66:10 71:34A, B, D, E, H

603 CMR 23.00