

Section: A
Category: FOUNDATIONS AND BASIC COMMITMENTS
File: AB

CODE: THE PEOPLE AND THEIR SCHOOL DISTRICT

The Board has the dual responsibility for implementing statutory requirements pertaining to public education and local citizens' expectations for the education of the community's youth. It also has an obligation to determine and assess citizens' desires. When citizens elect delegates to represent them in the conduct of public education, their representatives have the authority to exercise their best judgment in determining policies, making decisions, and approving procedures for carrying out the responsibility.

The Board therefore affirms and declares its intent to:

1. Maintain two-way communications with citizens of the community. The public will be kept informed of the progress and problems of the LPVEC and citizens will be urged to bring their aspirations and feelings about the Collaborative to the attention of this body, which they have chosen to represent them in the management of public education.
2. Establish policies and make decisions on the basis of declared educational philosophy and goals. All decisions made by the Board will be made with priority given to the purposes set forth, most crucial of which is the optimal learning of the children enrolled in our schools.
3. Act as a truly representative body for members of the community in matters involving public education. The Board recognizes that ultimate responsibility for public education rests with the state, but individual collaborative boards have been assigned specific authority through state law. The Board will not relinquish any of this authority since it believes that decision-making control over the children's learning should be in the hands of local citizens as much as possible.

Adoption Date: September 26, 2007

Revised: August 17, 2011

Source: MASC Policy Reference

Legal References:

Section: A
Category: FOUNDATIONS AND BASIC COMMITMENTS
File: AC

CODE: NON-DISCRIMINATION

Educational collaboratives have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. This commitment to the community is affirmed in the following statements of the Board's intent to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth, and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial, and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communications and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the Collaborative, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the Collaborative in order to achieve to the greatest extent possible the objectives of this statement.

The Board's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business. No person shall be excluded from or discriminated against in admission to a public school/collaborative program of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, and disability or participation in discrimination complaint-related activities (retaliation). If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation, or disability or participation in discrimination complaint-related activities (retaliation), their complaint should be registered with the Title IX compliance officer.

Adoption Date: September 26, 2007

Revised: August 17, 2011; July 20, 2012

Source: MASC Policy Reference

Legal References: Title VI, Civil Rights Act of 1964; Title VII, Civil Rights Act of 1964; Equal Employment Opportunity Act of 1972; Executive Order 11246; Equal Pay Act; Title IX; Rehabilitation Act of 1973

Section: A
Category: FOUNDATIONS AND BASIC COMMITMENTS
File: ACA

CODE: NON-DISCRIMINATION ON THE BASIS OF SEX

The Board, in accordance with Title IX of the Education Amendments of 1972, declares that the LPVEC does not and will not discriminate on the basis of sex in its educational programs and activities of the Collaborative. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The Board will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees.

The Board will designate an individual to act as the school system's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance office.

Adoption Date: September 26, 2007

Revised:

Source: MASC Policy Reference

Legal References: Title IX of the Education Amendments of 1972

Section: A
Category: FOUNDATIONS AND BASIC COMMITMENTS
File: ACAB

CODE: SEXUAL HARASSMENT

All persons associated with the LPVEC including, but not necessarily limited to, the Board, the administration, the staff, and the student, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

Because the LPVEC Board of Directors takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace or school conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Definition of Sexual Harassment: Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or success as a student;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or
3. Such conduct has the purpose or effect of substantially interfering with an individual's work or educational performance, or creating an intimidating, hostile, or offensive working or educational environment.

The Executive Director will annually appoint a sexual harassment grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure set out below:

1. Any member of the Collaborative who believes that he or she has been subjected to sexual harassment will report the incident(s) to the grievance officer. All complaints shall be investigated promptly and resolved as soon as possible.
2. The grievance officer will attempt to resolve the problem in an informal manner through the following process:

- a. The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts and may interview any witnesses.
 - b. The grievance officer will then attempt to meet with the charged party in order to obtain his or her response to the complaint.
 - c. The grievance officer will hold as many meetings with the parties as is necessary to obtain the facts.
 - d. On the basis of the grievance officer's perception of the situation, he or she may:
 - (1) Attempt to resolve the matter informally through reconciliation.
 - (2) Report the incident and transfer the record to the Executive Director or his/her designee and so notify the parties by certified mail.
3. After reviewing the record made by the grievance officer, the Executive Director or designee may attempt to gather any more evidence necessary to decide the case and thereafter impose any sanctions deemed appropriate, including a recommendation to the Board for termination or expulsion. At this stage of the proceedings, the parties may present witnesses and other evidence and may also be represented. The parties, to the extent permissible by law, shall be informed of the disposition of the complaint. All matters involving sexual harassment complaints will remain confidential to the extent possible. If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct.
4. The grievance officer, upon request, will provide the charging party with government agencies that handle sexual harassment matters.

Adoption Date: September 26, 2007

Revised:

Source: MASC Policy Reference

Legal References: Title VII, Section 703, Civil Rights Act of 1964 as amended

Section: A
Category: FOUNDATIONS AND BASIC COMMITMENTS
File: AD

CODE: EDUCATIONAL PHILOSOPHY

In today's society, our children are continuously excited by new and challenging stimuli; adaptability to change therefore becomes a paramount objective of learning.

The mastery of basic skills is essential to our children as they prepare to function as responsible individuals. Children must also know how to direct their own learning by mastering the skills of independent inquiry because circumstances do not enable us to predict with certainty just what today's children will need to know when they become tomorrow's adults. The optimum environment should be sought so that each child can develop physically and emotionally and acquire the information, academic skills, critical judgment, and creativity needed to lead to a better understanding of himself, his fellow man, and the world around him.

The LPVEC must continually strive to create, implement, and improve programs that are compatible with appropriate curricula and provide opportunities for innovation in teaching and learning. If this is accomplished, children will then come to realize more fully their own potential as individuals and be better prepared to appreciate and act responsibly in the society in which they live.

Adoption Date: September 26, 2007

Revised:

Source: MASC Policy Reference

Legal References:

Section: A
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File: ADA

CODE: LPVEC DISTRICT GOALS AND OBJECTIVE

The goal of the LPVEC is to accept responsibility for the development of each child into an adult who can stand confidently, participate fully, learn continually, and contribute meaningfully to society.

Five objects that contribute to the achievement of this goal, listed without priority in arrangement, define desirable outcomes to be incorporated into plans for the school system:

1. To ensure that each student develops proficiency in basic academic skills
2. To ensure that each student develops the capacity to recognize and cope with the problems of an unknown future
3. To ensure the development of meaningful, interpersonal relationships among students, staff, and community
4. To ensure maximum efficiency in the allocation of material resources
5. To ensure maximum efficiency in the allocation of human resources

This category is for a statement summarizing goals in all areas. Educational goals are better filed under code IA: Instructional Goals. All goals statements in other areas might be cross-referenced.

The NEPN classification system provides a code for filing goals in major areas of operations as follows:

AD, Educational Philosophy
BA, School Committee Operational Goals
CA, Administration Goals
DA, Fiscal Management Goals
EA, Support Services Goals
FA, Facilities Development Goals
GA, Personnel Policies Goals
HA, Negotiations Goals
IA, Instructional Goals
JA, Student Policies Goals
KA, School-Community Relations Goals
LA, Education Agency Relations Goals

Adoption Date:

Revised:

Source: MASC Policy Reference

Legal References:

Section: A
Category: FOUNDATIONS AND BASIC COMMITMENTS
File: ADC

CODE: SMOKING ON SCHOOL PREMISES

Use of any tobacco products within LPVEC buildings, facilities, on LPVEC grounds, or on school buses by any individual, including LPVEC personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the LPVEC policy and requirements of state law.

Adoption Date: September 26, 2007

Revised:

Source: MASC Policy Reference

Legal References: M.G.L. 71:37H

Section: A
Category: FOUNDATIONS AND BASIC COMMITMENTS
File: ADF

CODE: SCHOOL DISTRICT NUTRITION PROGRAM

The Board of Directors recognizes the relationship between student well-being and student achievement, as well as the importance of a comprehensive district nutrition program.

Nutrition Guidelines

It is the policy of the LPVEC that all foods and beverages made available on campus during the school day are consistent with School Lunch Program nutrition guidelines. Guidelines for reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law. The LPVEC will create:

- guidelines for maximizing nutritional value by decreasing fat and added sugars, increasing nutrition density and moderating portion size of each individual food or beverage sold within the school environment, and
- separate guidelines for foods and beverages in the following categories:
 1. foods and beverages included in a la carte sales in the food service program on school campuses;
 2. foods and beverages sold in vending machines, snack bars, school stores, and concession stands;
 3. foods and beverages sold as part of school-sponsored fundraising activities; and
 4. specify that its guidelines will be based on nutrition goals, not profit motives.

Adoption Date: May 21, 2014

Revised:

Source: MASC Policy Reference

Legal References:

Section: A
Category: FOUNDATIONS AND BASIC COMMITMENTS
File: AE

CODE: COMMITMENT TO ACCOMPLISHMENT

The Board accepts ultimate responsibility for all facets of LPVEC operations. Because it is accountable to residents of the districts, the Board will maintain a program of accountability consisting of the following elements:

- Clear statements of expectations and purpose as they relate to operations, programs, departments, and positions.
- Provisions for the staff, resources, and support necessary to achieve stated expectations and purposes, subject to financial support by residents of the member districts.
- Evaluation of operations and instructional and staff development programs to determine how well expectations and purposes are being met.
- Specific performance objectives to enable individuals to direct their own efforts to the goals and objectives of the member district.
- Evaluation of the efforts of employees in line with stated objectives, with the first purpose of evaluation being to help each individual make a maximum contribution to the goals of the LPVEC.

Every effort will be made by the Board, Executive Director, and staff to fulfill the responsibilities inherent in the concept of accountability.

Adoption Date: September 26, 2007

Revised:

Source: MASC Policy Reference

Legal References: