

**Section: I**  
**Category: INSTRUCTION**  
**File: IHAM**

## **CODE: HEALTH EDUCATION**

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

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

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

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

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

***Adoption Date:*** April 25, 2012

***Revised:***

***Source:*** MASC Policy Reference

***Legal References:***

**Section: I**  
**Category: INSTRUCTION**  
**File: IHAMA**

## **CODE: PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION**

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

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

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

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

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

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***Legal References:***

**Section: I**  
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**File: IHBA**

## **CODE: OBSERVATION OF SPECIAL EDUCATION PROGRAMS**

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

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

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

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

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

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

**Adoption Date:** October 27, 2010

**Revised:**

**Source:** MASC Policy Reference

**Legal References:** MGL 71B:3

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

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**File: IHBEA**

## **ENGLISH LEARNER EDUCATION**

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

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

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

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

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

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

***Adoption Date: December 17, 2025***

***Revised:***

***Source: MASC***

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