

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

PHYSICAL AND HEALTH EDUCATION CURRICULUM PROVISION FOR ALTERNATE DELIVERY OF INSTRUCTION

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Purpose

The Board of Education recognizes the parent's role as primary educators in the development of their children's attitudes and values.

The Board accepts that the Physical and Health Education (PHE) curriculum includes certain topics related to reproductive and sexual health that some students and their parents/guardians may consider sensitive and feel more comfortable addressing through means other than instruction by a teacher in a classroom setting.

The purpose of this administrative procedure is to explain how students and their parents/guardians may, in consultation with their school, arrange for alternative delivery of instruction related to Physical and Health Education curriculum content relating to reproductive and sexual health.

In such instances, students, with their parents' or guardians' consent, may arrange, on an annual basis to address topics related to reproduction and sexual health by an alternative means. This alternate approach must be arranged in consultation with the school and be agreed upon by the student, parents/guardians, and the school.

This administrative procedure does not allow students to "opt-out" of learning about these topics. It is expected that students will, in consultation with the school, demonstrate understanding of the identified learning outcomes that their parents/guardians have arranged to address by alternate means.

This alternate delivery provision does not apply to any other learning outcomes in the Physical and Health Education curriculum, nor does it apply to any other British Columbia provincial curriculum.

At the beginning of each school year, or the beginning of a PHE course, the teacher will provide parents/guardians a list of the content students will be expected to know in the health component so that parents can determine which topic(s), if any, they wish to have addressed either by an alternate approach in the classroom or by assuming responsibility for providing the alternate learning activities relating to these topic(s) outside of the classroom.

It is expected that parents who arrange for alternate delivery will address the identified curricular content with their children. When opting for an alternative delivery, parents are to be guided by the following procedures:

- a. The parent and students will discuss the identified curricular content with the classroom teacher in order to determine whether an alternate approach may be used in the classroom.
- b. A request to the principal or designate may be made for the student to complete human reproduction and sexual health curriculum content outside regular classroom instruction under the guidance and support of the parents/guardians if accommodation is deemed to be inappropriate during the classroom period. An ***Alternate Delivery of PHE***

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Curriculum form will be completed by the parents in consultation with the Principal or designate.

- c. The parents will then assume responsibility for completion of the reproductive and sexual health curricular content outside of regular classroom instruction and provide verification that the student has demonstrated his/her understanding of the curricular content that they assumed responsibility for by completing **Verification Section** of the **Alternate Delivery of PHE Curriculum** form and returning a completed copy to the Principal or designate prior to the end of the school year in order to ensure that final credit may be granted for this course.

Provincial SOGI Policy, Initiative and Resources

As of December 31, 2016, all B.C. school districts and independent schools are required to include specific references to sexual orientation and gender identity (SOGI) in their anti-bullying policies.

This requirement followed the July 2016 addition of gender identity and expression as a prohibited ground of discrimination under the B.C. Human Rights Code (sexual orientation was already protected).

SOGI is an inclusive term that represents all individuals regardless of sexual orientation or gender identity. It includes lesbian, gay, bisexual, transgender, queer, two-spirit, heterosexual and cisgender.

Approximately 20% of B.C. high school students identify as gay, lesbian, bisexual or not exclusively heterosexual.

Provincially-set curriculum includes a focus on valuing diversity and respecting differences, and the topics of human rights and responses to discrimination. Teachers and schools have been given the opportunity to explore the B.C. Human Rights Code within those themes including, but not necessarily limited to, sexual orientation and gender identity. Topics related to gender and self-identity are included in the curriculum to broaden student knowledge and to help students understand and respect diversity.

SOGI 1 2 3 is a resource that has been made available to schools and teachers with ready to use, grade-level appropriate lesson plans, online learning modules, and customizable templates and tools that align with redesigned provincial curriculum.

The SOGI 1 2 3 resource was developed by the ARC Foundation in collaboration with the B.C. Ministry of Education, B.C. Teachers' Federation, The University of British Columbia's Faculty of Education, and Out in Schools.

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The SOGI initiative is designed to support understanding and inclusion. To that end, SD69 – Qualicum supports its teachers in their efforts to:

- Use gender-free phrasing
- Use language that is inclusive of all families
- Use respectful language for talking about sexual orientation and gender identity
- Create safe and welcoming environments for all students, staff, parents, and community members where questions can be asked openly and people are accepted for who they are
- Make it easier for students to learn and talk about SOGI issues in age-appropriate ways
- Speak-up when less-than-inclusive comments are being made

This administrative procedure is to be reviewed annually with professional staff and parents.

References:

- *Physical and Health Education Curriculum K-9 (2016) BC Ministry of Education*
- *Ministerial Order M307/16: Sec. 2(e) Required Areas of Study in an Educational Program*

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APPENDIX I

**REQUEST FOR ALTERNATE DELIVERY OF INSTRUCTION OF
PHYSICAL AND HEALTH EDUCATION CURRICULUM**

Student Name: _____

Grade: _____

Teacher: _____

- I am interested in seeking an alternate means of delivery for topics related to reproductive and sexual health identified in the Physical and Health Education (PHE) curriculum
- I have met with the classroom teacher to discuss alternate means of addressing these topics within the classroom setting and we were not able to identify a mutually agreed upon approach

Curriculum topics: _____

- I am requesting that I/we be given responsibility for providing learning activities related to these topics and to have my child demonstrate the required understandings.

Name(s) of Parent(s)/Guardian(s): _____

Signature(s) of Parent(s)/Guardian(s): _____

Date: _____

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APPENDIX I

**REQUEST FOR ALTERNATE DELIVERY OF INSTRUCTION OF
PHYSICAL AND HEALTH EDUCATION CURRICULUM**

Plan for alternate delivery of PHE reproductive and sexual health learning outcomes:

Means of demonstrating student knowledge and understanding:

Plan Approval

Principal Name: _____

Principal Signature: _____

Date: _____

Plan Completion:

Please submit to the Principal the required verification of student knowledge and understanding as outlined in PHE curriculum for areas identified in this plan.

Assigning of Credit for PHE:

The student has demonstrated the required knowledge and understanding for the areas identified for an alternate means of delivery.

Principal Signature: _____

Date: _____

The Principal is to notify the classroom teacher of the successful completion of the plan or the failure to do so.

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APPENDIX II

K-7 ALTERNATE DELIVERY OF INSTRUCTION OF PHYSICAL AND HEALTH EDUCATION CURRICULUM

Following are the topics related to reproductive and sexual health by grade level. Please identify any topic listed below that you would like to consider requesting an alternate means of delivery.

Kindergarten

Knowing about our bodies and making healthy choices helps us look after ourselves.

- Names for parts of the body, including male and female private parts
- Appropriate and inappropriate ways of being touched

Grade 1

- Names for parts of the body, including male and female private parts
- Appropriate and inappropriate ways of being touched

Grade 2

- Strategies and skills to use in potentially hazardous, unsafe or abusive situations
- Factors that influence self-identity – may include sexual orientation and gender identity

Grade 3

- Strategies and skills to use in potentially hazardous, unsafe or abusive situations
- Factors that influence self-identity – may include sexual orientation and gender identity

Grade 4

- Communicable and non-communicable illnesses
- Physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity.

Grade 5

- Practices to promote health and well-being, including those that prevent communicable and non-communicable illnesses
- Physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity.

Grade 6

- Practices that reduce the risk of contacting sexually transmitted infections and life-threatening communicable diseases
- Influences on individual identify, including sexual identify, gender, values and beliefs

Grade 7

- Practices that reduce the risk of contacting sexually transmitted infections and life-threatening communicable diseases
- Influences of physical, emotional, and social changes on identities and relationships

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APPENDIX III

GRADES 8-10 ALTERNATE DELIVERY OF INSTRUCTION OF PHYSICAL AND HEALTH EDUCATION CURRICULUM

Following are the topics related to reproductive and sexual health by grade level. Please identify any topic listed below that you would like to consider requesting an alternate means of delivery.

Grade 8

- Healthy sexual decision-making
- Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines

Grade 9

- Healthy sexual decision-making
- Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines
- Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings

Grade 10

- Healthy sexual decision-making
- Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines
- Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings