

AP 351 – Alternative Delivery of Sensitive Materials

Purpose

The purpose of this administrative procedure is to explain how parents or guardians may, in consultation with their school, arrange for alternative delivery of instruction for reproduction and sexuality content contained within the Physical Health Education (PHE) and Career Life Education (CLE) curriculum. This procedure does not apply to any other BC provincial curriculum.

Background

Physical Health Education (PHE) in Grades K – 10 and Career Life Education (CLE) in Grades 10 – 12 are required components of a BC education program mandated for all students. PHE and CLE are both provincially prescribed graduation requirements. The delivery of these curricula is governed by policy set by the Ministry of Education. The goals of these curricula are for students to learn about themselves and honour the diversity in others; to help foster positive attitudes and caring behaviours for the development of healthy relationships. Teaching students about their bodies and making healthy choices helps them to look after themselves. Good health is comprised of physical, mental and emotional well-being. Please follow the links below for further information.

[Ministerial Order 295/95, the *Required Areas of Study in an Educational Program Order*](#) states that PHE and CLE are required components of an educational program.

[Ministerial Order 302/04, the *Graduation Program Order*](#) sets out the graduation program requirements which include PHE and CLE.

The Board assigns high value and importance to the need for, and the goals of PHE and CLE. The Board expects educators to provide students with a well-planned and age/developmentally appropriate sequence of learning experiences in these curricula.

Unique to these curricula is the opportunity for parent(s)/ guardian(s) to request ‘alternative delivery’ of sensitive material pertaining **only to the direct instruction of reproduction and sexuality**. This administrative procedure does not apply to any other learning standards in the PHE and CLE curriculum; nor does it apply to any other British Columbia provincial curriculum.

By definition, sexuality involves many aspects of being human. It encompasses sexual development (puberty and the factors which influence identity), sexual and reproductive health (preventing unplanned pregnancies and STIs), interpersonal relationships (including healthy friendships), affection (caring behaviours), and body image (self esteem), for example. Topics that refer to creating inclusive environments and honouring diversity (including sexual orientation and gender identity) will be integrated through several curriculum areas not related to reproduction and sexuality. As advised by the BC Confederation of Parent Advisory Councils, the alternative delivery policy will not apply in these instances.

Nanaimo Ladysmith Public Schools (NLPS) recognizes the family as the primary educator in the development of the child’s attitudes, standards, and values. In the event of alternative delivery it is required that all prescribed learning standards be addressed and assessed in the agreed-upon alternative manner of delivery. It is the intent of this administrative procedure to ensure that individual/family values, standards and diversities are respected. The District holds high regard to maintaining strong relationships with parents through providing transparency in curriculum delivery.

To maintain partnership between home and school, it is important that parents/guardians be kept informed about all aspects of PHE and CLE. Please see **Appendices A and B** for standard communication with parents/guardians. The learning standards for this curriculum on the BC Ministry of Education website: <https://curriculum.gov.bc.ca/curriculum/career-education/introduction> .

Appendix C outlines NLPS curriculum in detail.

Procedure for Alternative Delivery of Curriculum

PHE and CLE address topics of reproduction and sexuality that some parents/guardians may prefer to address at home. In some cases, parents/guardians, in consultation with their child’s school, may choose **not** to have their child present in class when these specific topics are taught. Instead, they must agree to address this content in an alternative manner.

Roles and Responsibilities for Alternative Delivery

- A. The parent(s)/guardian(s) will access the request form for alternative delivery of the reproductive and/or sexuality content. Please see **Appendix D** for the PHE/CLE Alternative Delivery Request form.

Step 1: The parent(s)/guardian(s) will identify the curriculum they will teach and list on the request form **in consultation with the classroom teacher/principal**. Please refer to **Appendix C** for curriculum.

Step 2: The parent(s)/guardian(s) will record on the request form when the curriculum has been covered by placing a date in the space provided.

Step 3: Once the entire list of curriculum (listed on the form) has been covered, the parent will date and sign the bottom of the request form to verify that the teaching has occurred and is complete and return it to the school.

- Note: **Appendix E** outlines reliable sources of health information to assist the parent/guardian in their teaching.
- B. The school will file the form in the student’s file as evidence of alternative delivery of identified content.
 - C. Report card comments will indicate that part PHE/CLE content pertaining to sexuality and reproduction were taught by the parent(s)/ guardians(s) outside the classroom.
 - E.g. “Specific curriculum pertaining to the delivery of sensitive material (reproduction & sexuality) in PHE/CLE has been taught at home by the parent/guardian.”

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In the case where the Alternative Delivery Procedure was **not completed** by the parent(s)/guardian(s), the school will fill out Appendix D (listing curriculum that was not taught) and place it in student's file.

- D. Report card comments will indicate that parts of the PHE/CLE content pertaining to sexuality and reproduction were **not** taught by the parent(s)/ guardians(s) outside the classroom or a teacher inside the classroom, as is required.
 - E.g. “The Alternative Delivery Procedure was not completed by the parent(s)/guardian(s); indicating specific curriculum pertaining to reproduction & sexuality in PHE/CLE has not been taught at home by the parent/guardian.”

[Appendix A: Communication Letter home K-7](#)

[Appendix B: Communication Letter home 8-12](#)

[Appendix C: Curriculum in Detail with Examples](#)

[Appendix D: Request form for Alternative Delivery](#)

[Appendix E: Reliable sources of Health Information](#)

Adopted: June 2018