
SCHOOL DISTRICT NO. 36 (SURREY)

No. 8425.1

REGULATION: HEALTH AND CAREER EDUCATION (K-10)

GRADUATION REQUIREMENT

The Learning Outcomes contained in the Integrated Resource Packages for *Health and Career Education* are prescribed curriculum for all students Kindergarten to Grade Ten. The successful completion of *Health and Career Education 10* is necessary for graduation.

1.0 DEFINITIONS

1.1 Goals

The three goals of Public Schools are defined by the Ministry of Education.

The Goals shared among schools, the family and the community are:

- a. Human and Social Development
- b. Career Development

The prime Goal of schools supported by the family and community is:

- c. Intellectual Development

1.2 Curriculum

The Curriculum refers to *Health and Career Education (K-10)* contained in Integrated Resource Package format. For each grade there are prescribed "Learning Outcomes" or broad statements of what students are expected to learn and do.

1.3 Learning Resources (Reference 8800)

Learning Resources are defined by the Ministry as "*Information, represented, accessible, or stored in a variety of media and formats, which assists student learning as defined by the learning outcomes of the provincial curriculum.*" This includes but is not limited to, materials in print, video, software, games and manipulatives and other multimedia formats. Learning Resources for instructional use are to be provincially recommended or district recommended and then published on either a Ministry or a District recommended Learning Resources list. The Ministry states that resources that are not on the provincial list must be approved through a local, board-approved process.

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REGULATION: HEALTH AND CAREER EDUCATION (K-10)

2.0 SENSITIVE CONTENT: EXPECTATIONS

The Health component of the curriculum, especially in the Healthy Living and Healthy Relationships areas, addresses issues and concerns that may be a source of sensitivity for some students and their parents (eg. human sexuality, violence in relationships or issues related to self image). The guidelines below are to be followed when planning, and well before the instruction of any potentially sensitive topics:

- a. acknowledge the parents' role as primary educators in the development of their children's attitudes and values
- b. inform parents of the objectives of the curriculum before addressing any sensitive issues in the classroom
- c. obtain the support of the school administration
- d. undertake appropriate in-service training before beginning instruction in a new, unfamiliar, or potentially sensitive area of study
- e. be aware of relevant provincial and district policy and legislation (eg. disclosure related to child abuse)
- f. plan to address sensitive issues when class members have had enough time together to become comfortable with each other and to have learned a well understood process for addressing those issues
- g. establish a classroom environment that promotes critical thinking and a respect for other points of view.

3.0 RESPONSIBILITIES

3.1 Superintendent of Schools

The Superintendent of Schools will ensure that the prescribed curriculum taught in Surrey District schools is consistent with this policy and regulation. The Superintendent will:

- a. designate the responsibilities for Health and Career Education within the district
- b. provide consistent district leadership and coordination
- c. establish a District Standing Advisory Committee
- d. ensure that a scope and sequence of topics for each grade is developed
- e. ensure that a comprehensive in-service program is offered.

REGULATION: HEALTH AND CAREER EDUCATION (K-10)

3.2 Principals

Elementary and Secondary Principals will ensure that the prescribed curriculum taught in Surrey schools is consistent with this policy and regulation. They are expected to:

- a. provide instructional leadership in the implementation and supervision of the curriculum
- b. guide the overall implementation of the curriculum to ensure consistency
- c. work with their staff and parents to build an understanding of Ministry and Board expectations for curriculum content, delivery and the accompanying learning resources
- d. establish a School Standing Advisory Committee with representation as outlined in section 6.2.

3.3 Teachers

Teachers are expected to teach the prescribed curriculum in a manner that is consistent with this policy and regulation. They are expected to:

- a. acknowledge the parents' role as primary educators in the development of their children's attitudes and values
- b. communicate with and obtain the support of the school administration when planning instruction on any potentially sensitive issues
- c. keep parents informed about the content of the curriculum prior to instruction
- d. adhere to the district and curriculum guidelines for the introduction of sensitive areas
- e. use only provincial or district recommended learning resources in their classrooms.

4.0 LEARNING EXPERIENCES AND RESOURCES

4.1 Learning Experiences

The learning experiences provided in the district's classrooms are to be age and developmentally appropriate in order that students:

- a. learn positive family values

REGULATION: HEALTH AND CAREER EDUCATION (K-10)

- b. develop decision making skills to make responsible, healthy life and career choices
- c. understand that abstinence is a preferred healthy lifestyle choice
- d. become thoughtful, caring individuals who plan, reflect and make informed choices
- e. assume responsibility for their personal, social and career development
- f. take initiative and accept accountability and responsibility in decision making
- g. develop planning skills that are applicable to learning in other subjects and in their personal lives
- h. reinforce skills and behaviours that will allow them to enhance their personal well-being.

4.2 Selection Criteria for Learning Resources (Reference 8800.2)

Learning Resources that are used in classrooms for instructional purposes are to be either provincially recommended or district recommended. Learning resources are to meet the following criteria:

- a. be age and developmentally appropriate
- b. promote positive family values
- c. develop student decision-making skills to help students make informed healthy life and career choices
- d. advocate sexual abstinence as a healthy lifestyle choice.

Challenges for Recommended Learning resources are to be resolved, if possible, at the school level and where appropriate involve the School Standing Advisory Committee (reference Regulation #8800.2). If the matter is not resolved, the process to be followed is outlined in the Regulation #8800.1.

5.0 ALTERNATIVE DELIVERY

5.1 Opting for Alternative Delivery

Parents who request that their children not participate in classes where sensitive topics are discussed must address the topics in the alternative manner provided by the Ministry. The Ministry of Education does not permit schools to omit addressing or assessing any of the prescribed learning outcomes within the Health and Career Education Curriculum. Neither does it allow students to be excused from meeting any learning outcomes related

REGULATION: HEALTH AND CAREER EDUCATION (K-10)

to health. It is expected that students who arrange for alternate delivery will address the health-related learning outcomes. When opting for an alternative delivery, parents are to be guided by the following procedures:

- a. The parent and student will first discuss the area(s) of concern with the classroom teacher to determine if an alternate approach may be used in the classroom.
- b. A request to the principal or a designate may be made for the student to complete sensitive topics outside regular classroom instruction if accommodation is inappropriate during the class period.
- c. The parents will assume responsibility for the completion of sensitive topics outside of regular classroom instruction and the demonstration that the prescribed learning outcomes have been achieved.

6.0 DISTRICT AND SCHOOL ADVISORY COMMITTEES

6.1 District Standing Advisory Committee

A District Standing Committee will be established to advise the Superintendent of Schools. The Committee will have the following purposes:

a. Purpose:

- i. to review and approve learning resources that are considered of a sensitive nature, and when considered necessary, to evaluate the appropriateness of special presentations
- ii. to review and recommend district-wide curricular resources for general district use

b. Committee Representation:

Membership will include:

- i. 1 Assistant Superintendent (Chairperson)
- ii. 1 Director of Instruction
- iii. 1 Trustee
- iv. 3 Parents from the District Parent Advisory Council (DPAC)
- v. 1 Elementary Teacher appointed by the Surrey Teachers' Association (STA)
- vi. 1 Secondary Teacher appointed by the Surrey Teachers' Association (STA)

REGULATION: HEALTH AND CAREER EDUCATION (K-10)

- vii. 1 Elementary Principal appointed by the Surrey Principal/Vice-Principal Association (SPVPA)
- viii. 1 Secondary Principal appointed by the Surrey Principal/Vice-Principal Association (SPVPA)
- ix. Non voting additional resource personnel as required

The committee may call upon members from the broader community to serve as resource support and provide expertise, as required. The term of office for all members, with the exception of the Chair and district staff, is to be one year with terms renewable.

c. Meeting Structures:

- i. All committee representatives, with the exception of the Chair and resource personnel, will be voting members. It is expected that decisions generally will be determined by consensus. When voting is necessary, however, a two-thirds majority will be required for approval.
- ii. Meetings will be held at the call of the Chair.
- iii. Agenda will be circulated in advance of meetings, minutes will be circulated and kept on file for all meetings.

6.2 School Standing Advisory Committee

a. Purpose:

The School Standing Advisory Committee will ensure that there is a school procedure for the development and communication of:

- i. a plan to keep parents informed about the curriculum
- ii. a review process of school specific curricular issues especially for sensitive topics in the Health area
- iii. the review of challenged Ministry and District recommended learning resources to determine what is most appropriate in their school context
- iv. the review of special presentations to determine what is most appropriate for their school context

REGULATION: HEALTH AND CAREER EDUCATION (K-10)

b. Committee Representation:

The committee should include representation from administration, teachers, parents; as well as, and when appropriate, students and members of the community.

c. Structure:

Principals will determine their school's specific meeting structures and decision making processes in collaboration with members from their staff and the parent advisory council's executive.

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