
Appendix A:

School Division Planning Process for Treatment of Potentially Sensitive Content

Potentially Sensitive Curriculum Content

The general learning outcomes (GLOs) identified in *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (Manitoba Education and Training) are expected to form the basis of classroom learning, teaching, and assessment. However, student learning outcomes in two strands, *Substance Use and Abuse Prevention* and *Human Sexuality* (in GLO 5—Healthy Lifestyles Practices) as well as in the *personal safety* (prevention of sexual exploitation and abuse) sub-strand (in GLO 3—Safety) contain potentially sensitive content.

Potentially sensitive content must be treated in ways that are appropriate for the local school and community context. Manitoba Education, Citizenship and Youth recognizes that the prime responsibility for education about issues of sexuality, including HIV/AIDS, rests with the family. It is clear to parents, teachers, and community health leaders that young people must have knowledge, skills, guidance, and support if they are to make responsible and health-enhancing decisions. Greater cooperation and coordination among the home, school, and public health systems will contribute to the health and well-being of students.

In the strands that include potentially sensitive content, school divisions will need to engage in a planning process (including parental involvement) to determine divisional policy.

Factors to Consider in Making Local Decisions

Factors to consider when making local decisions related to treatment of potentially sensitive content include the following:

- Define education, qualifications, and expertise required of teachers and volunteers.
- Facilitate teacher awareness of and access to high-quality teaching materials.
- Communicate with and involve parents.
- Cooperate with community groups and resources.
- Enhance electronic access to learning resources to promote parent and community involvement.
- Develop interdisciplinary learning opportunities.
- Focus on skill development for making health-enhancing decisions.
- Use active learning strategies such as role-playing, student journals/learning logs, and small-group discussions, in addition to sharing health information.
- Engage youth in activities that promote healthy minds and bodies.

Potential Decision Areas for School Division Planning

The following chart illustrates six areas in which school divisions are encouraged to make decisions related to treatment of potentially sensitive content.

Potential Decision Areas for School Division Planning	
A. Potentially Sensitive Content	<p>The Framework identifies the following content areas as potentially sensitive:</p> <ul style="list-style-type: none"> • Human Sexuality • Substance Use and Abuse Prevention • Personal Safety <p>These areas require school divisions to use a planning process (that includes parental involvement) to determine programming details.</p>
B. Breadth/Depth Treatment of Content	<p>Decisions related to the depth and breadth of coverage of potentially sensitive content include the choice of appropriate content, instructional strategies, assessment/reporting strategies, and learning resources.</p> <p>Decisions regarding the depth/breadth treatment of specific learning outcomes in the strands/sub-strands identified as potentially sensitive in the Framework can include:</p> <ul style="list-style-type: none"> • more—use with greater depth/breadth than what appears in the Framework • at—use with the same depth/breadth • less—use with less depth/breadth • none—no use
C. Parental Option	<p>There must be an inclusion of a parental option related to the potentially sensitive content. A parental option means that parents may choose one of the following options for delivery of potentially sensitive content:</p> <ul style="list-style-type: none"> • school-based delivery • alternative delivery <p>Parents have the right to opt for alternative delivery (e.g., home, professional counselling) for their child where the content is in conflict with family, religious, and/or cultural values.</p>
D. Scheduling of Instruction	<p>Decisions related to scheduling of potentially sensitive content may include the following options:</p> <ul style="list-style-type: none"> • within physical education/health education • integrated in various subject areas (e.g., science, language arts) • in separate units and/or blocks of time (e.g., theme weeks) • a combination of within, integrated, and/or separate
E. Parental Communication	<p>Ways to inform parents of school-based programming and to determine the parents' choice (i.e., school-based and/or alternative delivery) need to be established. Means of communication may include</p> <ul style="list-style-type: none"> • letters • meetings • permission forms • websites • brochures • newsletters <p>Parents may use departmental resources when choosing alternative delivery.</p>
F. Teacher Training Requirements	<p>Decisions for identifying requirements for training (e.g., number of days and types of training) related to potentially sensitive content for school staff and others such as parents, community volunteers, and peer educators need to be made.</p>
G. Staff Assignments	<p>Staff assignments could include use of staff, parents, peer educators, and community volunteers to enhance programming related to potentially sensitive content.</p>

For additional information related to potentially sensitive content such as reproduction, sexual intercourse, HIV/AIDS, contraception, abortion, masturbation, and homosexuality, refer to Appendix C: Resource Masters.