Appendices

Appendix –School/Divisional Teams Attending Consultation

April 25, 2006* Brandon

Beautiful Plains School Division
Brandon School Division
Fort la Bosse School Division
Mountain View School Division
Park West School Division
Pine Creek School Division
Prairie Spirit School Division
Rolling River School Division
Southwest Horizon School Division
Turtle Mountain School Division
Turtle River School Division
**Received input from 10 teams.*

May 4, 2004 Thompson

Frontier School Division
Mystery Lake School District

May 5, 2006 Cranberry Portage*

Flin Flon School Division
Frontier School Division
Kelsey School Division
**Received input from three divisions plus one alternative school*

May 8, 2006 Fort Richmond Collegiate, Winnipeg

Division scolaire franco-manitobaine
Garden Valley School Division
Hanover School Division
Independent Schools
Lakeshore School Division
Lord Selkirk School Division
Louis Riel School Division
Pembina Trails School Division
Prairie Rose School Division
Seine River School Division
Sunrise School Division

May 9, 2006 Children of the Earth, Winnipeg

Interlake School Division.
Portage La Prairie School Division
River East Transcona School Division
Seven Oaks School Division
St. James-Assiniboia School Division
The Winnipeg Board of Jewish Education
Whiteshell School District
Winnipeg School Division

Appendix – Divisional Teams
Overview by Site

BRANDON:

- 3 – in favour of in-school delivery model with requisite funding
- 9 – in favour of combination model (in/out of school)
- 2 – in favour of complete out-of-school option
- Nobody suggested other delivery model suggested

"To do this without support in terms of funding for staff or equipment or transportation or user fees or insurance is unfair. Any out of school independent parts of the program would allow flexibility, but creates many equity issues and liability issues, e.g. access to programs due to farm vs. town kids and rich vs. poor kids."
(Brandon – in reference to in and out of school model)

"More flexible – attempts to find a balance between school control and at the same time somewhat alleviates facility and staffing issues."
(Brandon – in reference to in and out of school model)

"Instead of mandating a concrete idea, give schools specific modules and let them go with what works. Every building (school) in Manitoba has specific restrictions and needs flexibility."
(*Brandon – in reference to in and out of school model*)

"Individual schools must have the autonomy to create their own model of delivery that is specific to their needs, staffing and community expertise, and infrastructure."
(Brandon – in reference to in and out of school model)

"This is a great idea; one that is difficult to argue against. You have nothing if you don't have your health, but we need support."
(Brandon – in reference to in and out of school model)

"Needs to be a school-based decision; our schools vary from size, composition, facility and availability of resources."
(Brandon – in reference to development model for in and out of school delivery model)

THOMPSON:

- 2 - in favour of in-school delivery model with requisite funding
- 2 - in favour of combination model (in/out of school)

- Nobody selected the complete out-of-school option
- Nobody suggested another delivery model

"Allows students to incorporate family or cultural traditions, e.g. trapping."
(Thompson – in reference to the in and out of school model)

"Are we rewarding those with more money?"
(Thompson – in reference to the in and out of school model)

"Can cost PE teachers their jobs – as a worst case scenario."
(Thompson – in reference to the out of school model)

CRANBERRY PORTAGE:

- 1 - in favour of in-school delivery model with requisite funding
- 4 - in favour of combination model (in/out of school)
- Nobody selected the complete out-of-school option
- Nobody suggested another delivery model

"For an alternative high school flexibility is a must and should and will be recognized with the new "in and out" format.
(Cranberry Portage – in reference to the design format of the in and out of school model)

"They (students) are growing into adults and need to start making their own choices (transitions)."
(Cranberry Portage – in reference to the in and out of school model)

"It gives students more options and provides them with making choices for life now and after school."
(Cranberry Portage – in reference to the in and out of school model)

FORT RICHMOND:

- 7 – in favour of in-school delivery model with requisite funding
- 7 – in favour of combination model (in/out of school)
- Nobody selected the complete out-of-school option
- 2 – other delivery model suggested

"This would be our preferred model if funding were no issue. It would ensure the accountability and the rigor which would allow us to feel justified in granting a credit." (Fort Richmond – in reference to the in-school model)

"Schools should not be granting credit for what a student does as part of their life. This has huge ramifications for the role of the school as being the only

institution left in society to do everything formerly expected of the church, family, etc."
(Fort Richmond – in response to the out-of-school option)

"We do not want out of school personnel evaluating students and being responsible for our kids. The questions of credibility are too great and it discredits PE teachers and PE education."
(Fort Richmond – in reference to the in and out-of school model)

CHILDREN OF THE EARTH:

- 2 - in favour of in-school delivery model with requisite funding
- 9 - in favour of combination model (in/out of school)
- 1 - selected the complete out-of-school option
- 2 - other delivery model suggested

"Some students will not be able to access out of school activities. Perhaps schools will need to provide an option for 100% in school. We hope that the split between in/out is left up to schools and not mandated."
(Children of the Earth – in reference to in and out of school model)

"Students need to learn to be active on their own."
(Children of the Earth – in reference to in and out of school model)

"Our program is already set up this way – 2 years (S3 & S4) for 0.5 S3 credit. This way they have choice and class size is reasonable."
(Children of the Earth – in reference to in and out of school model)

"Provides a school (or district) with options and a reasonable level of control. Students can select the path that meets their needs (financial, personal, interest, timetable etc.)."
(Children of the Earth – in reference to in and out of school model)

Brandon Consultations

S3 and S4 Physical Education/Health Education Development Consultations
Brandon – April 25, 2006

Option 1-In School – ADVANTAGES

Organized for you:

-you could make sure that you have the time to be active-especially if you lead a busy lifestyle outside of school-you have time allotted every day to be active.

-an advantage of this option is that it is organized and you learn a lot, you can do what you want.

-you would know exactly what you would have to do.

-easily accessible.
-you wouldn't have to plan it into your day.

Guidance:

-you'll have a teacher to give you information and guidance.

-you can't get off track easily, it will be supervised so it won't be slack.
-you will get active because your teacher will be there to make sure you're participating.

Social:

-meet more friends in school.

Option 1-In school - DISADVANTAGES

Not enough choices:

-might not get as many choices for classes.

-don't get to choose what kind of gym you want.

-not getting enough variety and possibly gym space.

Boring:

-gets boring easily and there aren't as many options because we don't have, e.g. rock walls, a pool etc. so we can only do activities in a gym or on the field outside.

-I lose a credit to take a credit I may want instead of PE.
-To much like a typical gym class that many people don't enjoy.

Only one slot:

-only get one slot of physical fitness.

-only have one hour of physical fitness in one day.

Not fair:

-it is all in school and sports I play don't count.

Option 2-In School and Out of School - ADVANTAGES

Options:

-you could have more options on the stuff you take, you may not be able to scuba dive by yourself.

-get a variety of activities to take part in. (ones you are already doing and some you wouldn't already do).

-an advantage of this option is that you get to go to different facilities.

-you would be able to do some activities out of school when you have time.

Freedom:

-you would have a personal trainer to give you a plan that is best for you, and would still get the freedom of working in and out of school.

-you get a bit of freedom and have many options.

-you still have a teacher to help keep you on track, set goals, and watch you.

Get out of school:

-meet more friends in and out of school.

-not always stuck in school.

Option 2-In School and Out of School – DISADVANTAGES

Reasons to not make it to out of school activities:

-has injuries
-might not have transportation to places, the location might be far away so there might be a cost.

Don't have a teacher's guidance:

-when "out" of school not having the guidance of a teacher.

-students might not have enough motivation to be physically active on their own with no one telling them to be active.

Are unsure of what to do out of school:

-maybe you want to be in and you just want to do other stuff, or vice versa.

-still only half is out of school, don't choose what you do.

Takes up time at home:

-takes up your time at home.

-may not take up a slot during school, but it may take up time that I need for other activities (drama, music).

Option 3-Out of School – ADVANTAGES

Opportunity:

- you get to do a lot more stuff out of school.

-meet friends outside of school.

-an advantage of this option is that the course is already developed for you.

Independent:

-have the freedom to do whatever interests you whenever it is convenient for you.

-you have the freedom to take whatever you want.

-more independent, choose what you want to do.

-totally independent.
-can do what interests you, at your own pace/time.
-may be more comfortable being active alone, won't feel pressured.

-you would be able to decide when you have time to do activities, you could us the extra slot in school for something else, you would still get a credit for the out of school activitiy.

Option 3-Out of School – DISADVANTAGES

No teacher support:

-no curriculum and people could lie and say that they did so and so hours but really didn't.

-no one to really give you direction and support you.

-no activities led by a teacher, could make it hard for the student to come up with things to do that are active or can't afford to go to the gym or pool, etc.

No motivation:

- maybe you don't have the sport equipment to play.

-maybe you don't like any sports, so you won't play any.

No time:

-I don't have a lot of time out of school to do much, between school, work and homework, and all my other activities, by the time I get home I don't want to move anyway.

-may not have time to do it out of school stuff or may not have not any way to get there.

-not finding any time to complete it.

Thompson Consultations

S3 and S4 Physical Education/Health Education Development Consultations
Thompson – May 4, 2006

Option 1-In School – ADVANTAGES

Organized/timetabled for you:

- -you will be kept on task.
- -it is built in your day, you won't waste your time like doing it out of school
- -time table
- -it does not waste any of your time outside of school, more organized.
- -more organized and you will keep on task.
- -you would be sure to do your activities given.
- -your time is structured.

Different sports:

- -they introduce you to different sports..
- -they introduce you to different types of sports.

Getting credit

- -getting a credit for doing something active.
- -you play lots of sports and get a chance to play more than one.

Option 1-In school - DISADVANTAGES

Hard to work in class:

-harder for students who work better independent rather than in class and in a group.

-harder for students that can't work independently.

Preference of sports/activities:

-not being able to do sports and stuff I want to, still stay obese.

-students may not like having to play certain games, students don't have the freedom to play what they want to play.

-kids don't' have to listen to teachers and don't like playing some of the games the teacher provides.

-you don't get to do the activities you want to do.

-activities get dull and boring, students cannot do things of their choice.

Variety of sports:

-not enough sports!

-not enough different sports.

Option 2-In School and Out of School - ADVANTAGES

Credits:

-for people who play sports it will be easier to get their credit.

-get a credit for doing activities you want and also given.

-doing activities you want to do.

Advantage of both options:

-you stay active longer period of time, you have the advantage of both.

Not bored:

-you won't be bored of going to the same class, you can switch.

Not in school:

-not always in school.

-not as much work in school.

Relaxed:

-it means not as much work in school, it is more laid back.

-not as much work in school, more independent.

Freedom:

-more freedom.

-you have different options.

Option 2-In School and Out of School – DISADVANTAGES

It is harder for students to follow:

-it might be confusing being in one place one day and somewhere else another day.

-people who don't do sports outside of school, it will be harder for them to get a credit.

-people may not do what they're supposed to do.

-harder for students who do not participate in outside of school activities to get a credit.

-here, many activities may be unorganized and it is hard to follow another student.

Laziness:

-in school it is boring, out of school kids might not exercise or be involved in physical activities.

-50% of the time being in school (classroom) not learning about anything that may be used in the future.

-people might not do the out of school 50%.

-lazy people won't do exercise out of school.

-laziness for out because kids don't have supervision and could slack off.

Option 3-Out of School – ADVANTAGES

Independent:

- it's all based on you, it's up to you to do it.

-you could work better independently.

-fully independent, if you are fit you will have no problem doing this.

Loner:

-it allows you to take a spare or get an extra credit that you may need, also helps if you can't get it on your schedule.

Opportunity:

-you can do something you like.

-you choose all activities you want to do.

-you could choose the sport you would like to play other than having to play the ones you don't in school, so it would be more enjoyable.

-kids will try harder and they will take the course a lot more because they are doing a physical activity they like.

Freedom:

-don't' have to be in school. X4

-you can do the work at your own pace, when they give you an assignment, you can do it yourself and not get bossed around by the teacher.

Option 3-Out of School – DISADVANTAGES

Responsibility:

-not enough self-responsibility to do exercise out of school.

-here, it will be very difficult to get students to do things, no one will perform well.

-you can lie about the amount of activities you have done.

-kids might not do the tasks the teacher assigns and you have to keep track of time so you're not late for your second class.

Help:

- you won't have the teachers help.

-will not be able to get help from teachers if needed.

-if you don't know how to do something there is no teacher there to help you.

-students could slack off without teacher supervision.

Cranberry Portage Consultations

S3 and S4 Physical Education/Health Education Development Consultations
Cranberry/Portage – May 5, 2006

Option 1-In School – ADVANTAGES

Teacher provides/organizes:

-students are being watched.
-students are being told what to do.
-students are being marked on how they play and how active they are.

-the teachers will be there to organize everything for you so when you go to class it will be all ready, everything will be taken care of.

-delivery in school by a teacher, by a timetable and a teacher teaches it.

-you won't have homework after school.

-getting healthy by following the rules from the teacher, teacher keeps you doing something instead of being lazy.

-the teacher is there to instruct you to your sport.

More active:

-I think that they should have Phys. Ed. In school because you can get more energy

-there will be more options to join in activities.

-that means you have to work in your gym class, stay active.

-students who enjoy PE in school will have fun.

It's easy:

-get all the help you need.

-it's all done for you.

Option 1-In school - DISADVANTAGES

No choice/boring:

-in school, booked space by teacher.

-it is old fashioned and needs new interesting things.

-no choice of course only teacher picks what is happening.

-we would need 2 more credits to graduate, it my be a little harder, another two years with the same boring gym teacher, may repeat the things we did in grade 9 and 10.

-bossy teacher.

No after school activity:

-the kids won't be active after school hours.

-you won't get your mark for after school activities.

-kids don't' have to listen to teachers and don't like playing some of the games the teacher provides.

-you don't get to do the activities you want to do.

Lack of interest:

-some people might not want to take and if they have to they wouldn't want to do anything and then they'd fall out.

-it would be harder to make them get more physical when some people don't want to do anything.

-what if you are not interested in playing the sport that you are assigned.

-you might not want to participate at that particular time and place.

-being indoors almost all the time and it can get hot in the classroom/gym.

Option 2-In School and Out of School - ADVANTAGES

More choice in what you do:

-sometimes you can do anything you want and sometimes you will have to follow the rules.

-you don't have to go to the gym all the time and it is in and out of school.

-in school you are assigned the sports by a teacher, out of school you could do the things you enjoy doing.

-so it will actually be good because you will have more things to do in and out.

Being physically active:

-being more active

-they should have it in and out of school because there are some people who are active after school.

More confident/comfortable:

-you don't have to participate during class in front of everybody

-students are more active, can be active in their own way, can achieve more and not worry about who is watching.

Your own time:

-do things on your own time.

-students will be doing what they want when they feel like it.

It would be easier to get the credit because you can do it on your won time, and vou can finish faster.

-you can do your own workout whenever you want.

Option 2-In School and Out of School – DISADVANTAGES

-people can make up marks for themselves, not a good option.

-in school teacher can assign work we don't' like, out of school we might not do it.

-students have the will to do our own stuff out of school but during school we may be bored.

-some students are not always honest and aren't' active unless someone pushes them.

-in school would be good but out of school students can just fill in a chart and get someone to sign it.

-inside would be too boring and outside of school the students would run out of school grounds.

-students won't be honest about the 50% out of school (they won't do it).

-the student can get hours without being watched.

-students will lie to the teachers when students do activities after school.

Responsibility:

-some will do in school and then won't be reliable on after school hours.

-it's hard to structure out of school.

-what if you get hurt when you are out of school being active, then will it be your own fault who will help you then.

Option 3-Out of School – ADVANTAGES

Choice:

- you get to choose your own sports what you want to play, it's all up to you to play spots

-you can stop and do sports anytime you want without the teacher saying anything.

-you will have more freedom to do what you want and no one to tell you what to do.

-no worries/freedom from being told what to do and how to do it, can be active in your own way other than being told what to do, free from being watched and free from being shy.

-you get to choose what you want instead of the teachers.

-it's our choice in the activities we could do the things we enjoy.

More things out of school:

-be outside more, be able to learn about how to do things outside and do more active stuff.

-that you can do whatever you want after school.

-students will have more gym during after school instead of during school because they will be struggling with other school work in school.

-I think they should have it after school and not during school because some students do activities.

Option 3-Out of School – DISADVANTAGES

-teacher assigned.

-it is our choice if we don't' do it.

-it shouldn't be up to the teacher.

No support:

- nobody will be helping you exercise with you and no one will be there to encourage you to be active.

Accountability:

-what if the teacher doesn't believe you and you do it over and over.

Responsibility:

-some students won't do it but just leave and go have a smoke or hang out somewhere.

-maybe they won't even do any activities at all, they will get the teacher to sign the paper and maybe they didn't' do it at all.

-as students may not have things to do but what if teachers assign we might not even do, what if we cheat our way out, no one is there to supervise us and it will be impossible.

-this is not fair because students would be lying about being physically active, they can be used to their lifestyles.

-might need help and too lazy to exercise or look on the web.

-they won't get the course completed without assistance.

-we just won't do anything.

-some students will say they were active but really weren't will get the credit also.

-some students won't do it but say they did.l

Fort Richmond Consultations

S3 and S4 Physical Education/Health Education Development Consultations
Fort Richmond – May 8, 2006

Option 1-In School – ADVANTAGES

Cost efficiency:

- -everyone has access to the facilities.

Social Skills:

- -all students participate in activities so no students left out, feeling alone.

Enforced:

- -guaranteed to enforce this idea.
- -students won't be able to cheat to get their credit
- -forced to participate, one gets easy credit.
- -no need for student to pursue own activity (less responsibility).
- -targets students who will not intiate a program for fitness by themselves.
- -instructed by a teacher which makes it easier.

Organized:

- -organized.
- -given structure by a teacher.
- -students who are not active outside of school will be provided a structured gym class within school.

Time:

- -outside of school activities wouldn't be required e.g., if someone has a job or isn't into sports as much.
- -it doesn't waste your time out of school.
- -don't have to worry about spending time out of school, convenient and organized for us.
- -you have a scheduled block of time to complete the requirements in, this way you can't not have time to complete the course because you do it in your regular school day.

Option 1-In school - DISADVANTAGES

Studies:

- -hard to get the credit if the students do not try in class.
- -after class it is more difficult concentrating while sweating and heart beating faster.

Hot and sweaty:

- -students will respond to the class negatively, do the class with no enthusiasm in turn become slackers.
- -might not feel like getting sweaty at certain point of the day and sit in other hot classes hot and sweaty.
- -don't feel like doing it hot and sweaty.

Too much time:

- -we will not have enough school time because too many children in school running up and down.
- -too structured and would take away from time for academic courses.
- -longer school hour less time for other courses/home work.
- -it may be inconvenient, schedules might not be coordinated or be "flexible" to work with everybody.
- -takes up credit time.
- -takes up room in schedule so a student may not be able to schedule in a credit he/she wants to take.
- -there may not be enough room in the schedule and therefore a different course may have to be dropped.
- -students might want to take other courses but gym takes up the spot in the time table.

Option 2-In School and Out of School - ADVANTAGES

Credits for outside sports:

-students are able to get credit for doing sports during their free time, encouragement of being active.

-students are able to gain credit for the activities they participate in, outside of school.

-the things you do outside of school count for credits but you have a block of time to complete the remaining requirements, this way there are things you can do in school to make sure you do enough to get your credit.

Life long skills:

-experience in and outside of school, more opportunity for learning new skills.

-it gives a chance for students to choose to do things they enjoy doing and if they don't have time that day, they also have a course in school.

-community facilities will put in good use, more diverse programs so more students will participate.

Flexibility:

-provides more flexibility.

-easy to get a credit if involved in sports outside of school.

-allows for even more flexibility for students, those who exercise outside of school will be given credit and those who don't will be provided an organized gym class

-you can do it at home with no effort.

-targets students who will not initiate a program for fitness by themselves while allowing students who are willing to initiate a program to learn how to take ownership of their own well being.

Option 2-In School and Out of School – DISADVANTAGES

Pressure:

- -too tired to exercise once during the day and then again after school.
- -too much pressure because of extra curricular activities.

Money:

- -students might not have the money to do outside activities.
- -some people will not have the money for activities outside of school.
- -people may not be able to afford the out of school portion.

Balance/time/schedule:

- -balance between in/out of school.
- -self selected balance
- -may cause schedule issues.
- -it will be difficult and scheduling might be time consuming.
- -students would have to spend more time on activities, inside and outside of school instead of other work.
- -waste a lot of time.
  -time consuming.
  -takes more time.
- -people may not have enough time to perform in activities outside of school such as work etc. they may not be able to pay since they are already paying for sports etc.
- -because we will not have enough time to do everything.
- -time schedules outside of school might be frictional if not everybody can coordinate the activities.

Option 3-Out of School – ADVANTAGES

No course scheduling conflicts:

- students who cannot fit PE on their time table are able to still receive the credit.

-does not take up your time table and can take more

-PE would not take up time in your time table, this way there is room to take more credits unrelated to gym.

Extra curricular activity counts:

-extra curricular activities will count doesn't need more time for more activity, flexible hours

-you can get credits from working out.

Freedom/Flexibility:

-complete freedom.

-give students freedom to do the activities that they enjoy.

-do whatever you want on your own time.

-100% flexible, guarantees freedom.

-vast choice of activities.
-provides flexibility.

-allows the student to explore things and activities they haven't done before.

-allows students to pursue their own interests and likes in their physical activity.

-schedules could be more flexible with their schedule.

Option 3-Out of School – DISADVANTAGES

Time consuming:

-extra curricular could get in the way.

-some people do not have the time outside of school to complete the necessary activities.

-time consuming.
-extra curricular activities could get in the way.

No motivation:

- no incentive.

-not enough motivation to do physical exercise on my own.

-not be able to do all season long (winter).

-boring, don't' want to do it.

Cheating:

-student may be irresponsible and end up not doing any exercise at all.

-students may lie about doing a certain activity.

-students will not do anything and just write it down anything in their schedule.

-a lot of trust is needed between teachers and students as well as time students can cheat.

-people might "cheat".

-people can be dishonest and they will be getting a credit for something that others worked hard on.

Children of the Earth Consultations

S3 and S4 Physical Education/Health Education Development Consultations
Children of the Earth – May 9, 2006

Option 1-In School – ADVANTAGES

Convenience:

- -simple and easy to follow.
- -learning new experiences.
- -teacher has class planned out, no thinking for student.
- -it is during school at a specific time of the day and you would be taught what to do and encouraged by the teacher.
- -you do everything in school and it just means more time for after school.
- -it's not as distracting as being outside.

Access to gym and physical activity:

- -access to gym equipment.
- -keep physically fit and healthy living.
- -you will be trained on a schedule which benefits and promotes a healthier lifestyle at the same time gaining extra credit.
- -you learn in school how to be active.
- -more gym time.
- -you can have teams /more social.

No cost

- -school provides help there is not cost to me
- -it is paid for.

Option 1-In school - DISADVANTAGES

Dress:

-students might not have a change of gym clothes.

No choice:

-no independence.

-it is just like grade 10 gym, boring.

-students may not work out or participate because they may be shy.

Not enough time/options:

-it is not long enough to play the sport/activity.

-if you wanted to do an activity that is not offered at school and/or wanted to do something different then you would wouldn't get the option to do it.

-won't have time to get school work done.

-less free time.

-not playing enough different sports.

Other:

-have to put up with teacher.

-won't get any privacy.

-some students may have already maxed out their gym classes.

Option 2-In School and Out of School - ADVANTAGES

More varietey:

-more choice in curriculum out of school such as biking.

-more options

-in school activities are in groups out of school is more of a variety.

-variety in out of school.

-more variety in activites..

-you won't have to do as much in school and if you are an athlete even better.

Teacher plans activities:

-teacher has outdoor activities planned.

Being active:

-more time to be active during school and after school.

-in and out of school you will learn to do tasks at a faster pace that involves physical activities.

No limit:

-for in school I would say the same thing and out of school you could start and go as long as you want and finish when you want.

-you can be in school to be active or if you don't' want to you can do it on your own time and you pay for your own activity.

-it is just better for people who aren't comfortable with themselves they can do it on their own time

Option 2-In School and Out of School – DISADVANTAGES

Confusion and complaining

-too many people will fail and stuff.

-students may not attend out of school classes regularly.

-the confusion between school and personal activities.

-people may get confused.

-will be boring when you are out of school.

-less free time.

Too confusing keeping two different classes/reports.

Not enough supplies/money:

-some people may not have enough money or are not physically capable of doing in or out of school.

-not having enough sports or teachers.

-if it required to have 50%/50% or 25%/75% for gym credit and you have nothing to do out of school, no equipment or a membership to a fitness facility, then it would be hard to obtain the required credit.

Option 3-Out of School – ADVANTAGES

Community exposure:

- fresh air and a variety of activities.

-it's great fresh air and sunshine.

-get exposed to new facilities.

Lifestyle:

-you have an activity to keep you busy out of trouble have a chance to learn this healthy lifestyle early and carry it on to the future as a positive role model.

-prevents students/kids from being involved in negative activities.

Independence:

-student in control.

-student is independent and responsible.

Flexibility in your own schedule:

-do any type of activity.

-do what you want with plenty of options.

-on your won time and day.

-be on your won time, do whatever you want, have more choices.

-exercise when you want, join in any sport and you have a choice of what you want to do.

-I can do it on my own time, how I want.

Option 3-Out of School – DISADVANTAGES

Time consuming:

-you don't' get the time or equipment to do anything then you would not be able to gain a "out of school "phys. ed. credit.

Motivation:

- students may not be motivated.

-some people may not be able to or not willing to spend time to do gym (work and family).

-students may be bored and skip class.

Trust:

-people will cheat if it is an independent thing.

Transportation and Money:

-out of school, have no money to get to an activity.

-what if some students can't afford extra-curricular activities or are involved in a non active extra curricular activity.

Lack of skills:

-not knowing how to play certain sports, no one to supervise you.

-not informed of proper way to do things.

Frequency Tables

Guide for Reading Frequency Tables

Example

q7 In class, how often are you ... [1]							
		Often	Sometimes	Rarely	Never	Not Applicable	**Total** [2]
Q7a Asked to assess your own progress.	**Count** [3]	17	53	18	4	1	93
	% [4]	(18%)	(57%)	(19%)	(4%)	(1%)	(100%)
Q7b Asked to come up with new ideas.	Count	24	33	26	9		92
	%	(26%)	(36%)	(28%)	(10%)		(100%)
Q7c Asked to figure something out for you.	Count	49	31	9	3		92
	%	(53%)	(34%)	(10%)	(3%)		(100%)
Q7d Asked an interesting question.	Count	22	51	16	2		91
	%	(24%)	(56%)	(18%)	(2%)		(100%)
Q7e Expected to remember facts.	Count	63	23	5	1		92
	%	(68%)	(25%)	(5%)	(1%)		(100%)
Q7f Asked you to do things that are too easy for you.	Count	12	45	30	6		93
	%	(13%)	(48%)	(32%)	(6%)		(100%)

[1] Using q7a as an example and refering to the Often and Total categories.
[2] Overall, in q7a, the **total** number of respondents is 93.
[3] Overall, the **count** of respondents who answered "Often" to q7a is 17.
[4] Overall this count, when converted to a **percentage** form, comes to 18%.

Manitoba Education
P.E. Curriculum Development Teams
Frequency Tables

Option 1: In School

Aq1. In School: Are you likely to use this delivery model?	***No***	***Count***	*18*
		Col %	*58.1%*
	Yes	***Count***	*13*
		Col %	*41.9%*

Aq2a. In School: Why?	***Accountability***	***Cases***	*5*
		Col Response %	*35.7%*
	Teacher mediated	***Cases***	*5*
		Col Response %	*35.7%*
	More structured than other models	***Cases***	*4*
		Col Response %	*28.6%*
	This model is currently implemented/partially implemented	***Cases***	*3*
		Col Response %	*21.4%*
	Proper funding provides staffing, facilities and resources	***Cases***	*2*
		Col Response %	*14.3%*
	Depends on how many credits are going to be mandated	***Cases***	*2*
		Col Response %	*14.3%*
	Safety/liability concerns	***Cases***	*2*
		Col Response %	*14.3%*
	P.E. taught by trained educators	***Cases***	*2*
		Col Response %	*14.3%*
	Current policy requires staff to accompany students to all activities	***Cases***	*1*
		Col Response %	*7.1%*
	Equal opportunity for students	***Cases***	*1*
		Col Response %	*7.1%*

Aq2b. In School: Why not?	***Inadequate staffing***	***Cases***	*6*
		Col Response %	*85.7%*
	Inadequate facilities	***Cases***	*4*
		Col Response %	*57.1%*
	Inadequate funding	***Cases***	*2*
		Col Response %	*28.6%*
	Timetabling concerns	***Cases***	*1*
		Col Response %	*14.3%*
	Community use agreements	***Cases***	*1*
		Col Response %	*14.3%*

Aq3. In School: What should the development model be?	***Mix and match modules***	***Cases***	*8*
		Col Response %	*61.5%*
	Flexibility to meet diverse student/staff/funding/facility needs	***Cases***	*4*
		Col Response %	*30.8%*
	SIC	***Cases***	*4*
		Col Response %	*30.8%*
	Department developed streams/curriculum	***Cases***	*4*
		Col Response %	*30.8%*
	Credit for 90 hours rather than 110 hours	***Cases***	*1*
		Col Response %	*7.7%*
	Offer all courses in school, with option to complete 25% out of school	***Cases***	*1*
		Col Response %	*7.7%*
	Individual plan	***Cases***	*1*
		Col Response %	*7.7%*
	GLO's strengthened	***Cases***	*1*
		Col Response %	*7.7%*

Aq4. In School: What design formats do you prefer?	***Print courses for in school***	***Cases***	*8*
		Col Response %	*72.7%*
	Flexibility to meet diverse student/staff/facility/funding needs	***Cases***	*3*
		Col Response %	*27.3%*
	Web based courses	***Cases***	*2*
		Col Response %	*18.2%*
	Teacher directed curriculum documents	***Cases***	*2*
		Col Response %	*18.2%*
	Department developed, but schools have choice	***Cases***	*2*
		Col Response %	*18.2%*
	Defined structure/clear outcomes/expectations	***Cases***	*1*
		Col Response %	*9.1%*
	Teacher based/directed instruction	***Cases***	*1*
		Col Response %	*9.1%*
	Distance learning/education	***Cases***	*1*
		Col Response %	*9.1%*

Aq5. In School: Challenges	***Timetabling/gym access***	***Cases***	*14**
		Col Response %	*116.7%*
	Having enough staff/teaching time available	***Cases***	*8*
		Col Response %	*66.7%*
	Cost/funding/financial concerns	***Cases***	*5*
		Col Response %	*41.7%*
	Not all students want to/can/will fill this graduation requirement	***Cases***	*2*
		Col Response %	*16.7%*
	Not losing specialists from younger grades to S3 and S4	***Cases***	*1*
		Col Response %	*8.3%*
	All of the curriculum will be affected	***Cases***	*1*
		Col Response %	*8.3%*
	Safety/liability concerns	***Cases***	*1*
		Col Response %	*8.3%*
	Standardization	***Cases***	*1*
		Col Response %	*8.3%*
	Religious beliefs	***Cases***	*1*
		Col Response %	*8.3%*
	Could limit outcomes	***Cases***	*1*
		Col Response %	*8.3%*
	Active verses non-active time	***Cases***	*1*
		Col Response %	*8.3%*
	Assessment	***Cases***	*1*
		Col Response %	*8.3%*

**One respondent gave no response to 'Aq1. In School: Are you likely to use this delivery model?' and answered Aq5. In School: Challenges.*

Option 2: In and Out of School

Bq1. In and Out of School: Are you likely to use this delivery model?	***No***	***Count***	*2*
		Col %	*6.1%*
	Yes	***Count***	*31*
		Col %	*93.9%*

Bq2a. In and Out of School: Why?	***Offers flexibility in terms of student choices/timetabling***	***Cases***	*22*
		Col Response %	*73.3%*
	Utilizes community facilities, alleviates some school stress	***Cases***	*19*
		Col Response %	*63.3%*
	This model is already implemented/partially implemented	***Cases***	*4*
		Col Response %	*13.3%*
	Students need be self-directed/make choices/transition to independence	***Cases***	*4*
		Col Response %	*13.3%*
	There is some amount of teacher guidance/involvement	***Cases***	*3*
		Col Response %	*10.0%*
	Schools must be able to create their own model to suit needs	***Cases***	*3*
		Col Response %	*10.0%*
	Builds school/community partnerships	***Cases***	*3*
		Col Response %	*10.0%*
	Depends on the school whether model will be successful	***Cases***	*2*
		Col Response %	*6.7%*
	Best option if current policies change	***Cases***	*1*
		Col Response %	*3.3%*
	Still timetabled	***Cases***	*1*
		Col Response %	*3.3%*
	Incorporate family/cultural traditions	***Cases***	*1*
		Col Response %	*3.3%*
	Students link curriculum outcomes to current PA	***Cases***	*1*
		Col Response %	*3.3%*

Bq2b. In and Out of School: Why not?	***Credibility in terms of assessment***	***Count***	*1*
		Col %	*50.0%*
	Diverse schools	***Count***	*1*
		Col %	*50.0%*

Bq3. In and Out of School: What should the development model be?	***Mix and match modules***	***Cases***	*18*
		Col Response %	*58.1%*
	Pass/fail grading system	***Cases***	*8*
		Col Response %	*25.8%*
	Flexibility to modify module to suit needs of community/school/individual	***Cases***	*7*
		Col Response %	*22.6%*
	SIC	***Cases***	*7*
		Col Response %	*22.6%*
	Have some modules compulsory, others optional	***Cases***	*7*
		Col Response %	*22.6%*
	Have modules/other endeavours make up a certain percent	***Cases***	*4*
		Col Response %	*12.9%*
	Let students choose between in-school and out-of-school models	***Cases***	*3*
		Col Response %	*9.7%*
	Fitness plan focus	***Cases***	*3*
		Col Response %	*9.7%*
	Higher percent of "in" activities with option for "out"	***Cases***	*2*
		Col Response %	*6.5%*
	Division/school/teacher/student outcomes	***Cases***	*2*
		Col Response %	*6.5%*
	Department developed outcomes	***Cases***	*2*
		Col Response %	*6.5%*
	Stagger implementation in S3 and S4 over 1 or more years	***Cases***	*1*
		Col Response %	*3.2%*
	Increase amount of time spent out of school in S4	***Cases***	*1*
		Col Response %	*3.2%*
	Expand on current model including "out of school" activities	***Cases***	*1*
		Col Response %	*3.2%*
	Not SIC	***Cases***	*1*
		Col Response %	*3.2%*
	Department planned modules	***Cases***	*1*
		Col Response %	*3.2%*
	Provincally based curriculum/acceptable activities/standards	***Cases***	*1*
		Col Response %	*3.2%*

Bq4. In and Out of School: What design formats do you prefer?	***Print courses for in-school (provincial continuity)***	***Cases***	*12*
		Col Response %	*42.9%*
	Flexibility to modify format to suit needs of community/school/individual	***Cases***	*7*
		Col Response %	*25.0%*
	Web based courses	***Cases***	*7*
		Col Response %	*25.0%*
	Have department design modules/have samples of modules	***Cases***	*5*
		Col Response %	*17.9%*
	Teacher based/mediated/guided	***Cases***	*4*
		Col Response %	*14.3%*
	Have a credible sign-off (e.g. not parents, third party)	***Cases***	*3*
		Col Response %	*10.7%*
	Web CTs should be a resource to teachers, not for students	***Cases***	*3*
		Col Response %	*10.7%*
	Distance learning	***Cases***	*3*
		Col Response %	*10.7%*
	Use of mentors	***Cases***	*1*
		Col Response %	*3.6%*
	Parents contribute to student GLO's	***Cases***	*1*
		Col Response %	*3.6%*

Bq5. In and out of School: Challenges	***Assessment/accountability/tracking/monitoring/credibility***	***Cases***	*21*
		Col Response %	*63.6%*
	Safety/liability concerns (e.g. Child Abuse Registry)	***Cases***	*20*
		Col Response %	*60.6%*
	Having enough staff/teaching time available	***Cases***	*19*
		Col Response %	*57.6%*
	Having proper funding/support/financial backing	***Cases***	*15*
		Col Response %	*45.5%*
	Access to facilities	***Cases***	*11*
		Col Response %	*33.3%*
	Equity concerns (e.g. money, gender, rural vs. urban)	***Cases***	*9*
		Col Response %	*27.3%*
	Timetabling concerns	***Cases***	*8*
		Col Response %	*24.2%*
	Parental involvement	***Cases***	*5*
		Col Response %	*15.2%*
	The changing of current policies (eg. Safety document, fees)	***Cases***	*4*
		Col Response %	*12.1%*

(cont.)

Bq5. In and out of School: Challenges	***Defining out of school activities (including Health)***	***Cases***	*4*
		Col Response %	*12.1%*
	Transportation	***Cases***	*4*
		Col Response %	*12.1%*
	Promoting the change	***Cases***	*3*
		Col Response %	*9.1%*
	Not all students want to/can/will fill this grad requirement	***Cases***	*3*
		Col Response %	*9.1%*
	Finding mentors/mentoring progress	***Cases***	*3*
		Col Response %	*9.1%*
	Not losing specialists from younger grades to S3 and S4	***Cases***	*2*
		Col Response %	*6.1%*
	Partnership concerns	***Cases***	*2*
		Col Response %	*6.1%*
	Student led program could be an issue	***Cases***	*2*
		Col Response %	*6.1%*
	Communication	***Cases***	*1*
		Col Response %	*3.0%*
	Professional development of staff	***Cases***	*1*
		Col Response %	*3.0%*
	Increase in tuition costs	***Cases***	*1*
		Col Response %	*3.0%*
	Curriculum content evenly distributed over S1 to S4	***Cases***	*1*
		Col Response %	*3.0%*

Option 3: Out of School

Cq1. Out of School: Are you likely to use this delivery model?	***No***	***Count***	*15*
		Col %	*83.3%*
	Yes	***Count***	*3*
		Col %	*16.7%*

Cq2a. Out of School: Why?	***Flexible***	***Cases***	*1*
		Col Response %	*100.0%*
	Responsibility belongs to student/family	***Cases***	*1*
		Col Response %	*100.0%*

Cq2b. Out of School: Why not?	***Inability to assure accountability/proper assessment***	***Cases***	*2*
		Col Response %	*66.7%*
	Lack of structure	***Cases***	*2*
		Col Response %	*66.7%*
	Too much freedom to students/lack of self-discipline	***Cases***	*1*
		Col Response %	*33.3%*
	Safety/Liability concerns	***Cases***	*1*
		Col Response %	*33.3%*
	Web courses don't provide physical activity	***Cases***	*1*
		Col Response %	*33.3%*

Cq3. Out of School: What design formats do you prefer?	***Must be consistent with hours***	***Cases***	*1*
		Col Response %	*50.0%*
	Web based course	***Cases***	*1*
		Col Response %	*50.0%*
	Distance learning	***Cases***	*1*
		Col Response %	*50.0%*
	Teacher mediated/guided	***Cases***	*1*
		Col Response %	*50.0%*

Cq5. Out of School: Challenges	***Inability to assure accountability/proper assessment***	***Cases***	*2*
		Col Response %	*100.0%*
	Availability of qualified staff	***Cases***	*2*
		Col Response %	*100.0%*
	Financial concerns	***Cases***	*2*
		Col Response %	*100.0%*
	Safety/liability concerns	***Cases***	*1*
		Col Response %	*50.0%*

Option 4: Other

Dq1. Other: Are you likely to use this delivery model?	***No***	***Count***	*3*
		Col %	*50.0%*
	Yes	***Count***	*3*
		Col %	*50.0%*

Dq2a. Other: Why?	Students need to learn to be independently active	Cases	1
		Col Response %	33.3%
	Don't need more facilities/equipment/teachers	Cases	1
		Col Response %	33.3%
	Student excellence recognized	Cases	1
		Col Response %	33.3%
	Accountability	Cases	1
		Col Response %	33.3%
	Less financial cost	Cases	1
		Col Response %	33.3%
	Other models mistake "activity" for healthy living	Cases	1
		Col Response %	33.3%

Dq3. Other: What should the development model be?	Mixed models and SIC should be combined	Count	1
		Col %	25.0%
	Student generated	Count	1
		Col %	25.0%
	Pass/fail system	Count	1
		Col %	25.0%
	Mandatory in S3, optional in S4	Count	1
		Col %	25.0%

Dq4. Other: Which design formats do you prefer? Why?	Web based	Count	1
		Col %	100.0%

Dq5. Other: Challenges	Parental involvement problematic (dishonesty)	Cases	2
		Col Response %	66.7%
	Not graduating because students do not take responsibility	Cases	1
		Col Response %	33.3%
	Administration	Cases	1
		Col Response %	33.3%
	Safety/liability concerns	Cases	1
		Col Response %	33.3%
	Student leadership skills/organization	Cases	1
		Col Response %	33.3%
	Credibility of external assessment	Cases	1
		Col Response %	33.3%

Detailed Tables

GUIDE FOR READING DETAILED TABLES

EXAMPLE

Table was run by Total Responses and q10 (Level Taught)

				q10 Which level do you currently teach/ spend the majority of your time?				
			Total Responses	Early Years	Middle Years	Senior Years	Special Education	Other (e.g., split grades)
q5 In which type of program do you currently teach/ work the majority of the time?	English	Count	5519	1896	1538	1557	114	360
		Col %	86%	84%	86%	90%	81%	84%
	Français	Count	197	81	71	22	7	14
		Col %	3%	4%	4%	1%	5%	3%
	French Immersion Single Track	Count	262	133	62	49	2	13
		Col %	4%	6%	3%	3%	1%	3%
	French Immersion Dual Track	Count	216	91	79	30	3	13
		Col %	3%	4%	4%	2%	2%	3%
	Other program	Count	228	63	43	75	15	31
		Col %	4%	3%	2%	4%	11%	7%
Total		Count	6422	2264	1793	1733	141	431
		Col %	100%	100%	100%	100%	100%	100%

TOTAL *is the number of respondents answering the question.*

Overall, ***6422*** *respondents answered q5. Of the* ***6422*** *respondents,* ***2264*** *taught/spent the majority of their time at the* ***Early Years*** *level,* ***1793*** *taught at the* ***Middle Years*** *level, etc.*

Overall, ***228*** *respondents or* ***4%*** *(228/6422) reported teaching in an* ***Other*** *program.*

Seven (5%) Special Education *teachers spent the majority of their time working in a* ***Français*** *program.*

Manitoba Education
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Detailed Tables by Consultation Location (con)

Statistics

OVERALL

N	**Valid**	17
	Missing	0

Based on the total number of respondents.

				Consultation Location				
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/ Portage	Fort Richmond
q1a. In School: Strengths	Allows consistent standards/quality control/accountability	Count	14	4	2	2	3	3
		Column %	82.4%	80.0%	66.7%	100.0%	100.0%	75.0%
	Teacher led/directed/led by a trained professional	Count	8	2	1	1	1	3
		Column %	47.1%	40.0%	33.3%	50.0%	33.3%	75.0%
	Already comfortable/familar with the method/it's been proven/straightforward	Count	3	1	0	1	0	1
		Column %	17.6%	20.0%	.0%	50.0%	.0%	25.0%
	Decreases safety/liability concerns	Count	3	1	1	0	0	1
		Column %	17.6%	20.0%	33.3%	.0%	.0%	25.0%
	Supported by P.E. staff	Count	1	0	0	1	0	0
		Column %	5.9%	.0%	.0%	50.0%	.0%	.0%
	With 24 additional sections, flexibility is allowed	Count	1	0	0	1	0	0
		Column %	5.9%	.0%	.0%	50.0%	.0%	.0%
	Able to focus on health aspect of P.E.	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Less failures/more successes	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Social aspect of group is maintained	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	No additional workload to teacher's day	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Necessary due to obesity	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Keeps P.E. teachers P.E. teachers, not facilitators	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Department written	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	No Response	Count	1	0	1	0	0	0
		Column %	5.9%	.0%	33.3%	.0%	.0%	.0%
	Total	Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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Small Groups

Detailed Tables by Consultation Location (con)

				Consultation Location				
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/ Portage	Fort Richmond
q1b. In School: Weaknesses	Timetable challenges (e.g. no time, must drop other courses)	Count	9	3	0	2	2	2
		Column %	52.9%	60.0%	.0%	100.0%	66.7%	50.0%
	Staffing concerns	Count	9	3	2	1	1	2
		Column %	52.9%	60.0%	66.7%	50.0%	33.3%	50.0%
	Financial concerns	Count	8	3	2	1	0	2
		Column %	47.1%	60.0%	66.7%	50.0%	.0%	50.0%
	Less flexibility/fewer elective options/choices for students	Count	7	0	1	1	1	4
		Column %	41.2%	.0%	33.3%	50.0%	33.3%	100.0%
	Not all students can/want to participate (affect graduation rate)	Count	7	2	1	1	2	1
		Column %	41.2%	40.0%	33.3%	50.0%	66.7%	25.0%
	Availability of facilities	Count	4	2	1	0	0	1
		Column %	23.5%	40.0%	33.3%	.0%	.0%	25.0%
	Issues with offsite facilities (cost, transportation)	Count	2	0	1	1	0	0
		Column %	11.8%	.0%	33.3%	50.0%	.0%	.0%
	Difficult to implement in rural areas	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Students are not self directed	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Questionable support school wide	Count	1	0	0	1	0	0
		Column %	5.9%	.0%	.0%	50.0%	.0%	.0%
	Specialists being lost at lower levels	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Safety Document	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	No Response	Count	1	0	1	0	0	0
		Column %	5.9%	.0%	33.3%	.0%	.0%	.0%
	Total	Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Manitoba Education
P.E. Curriculum Development
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Detailed Tables by Consultation Location (con)

				Consultation Location				
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/ Portage	Fort Richmond
q1c. In School: Opportunities	No Response	Count	5	4	1	0	0	0
		Column %	29.4%	80.0%	33.3%	.0%	.0%	.0%
	Partnerships with community facilities/governing bodies/organizations	Count	4	0	0	2	1	1
		Column %	23.5%	.0%	.0%	100.0%	33.3%	25.0%
	Offer options (e.g. have 2 teachers in same block)	Count	2	0	1	0	1	0
		Column %	11.8%	.0%	33.3%	.0%	33.3%	.0%
	Have only 1 or 2 1/2 credits to be earned over 2 years	Count	2	0	0	0	1	1
		Column %	11.8%	.0%	.0%	.0%	33.3%	25.0%
	Use of outside facilities to supplement gym	Count	2	1	0	0	1	0
		Column %	11.8%	20.0%	.0%	.0%	33.3%	.0%
	Re-examine current practises (e.g. intramurals)	Count	2	1	1	0	0	0
		Column %	11.8%	20.0%	33.3%	.0%	.0%	.0%
	More involved students/more activity	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Lengthen the school day	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Offer clusters of courses (e.g. Woods, Foods and Nutrition)	Count	1	0	1	0	0	0
		Column %	5.9%	.0%	33.3%	.0%	.0%	.0%
	Structured environment	Count	1	0	1	0	0	0
		Column %	5.9%	.0%	33.3%	.0%	.0%	.0%
	Creative potential with ability to show students new things	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Streams students towards P.E. courses in university/college	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Promotes healthy lifestyle practices	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Make it an activity requirement, not credit based	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Professional development	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Some volunteer hours	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Blocks of time allotted for an activity	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Total	Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Manitoba Education
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Detailed Tables by Consultation Location (con)

				Consultation Location				
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/ Portage	Fort Richmond
q1d. In School: Challenges	Availability of qualified staff to cover increased workload	Count	8	3	1	1	2	1
		Column %	47.1%	60.0%	33.3%	50.0%	66.7%	25.0%
	Availability of facilities/equipment	Count	7	1	1	0	2	3
		Column %	41.2%	20.0%	33.3%	.0%	66.7%	75.0%
	Funding/financial concerns	Count	6	1	1	1	2	1
		Column %	35.3%	20.0%	33.3%	50.0%	66.7%	25.0%
	Timetabling	Count	6	2	2	0	1	1
		Column %	35.3%	40.0%	66.7%	.0%	33.3%	25.0%
	Participation (e.g. have to redesign courses to peak student interest)	Count	4	2	0	2	0	0
		Column %	23.5%	40.0%	.0%	100.0%	.0%	.0%
	Flexibility (e.g. allowing kids to have options)	Count	4	2	1	1	0	0
		Column %	23.5%	40.0%	33.3%	50.0%	.0%	.0%
	Losing options from other courses/intramurals	Count	3	0	1	0	1	1
		Column %	17.6%	.0%	33.3%	.0%	33.3%	25.0%
	No Response	Count	3	1	1	0	0	1
		Column %	17.6%	20.0%	33.3%	.0%	.0%	25.0%
	Safety/Liability issues (lots of paperwork)	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Limited space for Health component	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Transportation	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Offering courses in spite of low student enrollment	Count	1	0	0	1	0	0
		Column %	5.9%	.0%	.0%	50.0%	.0%	.0%
	Total	Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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				Consultation Location				
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/ Portage	Fort Richmond
q2a. In and Out of School: Strengths	Flexibility to suit community/schools/individuals/Offers variety	Count	13	4	3	2	3	1
		Column %	76.5%	80.0%	100.0%	100.0%	100.0%	25.0%
	Rewards in/out of school athletic pursuits/healthy choices	Count	4	1	1	1	1	0
		Column %	23.5%	20.0%	33.3%	50.0%	33.3%	.0%
	Allows school autonomy	Count	4	3	0	0	1	0
		Column %	23.5%	60.0%	.0%	.0%	33.3%	.0%
	Focuses on wellness, healthy lifestyle, and education	Count	3	0	2	0	0	1
		Column %	17.6%	.0%	66.7%	.0%	.0%	25.0%
	Teacher supervision allows for quality control/validity/structure	Count	3	1	0	0	1	1
		Column %	17.6%	20.0%	.0%	.0%	33.3%	25.0%
	Answers some facility and equipment problems	Count	2	0	0	0	1	1
		Column %	11.8%	.0%	.0%	.0%	33.3%	25.0%
	Both teacher and student ownership (partnership)	Count	2	0	0	2	0	0
		Column %	11.8%	.0%	.0%	100.0%	.0%	.0%
	Allows students to group with other students in activities	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	More student impact/influence	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Students are given recognition for representing the school	Count	1	0	0	1	0	0
		Column %	5.9%	.0%	.0%	50.0%	.0%	.0%
	Volunteer portion workable	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	No Response	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Total	Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Manitoba Education
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				Consultation Location				
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/ Portage	Fort Richmond
q2b. In and Out of School: Weaknesses	Inability to assure quality control/consistency/supervision	Count	10	2	2	1	3	2
		Column %	58.8%	40.0%	66.7%	50.0%	100.0%	50.0%
	Staffing concerns (including administrative roles)	Count	6	3	1	0	0	2
		Column %	35.3%	60.0%	33.3%	.0%	.0%	50.0%
	Equity concerns (opportunities/programs/facilities)	Count	6	4	0	1	0	1
		Column %	35.3%	80.0%	.0%	50.0%	.0%	25.0%
	Safety/Liability concerns	Count	5	3	1	0	1	0
		Column %	29.4%	60.0%	33.3%	.0%	33.3%	.0%
	Financial concerns	Count	4	2	2	0	0	0
		Column %	23.5%	40.0%	66.7%	.0%	.0%	.0%
	Lack of facilities	Count	3	1	2	0	0	0
		Column %	17.6%	20.0%	66.7%	.0%	.0%	.0%
	Timetabling concerns	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Parental pressure to grant hours	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	On-line format is questionable for P.E.	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Cannot change substantial amounts for "compulsory courses"	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	No Response	Count	1	0	0	1	0	0
		Column %	5.9%	.0%	.0%	50.0%	.0%	.0%
	Total	Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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Detailed Tables by Consultation Location (con)

				Consultation Location				
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/ Portage	Fort Richmond
q2c. In and Out of School: Opportunities	Partnering with commuities/out of school experts/facilities	Count	5	2	1	1	0	1
		Column %	29.4%	40.0%	33.3%	50.0%	.0%	25.0%
	Different modules/learning new skills (e.g. nutrition, CPR)	Count	4	2	2	0	0	0
		Column %	23.5%	40.0%	66.7%	.0%	.0%	.0%
	No Response	Count	3	1	0	1	0	1
		Column %	17.6%	20.0%	.0%	50.0%	.0%	25.0%
	Getting kids involved in community recreation	Count	2	1	0	0	1	0
		Column %	11.8%	20.0%	.0%	.0%	33.3%	.0%
	Supporting more optional credits	Count	2	1	0	0	0	1
		Column %	11.8%	20.0%	.0%	.0%	.0%	25.0%
	Supplementing in-house model with lifestyle/off-site model	Count	2	1	0	0	0	1
		Column %	11.8%	20.0%	.0%	.0%	.0%	25.0%
	Teaching Health in school, P.E. out of school	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Curriculum based so that schools can choose in or out	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Credit for field trips	Count	1	0	1	0	0	0
		Column %	5.9%	.0%	33.3%	.0%	.0%	.0%
	Maximize seasonal options/ouside facilities	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Opportunity to work around other courses	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Mentorship programs	Count	1	0	0	1	0	0
		Column %	5.9%	.0%	.0%	50.0%	.0%	.0%
	Promotes a healthy lifestyle	Count	1	0	0	1	0	0
		Column %	5.9%	.0%	.0%	50.0%	.0%	.0%
	Total	Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Manitoba Education
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Detailed Tables by Consultation Location (con)

				Consultation Location				
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/ Portage	Fort Richmond
q2d. In and Out of School: Challenges	Assessment/tracking/accountability	Count	8	1	2	0	3	2
		Column %	50.0%	20.0%	66.7%	.0%	100.0%	66.7%
	Timetabling concerns	Count	7	4	1	1	1	0
		Column %	43.8%	80.0%	33.3%	50.0%	33.3%	.0%
	Financial challenges/Support challenges	Count	5	1	1	1	1	1
		Column %	31.3%	20.0%	33.3%	50.0%	33.3%	33.3%
	Equity concerns	Count	4	1	2	0	0	1
		Column %	25.0%	20.0%	66.7%	.0%	.0%	33.3%
	Safety/liability concerns (e.g. Child Abuse Registry)	Count	3	0	1	0	0	2
		Column %	18.8%	.0%	33.3%	.0%	.0%	66.7%
	Defining legitimate out of school activities/facilities	Count	2	0	0	0	1	1
		Column %	12.5%	.0%	.0%	.0%	33.3%	33.3%
	Partnership concerns (e.g. external scheduling/staff/financial issues)	Count	2	0	2	0	0	0
		Column %	12.5%	.0%	66.7%	.0%	.0%	.0%
	Ratio of "in school" to "out of school" activities	Count	2	0	1	0	1	0
		Column %	12.5%	.0%	33.3%	.0%	33.3%	.0%
	Thinking in new and creative ways	Count	2	0	0	2	0	0
		Column %	12.5%	.0%	.0%	100.0%	.0%	.0%
	Availability of qualified staff/leaders	Count	2	0	1	0	0	1
		Column %	12.5%	.0%	33.3%	.0%	.0%	33.3%
	Language of instruction	Count	1	0	0	0	0	1
		Column %	6.3%	.0%	.0%	.0%	.0%	33.3%
	Facility space/access	Count	1	0	0	0	0	1
		Column %	6.3%	.0%	.0%	.0%	.0%	33.3%
	Involving Health component	Count	1	0	0	0	1	0
		Column %	6.3%	.0%	.0%	.0%	33.3%	.0%
	Student motivation/participation	Count	1	0	0	1	0	0
		Column %	6.3%	.0%	.0%	50.0%	.0%	.0%
	Policy concerns	Count	1	1	0	0	0	0
		Column %	6.3%	20.0%	.0%	.0%	.0%	.0%
	Using modules in lieu of curriculum	Count	1	1	0	0	0	0
		Column %	6.3%	20.0%	.0%	.0%	.0%	.0%
	No Response	Count	1	1	0	0	0	0
		Column %	6.3%	20.0%	.0%	.0%	.0%	.0%
	Total	Count	16	5	3	2	3	3
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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				Consultation Location				
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/ Portage	Fort Richmond
q3a. Out of School: Strengths	Flexibility/variety of choices/appeals to many students	Count	12	4	2	2	2	2
		Column %	70.6%	80.0%	66.7%	100.0%	66.7%	50.0%
	Student ownership (less monitoring/they learn time management)	Count	4	1	0	2	0	1
		Column %	23.5%	20.0%	.0%	100.0%	.0%	25.0%
	Less stress on school facilities	Count	3	2	1	0	0	0
		Column %	17.6%	40.0%	33.3%	.0%	.0%	.0%
	No Response	Count	3	0	1	0	0	2
		Column %	17.6%	.0%	33.3%	.0%	.0%	50.0%
	Fewer timetable conflicts	Count	2	1	0	0	1	0
		Column %	11.8%	20.0%	.0%	.0%	33.3%	.0%
	Student involvement in community	Count	2	2	0	0	0	0
		Column %	11.8%	40.0%	.0%	.0%	.0%	.0%
	Gives kids opportunity to try things they might enjoy	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Promotes life long physical activity	Count	1	0	1	0	0	0
		Column %	5.9%	.0%	33.3%	.0%	.0%	.0%
	Walking program	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Rewards students for in/out of school athletic pursuits	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Total	Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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				Consultation Location				
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/ Portage	Fort Richmond
q3b. Out of School: Weaknesses	Inability to assure quality control/consistency/supervision	Count	11	3	2	1	2	3
		Column %	64.7%	60.0%	66.7%	50.0%	66.7%	75.0%
	Staffing concerns	Count	6	3	0	1	1	1
		Column %	35.3%	60.0%	.0%	50.0%	33.3%	25.0%
	Safety/liability concerns	Count	5	2	1	0	1	1
		Column %	29.4%	40.0%	33.3%	.0%	33.3%	25.0%
	Financial concerns	Count	4	2	0	1	0	1
		Column %	23.5%	40.0%	.0%	50.0%	.0%	25.0%
	Unstructured	Count	3	0	1	2	0	0
		Column %	17.6%	.0%	33.3%	100.0%	.0%	.0%
	Lack of student motivation/discipline/partcipation	Count	3	0	1	1	1	0
		Column %	17.6%	.0%	33.3%	50.0%	33.3%	.0%
	Equity concerns	Count	3	3	0	0	0	0
		Column %	17.6%	60.0%	.0%	.0%	.0%	.0%
	Is no longer educational, just "physical activity" or play	Count	2	0	0	0	1	1
		Column %	11.8%	.0%	.0%	.0%	33.3%	25.0%
	Discredits P.E. teachers	Count	2	0	0	1	0	1
		Column %	11.8%	.0%	.0%	50.0%	.0%	25.0%
	Cannot change substantial amounts of "compulsory courses"	Count	2	2	0	0	0	0
		Column %	11.8%	40.0%	.0%	.0%	.0%	.0%
	Lack of facilities	Count	2	1	0	1	0	0
		Column %	11.8%	20.0%	.0%	50.0%	.0%	.0%
	Ignores Health aspect	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Lack of variety/Flexibility	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Reduction of specialized staff from other grade levels	Count	1	0	1	0	0	0
		Column %	5.9%	.0%	33.3%	.0%	.0%	.0%
	Students may have limited out of school time due to jobs, volunteering, etc.	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Sets precendent that all outside activities will be credited	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	No Response	Count	1	0	1	0	0	0
		Column %	5.9%	.0%	33.3%	.0%	.0%	.0%
	Total	Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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				Consultation Location				
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/ Portage	Fort Richmond
q3c. Out of School: Opportunities	No Reponse	Count	5	1	1	1	0	2
		Column %	29.4%	20.0%	33.3%	50.0%	.0%	50.0%
	Partnership opportunities (e.g. between community centers)	Count	3	2	0	1	0	0
		Column %	17.6%	40.0%	.0%	50.0%	.0%	.0%
	'Pursuit of excellence" (can pursue own interests and excel)	Count	2	0	1	0	1	0
		Column %	11.8%	.0%	33.3%	.0%	33.3%	.0%
	Exposure to all/new kinds of physical activity	Count	2	0	2	0	0	0
		Column %	11.8%	.0%	66.7%	.0%	.0%	.0%
	Volunteer opportunities (e.g. camps)	Count	2	0	0	0	1	1
		Column %	11.8%	.0%	.0%	.0%	33.3%	25.0%
	Broaden external/extra-cirricular activity credits	Count	2	0	0	0	1	1
		Column %	11.8%	.0%	.0%	.0%	33.3%	25.0%
	Use of community/out of school experts/facilities	Count	2	1	0	0	0	1
		Column %	11.8%	20.0%	.0%	.0%	.0%	25.0%
	Personal planning/Encourages independence	Count	2	1	0	0	0	1
		Column %	11.8%	20.0%	.0%	.0%	.0%	25.0%
	Assessment (e.g. base on hours, not count towards GPA, etc)	Count	2	2	0	0	0	0
		Column %	11.8%	40.0%	.0%	.0%	.0%	.0%
	Increased funding for recreation centers/businesses	Count	2	1	0	0	0	1
		Column %	11.8%	20.0%	.0%	.0%	.0%	25.0%
	Gender specific activities	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Formation of independent services to cater to demand	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Involving students in community recreation	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Total	Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Manitoba Education
P.E. Curriculum Development
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Detailed Tables by Consultation Location (con)

				Consultation Location				
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/ Portage	Fort Richmond
q3d. Out of School: Challenges	Assessment/tracking/monitoring/quality control/crediblity	Count	10	3	2	2	1	2
		Column %	62.5%	60.0%	66.7%	100.0%	50.0%	50.0%
	Funding/financial concerns	Count	6	2	1	0	1	2
		Column %	37.5%	40.0%	33.3%	.0%	50.0%	50.0%
	Equity concerns	Count	5	1	2	0	1	1
		Column %	31.3%	20.0%	66.7%	.0%	50.0%	25.0%
	Defining legitimate out of school activities	Count	3	0	0	1	1	1
		Column %	18.8%	.0%	.0%	50.0%	50.0%	25.0%
	Availability of qualified staff/leaders in/out of school	Count	3	1	0	1	0	1
		Column %	18.8%	20.0%	.0%	50.0%	.0%	25.0%
	Availability of facilities	Count	2	0	0	1	0	1
		Column %	12.5%	.0%	.0%	50.0%	.0%	25.0%
	Safety/liability concerns (e.g. Child Abuse Registry)	Count	2	0	1	0	0	1
		Column %	12.5%	.0%	33.3%	.0%	.0%	25.0%
	No Response	Count	2	1	1	0	0	0
		Column %	12.5%	20.0%	33.3%	.0%	.0%	.0%
	Motivating students	Count	1	0	0	1	0	0
		Column %	6.3%	.0%	.0%	50.0%	.0%	.0%
	Clear policies/guidelines need to be created/changed	Count	1	0	0	0	0	1
		Column %	6.3%	.0%	.0%	.0%	.0%	25.0%
	Language of instruction	Count	1	0	0	0	0	1
		Column %	6.3%	.0%	.0%	.0%	.0%	25.0%
	Substitution of credit	Count	1	1	0	0	0	0
		Column %	6.3%	20.0%	.0%	.0%	.0%	.0%
	Students with little out of school time (e.g. have a job)	Count	1	1	0	0	0	0
		Column %	6.3%	20.0%	.0%	.0%	.0%	.0%
	Total	Count	16	5	3	2	2	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Manitoba Education
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Detailed Tables by Consultation Location (con)

				Consultation Location				
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/ Portage	Fort Richmond
q4a. Other Possibilities: Strengths	Involve all options (e.g. in, in and out, out)	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Volunteer component	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Flexibility	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Promote school-initiated credits that are already available	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Revisit mandatory credits	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	No Response	Count	14	3	3	2	3	3
		Column %	82.4%	60.0%	100.0%	100.0%	100.0%	75.0%
	Total	Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

				Consultation Location				
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/ Portage	Fort Richmond
q4b. Other Possibilities: Weaknesses	No Response	Count	15	4	3	2	3	3
		Column %	88.2%	80.0%	100.0%	100.0%	100.0%	75.0%
	Credit issue (28 verses 30)	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Assessment/tracking/monitoring difficulties	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Equity concerns	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Safety/liablity concerns	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Financial concerns	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Staff concerns	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Total	Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Manitoba Education
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			Total Responses	Consultation Location: Brandon	Children of the Earth	Thompson	Cranberry/ Portage	Fort Richmond
q4c. Other Possibilities: Opportunities	No Response	Count	11	3	2	1	2	3
		Column %	64.7%	60.0%	66.7%	50.0%	66.7%	75.0%
	Involves all options (e.g. in, in and out, out)	Count	2	1	0	1	0	0
		Column %	11.8%	20.0%	.0%	50.0%	.0%	.0%
	Pass/fail system, not grade based	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Trying model with Senior 3's first	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Offer clusters of courses (e.g. Foods and Nutrition, Woods)	Count	1	0	1	0	0	0
		Column %	5.9%	.0%	33.3%	.0%	.0%	.0%
	Operating web based course	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Using summer months to earn credits	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Offering 1/2 credit per year instead of 1 credit per year	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Personal planning	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Total	Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

			Total Responses	Consultation Location: Brandon	Children of the Earth	Thompson	Cranberry/ Portage	Fort Richmond
q4d. Other Possibilities: Challenges	No Response	Count	12	3	3	2	3	1
		Column %	70.6%	60.0%	100.0%	100.0%	100.0%	25.0%
	Having 28 or 30 credits	Count	2	1	0	0	0	1
		Column %	11.8%	20.0%	.0%	.0%	.0%	25.0%
	Assessment (e.g. pass/fail, based on hours, log books)	Count	2	2	0	0	0	0
		Column %	11.8%	40.0%	.0%	.0%	.0%	.0%
	Fulfilling the graduation requirement	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Internal conflicts	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Availability of qualified staff	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Total	Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%