

Responses to Frequently Asked Questions re: “Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document”

1. General

- a. What resources have been committed to support the implementation of this curriculum?
- *As part of 2009-2010 public schools funding announcement, the Manitoba Government has committed an additional \$1.6 million in funding for public schools to support the implementation of PE/HE in grades 11 and 12. This brings the total to \$3.8 million in funding to support the implementation of PE/HE in grades 11 and 12.*
(Updated 01/04/09)
 - *A physical education/health education consultant responsible for senior years was seconded for two years at the beginning of the 2007-2008 school year.*
- b. What support documents have been developed to support this implementation?
- *Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document- Released in Spring 2007*
 - *Grade 11 Active Healthy Lifestyles: Manitoba Physical Education/Health Education Curriculum Framework of Outcomes and A Foundation for Implementation- Released May 2008*
 - *OUT-of Class Safety Handbook: A Resource for Grades 9-12 Physical Education/Health Education- Released in Fall 2008*
 - *Physically Active and Healthy Lifestyles for All Students: A Parent’s Guide for Grades 11 and 12 Physical Education/Health Education- Released in Fall 2008 and re-distributed in Fall 2009.*
(Updated 01/04/09)
 - *Grade 12 Active Healthy Lifestyles: Manitoba Physical Education/Health Education Curriculum Framework of Outcomes and A Foundation for Implementation was released in June 2009.*
(Updated 07/06/10)
- c. What distance learning options are available to deliver these courses?

Web Based:

- *Grade 11 Physical Education/Health Education Web Based Course- Released through the Distance Learning office in September 2008.*
- *Grade 12 Physical Education/Health Education Web Based Course- Released through the Distance Learning office in March 2009.*

Independent Study Option:

- *Grade 12 Physical Education/Health Education Independent Study Option- Currently under development for an intended September 2011 release.*
- *Grade 11 Physical Education/Health Education Independent Study Option- Currently under development for an intended September 2010 release.*

(Updated 07/06/10)

2. Implementation Timelines

- a. Why is the implementation timeline not staggered like other curricula (i.e., Grade 11 system-wide implementation in 2008/09 and Grade 12 in 2009/10)?

Public consultation by the Healthy Kids, Healthy Futures Task Force indicated strong public support for early implementation as of 2008.

- b. What is required of schools to implement the mandated time (i.e., 110 hours) for Grades 9 and 10 Physical Education/Health Education (PE/HE)?

The expectation is that schools will satisfy the requirement for 110 hours of mandated time by using a variety of creative strategies for scheduling additional time (e.g., occasional combination of classes, occasional block timetabling). Schools may also choose to use an OUT-of-class model for up to 20 hours towards the mandated 110 hours. For other suggested strategies for scheduling, refer to Scheduling Kindergarten to Grade 8 Physical Education/Health Education: A Resource for School Administrators, which is available online at www.edu.gov.mb.ca/k12/cur/physhlth/scheduling/.

- c. With an In and Out component for Grades 11 and 12 PE/HE, what is the mandated time (i.e., number of hours) for each credit?

Schools may offer as little as 25% of the mandated 110 hours to students within scheduled classes or up to 100% of the course within the school schedule. The hours the school does not offer the student in a scheduled class are to be made up by the student in an OUT-of-Class Physical Activity Practicum, of which a minimum is 55 hours at the moderate to vigorous intensity level.

(Updated 01/04/09)

3. Credit Requirements for Graduation

- a. Will Manitoba post-secondary institutions accept the Grade 12 Physical Education/Health Education credit (40F-0169) for admission in 2009-2010 and beyond?

In Manitoba, all post-secondary institutions require a Manitoba High School Diploma as a minimum requirement for admission. However, it should be noted that some Manitoba post-secondary institutions have additional admission requirements and may not accept the Grade 12 Physical Education/Health Education 40F course as one of the Grade 12 level courses.

The following information is as of November 2008.

<i>Manitoba Post-secondary Institution General Admission Requirements</i>	
<i>Institution</i>	<i>General Admission Requirements</i>
<i>University of Manitoba</i>	<ul style="list-style-type: none"> - Manitoba high school graduation with five full credits at the Grade 12 level, in courses designated 'S' (Specialized), 'G' (General), or 'U' (Dual Credit – University) with a minimum of three of these credits in S or U courses. - One credit of Grade 12 S or U English, with a minimum grade of 60%, and a minimum average of 70% over three Grade 12 S or U credits.
<i>Collège universitaire de Saint-Boniface</i>	<ul style="list-style-type: none"> - Same as University of Manitoba with one credit of Grade 12 S or U Français, with a minimum grade of 60% instead of English.
<i>University of Winnipeg</i>	<ul style="list-style-type: none"> - High school graduation with a standing in at least 29 Manitoba high school credits or Mature Student Diploma status and have completed the courses required for Regular Status entry. - Five credits at the Grade 12 level, designated A, S, or G (of which three must be 40S courses). - A minimum one credit of core English 40 (A or S level) and one credit of Mathematics 40S (Pre-Calculus, Applied, or Consumer). - An average of at least 65% on the best three 40S courses including both core English 40 (A or S level) and Mathematics 40S, plus one other 40S credit from a different subject area.
<i>Brandon University</i>	<ul style="list-style-type: none"> - High school graduation
<i>Canadian Mennonite University</i>	<ul style="list-style-type: none"> - High school graduation with 5 full credits at the Grade 12 level, in courses designated 'S' (Specialized), 'G' (General), or 'U' (Dual Credit-University) with a minimum of three of these credits in S or U courses. - One credit of Grade 12 S or U English with a minimum grade of 60%, and a minimum average of 65% over three Grade 12 S or U credits.
<i>University College of the North</i>	<ul style="list-style-type: none"> - High school graduation
<i>Red River College</i>	<ul style="list-style-type: none"> - High school graduation
<i>Assiniboine Community College</i>	<ul style="list-style-type: none"> - High school graduation

For specific post-secondary admission requirements, schools are encouraged to contact universities directly as the above information may change and

specific programs may have additional admission requirements. **(12/01/08)**

- b. How will students transition between the 28, 29, and 30 Credit Graduation Models?

It has been determined that in order to provide some degree of flexibility, while at the same time eventually taking us to the 30 credit standard which will be commonly applied to all students, the following rules will be in place:

28 Credit Model

A student will be eligible to graduate and receive a 28 credit high school diploma if he/she:

- (a) entered Grade 9 **after** the 2000-01 school year, but **before** the 2005-06 school year; and*
- (b) by the end of the 2010-11 school year has completed a minimum of 28 credits and all program requirements determined by the Minister.*

29 Credit Model

A student will be eligible to graduate and receive a 29 credit high school diploma if he/she:

- (a) entered Grade 9 in the 2005-06 school year; and*
- (b) by the end of the 2011-12 school year has completed a minimum of 29 credits and meets all program requirements determined by the Minister.*

30 Credit Model

A student entering Grade 9 in the 2006-07 school year will be required to complete 30 credits, and meet all program requirements determined by the Minister, in order to graduate and receive a high school diploma.

In both the 28 and 29 credit models outlined above, where a student fails to attain the required number of credits (and all program requirements) by the end of the school year referenced, that student will then need to complete 30 credits in order to graduate.

(01/04/09)

- c. Do students that are currently (2008-09) in Grade 12 require the additional PE/HE credit for a minimum of 29 credits to graduate?

Yes. Students who entered grade 9 in the 2005-06 school year would have “entered” grade 12 in 2008-09 and would therefore be required to graduate with a minimum of 29 credits. Furthermore, students entering grade 9 prior to the 2005-06 school year would be exempt from the Gr.

11 & 12 mandated PE/HE credits. This approach will assist students and schools in the transition year 2008-09. **(12/01/08)**

- d. Do students who entered Grade 12 in September 2008 satisfy the graduation requirements if they take either the Grade 11 or Grade 12 credit?

Grade 12 students in the 2008-2009 school year will be expected to receive the 40F credit. During the transition year (2008-2009), Grade 12 students can earn the 40F credit based on an adaptation of the Grade 11 curriculum content.

(01/04/09)

- e. Can schools report these two credits as half credits to the Department if they choose a 50%-IN/50%-OUT model?

No. However, schools can create a local system for reporting internally, and would then have to report credits to the Department as required.

- f. For the substitution of credit, is this in addition to the two that can be substituted? How will this be reported?

The number of substitution of credits will not be increased. The present policy allowing substitution of a maximum of two credits provides a reasonable measure to accommodate exceptional circumstances. Information on reporting substitution of credits will be included in future departmental communications with the field.

- g. Can students challenge for credit?

Schools will continue to decide locally how to address requests for challenge of credit.

- h. What about out-of-province transfers?

*Regulations for out-of-province transfers will remain unchanged. In the event a Grade 12 student transfers from outside Manitoba in 2008/09, the student will be required to obtain 29 credits and to complete the Grade 12 PE/HE credit in order to graduate, unless the student transfers a credit for a course deemed equivalent to the Grade 12 PE/HE course as defined for the 2008-09 school year. **(01/07/08)***

In the event that a student transfers from outside Manitoba after 2008/09, 30 credits will be required to graduate. If the student transfers into Manitoba in Grade 12, he or she will be required to complete the Grade 12 PE/HE credit, but could opt to substitute another optional course for the Grade 11 PE/HE credit, or transfer a credit deemed

equivalent to the Grade 11 PE/HE course, or complete the Grade 11 PE/HE course in addition to the Grade 12 PE/HE course. **(12/20/07)**

- i. What are the graduation requirements for students with an “I” designation?

Students with an “ I ” designation do not follow the provincial curriculum because of their cognitive disability. They do not acquire the credits required to graduate and therefore require completely individualized outcomes to meet their learning needs. For this reason, the PE/HE credit requirement in Grades 11–12 will not apply to students with an “ I ” designation.

The Department recommends, however, that the student IEP includes some physical activity to be done on a daily basis.

- j. Do students working towards a Mature Student Diploma require the Grades 11 and 12 PE/HE credits for graduation?

*No. The Mature Student Diploma requirements will remain unchanged. (Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document pg 8) **(09/17/08)***

4. Curriculum Design and IN-Class and OUT-of-Class Delivery Model

- a. If physical activity is part of another course, students cannot use the activity within that course as part of an OUT-of-class component for their Grade 11 or Grade 12 PE/HE credit. But Information and Communication Technology (ICT) courses can be integrated into other courses for credit. Why is PE/HE different?

In some situations it is possible to integrate the learning outcomes from one half-credit ICT course into a full-credit non-ICT course without increasing instructional time. Students are awarded credit for meeting the learning outcomes in both courses. The ICT learning outcomes are not time-dependent; it is possible to meet them concurrently with outcomes from another course. Unlike ICT, the majority of the PE/HE learning outcomes are time-dependent, since the intent of the PE/HE policy is to ensure students spend a minimum amount of time participating in physical activity. It is also important to note that ICT courses cannot be integrated into other ICT courses for additional credit.

- b. How are the Grades 11 and 12 PE/HE credits to be timetabled and staffed?

The Department is working in collaboration with the development team members, Administrator Advisory Committee, and educational partner groups to develop different examples of delivery models. An additional

curriculum consultant has been hired to assist schools and divisions during this planning year. Suggested implementation models were shared at the fall regional workshops.

c. Can Grade 11 and Grade 12 students be combined in one class?

Yes, this is possible. Since there are differences in the curriculum content and learning outcomes for each grade, it would naturally require some special planning by the teacher.

d. Can a student obtain both the Grade 11 and Grade 12 credits during the same school year?

Yes, students could obtain both their credits in the same year. However, this would not be encouraged since the purpose of the Physical Activity Practicum is to promote and provide opportunities for regular or daily physical activity participation in each grade.

e. In the policy document it states that physical activities selected for the OUT-of-class component do not qualify when the activities are the result of employment where the student receives payment. This does not seem fair for students who are being active as part of their job (e.g., basketball refereeing). Can this be changed?

No, this cannot be changed. As in other subject areas, students are not to be paid for learning experiences. In general, a standard policy for maintaining equity in the system, such as in voluntary service credit and mentorship-type programs, is that students cannot earn credits through paid employment. In the case of mentorship-type programs, Worker's Compensation Board (WCB) coverage cannot be provided if payment occurs.

f. How will teachers manage and evaluate the OUT-of-class component?

As per the policy document (page 16, #3), administrators are to allot staff time to manage and evaluate the IN and/or OUT activities in accordance with school division policy. This time is in addition to the IN-class time scheduled for Core and Flexible.

Suggested tools like physical activity logs, plans, sign-off forms, assessment rubrics, and portfolio artifacts will be provided in the curriculum and shared at workshops. Teachers will have access to electronic versions that could be posted on school-based intranet sites for ease of access for students, parents, and teachers.

g. If students do little activity for six months, can they then log all their physical activity time into one month?

The period of time and assessment criteria for the completion of the Physical Activity Practicum is a local decision. However, participation in physical activity on a daily or regular basis is recommended practice to receive health and fitness benefits. Based on a semester program and a student having to complete a minimum of 55 hours participating in a Personal Physical Activity Plan, it is suggested that students aim to participate/log 11 hours of physical activity per month to promote regular physical activity participation.

- h. If a student participates in the OUT-of-Class Physical Activity Practicum and there are fees involved (e.g., registration, equipment, transportation, et cetera), who is responsible for the payment of these fees?

It would be the responsibility of the student/parent to pay for any and all fees that may result from the student's participation in physical activities for the OUT-of-class portion of the PE/HE credits.

(09/17/08)

5. Safety and Liability for the OUT-of-Class Delivery Model

- a. Will the Department provide more direction and sample policies related to safety and liability?

The Department has provided guidelines for managing risk for the Out-of-Class Physical Activity Practicum and for developing local policy. Legal council was obtained in creating these guidelines and sign-off process. The OUT-of-Class Safety Handbook: A Resource for Grades 9-12 Physical Education/Health Education was released in September 2008 and is posted at

http://www.edu.gov.mb.ca/k12/cur/physhlth/out_of_class/index.html

Information has been shared at regional workshops.

(12/01/08)

To prove negligence, a student would have to prove, among other things, that the teacher/school/division failed to follow the standard of care that would have been reasonable in the circumstances. In the case of non-school-based physical activities, teachers are not providing instruction, supervision, facilities, equipment, nor are they making arrangements for student participation. Therefore, it would be very difficult to prove negligence.

- b. What is the purpose of the sign-off for teacher and parent? Does the sign-off mean that the student can or cannot use this activity as part of the Physical Activity Practicum?

The purpose of the sign-off process is to provide written evidence that

- *the student and parent have been informed about the safety and risk management measures*
- *the student and parent have accepted the responsibility for the student's safety in the physical activities chosen as part of the OUT-of-Class Physical Activity Practicum*
- *the student has completed the requirements of the Physical Activity Practicum*

The pre-sign-off process includes the following steps:

1. *The school provides information to students/ parents re: course delivery model.*
2. *The PE/HE teacher orients the student re: practicum requirements, personal activity plan, risk management.*
3. *The student selects eligible activities in consultation with the PE/HE teacher and parents, as per divisional policy.*
4. *With teacher guidance, the student develops a Personal Physical Activity Plan that includes safety and risk management information.*
5. *The teacher accepts the proposed plan based on criteria for completion.*
6. *The parent (or student when 18 years and older) approves the Personal Physical Activity Plan and accepts responsibility for monitoring the student's safety.*

The purpose of the teacher pre-sign-off is to

- *show acceptance of the plan (i.e., that the student has met the criteria for completion, addressing factors such as personal goals, frequency of participation, intensity level, amount of time, and type of physical activity)*
- *acknowledge that the student has demonstrated an understanding in managing risks and appropriate planning related to physical activity*
- *ensure the student is aware of the safety guidelines information and his or her responsibility to discuss the plan with his or her parents for their approval*

The purpose of the parent pre-sign-off is to

- *ensure they agree with the student's choice of physical activities*
- *ensure they assume responsibility for monitoring their child's safety during participation in these activities*

The purpose of the parent post-sign-off is to show that the student has participated in a minimum of 55 hours of moderate to vigorous physical activity that is safe, ethical, and developmentally appropriate.

- c. *What happens if the student is injured while participating? Who is responsible?*

During the OUT-of-class model, the parents assume responsibility for their son or daughter's safety, instruction, and supervision. Parents may choose to obtain optional student accident insurance through the school division.

- d. How should the parent be informed of the safety measures and sign-off?

The teacher informs the students about the safety checklists and guides them through the risk management process. The student will then include the safety checklists that pertain to his or her chosen activities in the Personal Physical Activity Plan. This plan and corresponding safety checklists will be reviewed by the student's parent/guardian for approval and sign-off on the Informed Consent form. If parents/guardians request further information regarding the safety measures, the school could direct them to the Department website or school library for a print copy of the Safety Handbook for the parent/guardian to review.

- e. What activities are eligible or ineligible for the OUT-of-class component? Should the Department identify these for all schools to avoid inconsistent policies throughout the system?

The Department has developed general guidelines for managing risk in OUT-of-class activities as well as selected safety checklists for participation in many common physical activities. These general guidelines and safety checklists can be found in the OUT-of-Class Safety Handbook: A Resource for Grade 9-12 Physical Education/Health Education.

(http://www.edu.gov.mb.ca/k12/cur/physlth/out_of_class/index.html) If the student chooses a physical activity that does not have a safety checklist, then this activity should be dealt with according to local policy.

(12/01/08)

Schools/divisions have the local authority to determine the eligibility of physical activities to meet the Physical Activity Practicum requirements (i.e., a minimum of 55 hours of moderate to vigorous physical activity that is safe, ethical, and developmentally appropriate).

Since there are many variables (e.g., level of risk, access to qualified instruction and supervision, student ability, intensity level of the activity, as well as geographic, environmental, and cultural influences), local policy should include provisions to address exceptional circumstances or requests from the student and parent.

- f. If the teacher does not approve the activity and the student /parent does, who takes the responsibility? Who makes the decision?

*School divisions and schools will develop local policy and procedures to align with the Safety Handbook guidelines. **Teachers do not approve or deny** acceptance of non-school-based OUT-of-class physical activities. In accordance with divisional policy, teachers can advise or make suggestions to the student/parent in terms of the risks. The responsibility for safety in the OUT-of-Class Physical Activity Practicum lies with the parent (or the student when 18 years and over). Parents/students, however, must still abide by the school/division policy related to eligible/ineligible activities.*

g. How will communities be informed of this credit?

The Physically Active and Healthy Lifestyles for All Students: A Parent's Guide for Grades 11 and 12 Physical Education/Health Education was developed and sent to schools in September 2008 to distribute to parents of students in grades 11 and 12. This documents is posted online at

*http://www.edu.gov.mb.ca/k12/docs/parents/pehe/gr11_12.html **(12/01/08)***

h. Will the school, community centre coaches, instructors, or other community leaders be expected to sign off the number of hours that a student is participating in for her or his OUT-of-Class Physical Activity Practicum?

No. There is no expectation for these individuals to sign off on the number of hours for students. Only the parent's signature (or the student when 18 years and older) is required for verification of the hours the student has documented.

6. Evaluating and Reporting the Grades 11 and 12 PE/HE Credits

a. Can schools use an existing School Initiated Course (SIC) in place of the new PE/HE required courses?

*No, schools cannot simply award the new PE/HE credit for an existing SIC. However, during the voluntary implementation year (2007-2008), if schools revised their existing SIC to align with the outcomes for either the new 30F or 40F PE/HE course **THEY COULD** award students the PE/HE credit(s). In order to do this the course content would have had to align with the topic areas and/or learning outcomes for the new Grade 11 course or the topic areas for the new Grade 12 course as were shared with the field at the Fall Planning sessions. This must also include 55 hours of moderate to vigorous physical activity. This would only be possible for full year or second semester courses due to timelines for the availability of the new curricular outcomes.*

(12/01/08)

b. Can schools continue to offer SIC's once the new PE/HE curriculum is in full implementation?

Yes, schools can continue to register SIC's if at least 50 % of the specific learning outcomes in the SIC are different than and/or go beyond the learning outcomes in the mandatory PE/HE courses.

(12/20/07)

c. What does incomplete/complete mean?

Complete designation means that a student demonstrates achievement of the learning outcomes through completion of learning experiences based on the selected criteria and expectations outlined by the teacher. This includes a minimum of 55 hours of activity at the moderate to vigorous intensity levels as part of the Physical Activity Practicum.

d. How will this course be assessed? Will sample assessment tools be provided?

The curriculum will identify specific learning outcomes (organized by topics or modules) for each grade, as well as provide suggestions for instruction and assessment. The student will be assessed based on selected criteria and expectations for completion related to the learning outcomes, as outlined by the teacher.

The criteria for the course completion will be outlined by the Department and further developed by schools/divisions to take into account local circumstances. Students will be required to submit a personal fitness portfolio containing such elements such as a fitness plan, physical activity log, or journal entries as part of earning a credit for this course. Students will be graded for completion of the course with a Complete or Incomplete designation.

e. How do schools report final grades?

For the 2008-09 school year, once a student has successfully completed the course (Grade 11 or 12 PE/HE) according to the criteria established by the school the school will submit the following using EIS Collection marks file:

S (Standing/Complete) - the student has met the criteria for course completion and has earned course credit

0 (Zero/Incomplete) - the student has not met the criteria for course completion and has not earned course credit.

Schools are encouraged to use the designations of Complete or Incomplete when reporting student progress to parents and printing of school transcripts.

Beginning the 2009-2010 reporting cycle of marks, schools will submit the following for Grades 11 and 12 PE/HE using the EIS Collection marks file:

CO (Complete) - the student has met the criteria for course completion and has earned course credit.

IN (Incomplete) - the student has not met the criteria for course completion and has not earned course credit. **(01/04/09)**

Schools will continue to report final grades as a percentage grade for Grades 9 (10F) and 10 (20F) Physical Education/Health Education courses to the Student Records Office using the EIS Collection marks file. **(12/01/08)**

- f. When do courses have to be completed? Do they have to be repeated or can the incomplete portion be completed the next year?

Like other subjects, courses have to be completed during a set period of time (e.g., semester one, semester two; at the end of a non-semester year) or repeated. The period of time determined for a student to complete the course is a local decision.

Courses are reported to the Department as full credits to meet graduation requirements. However, students could earn half-credits (i.e., .5 Core and .5 Physical Activity Practicum) at the local level that could be combined and reported as a full credit to the Department upon completion.

- g. Can summer activities count?

Completion of the Grades 11 and 12 PE/HE credits is based on the same time frame or school year as other required courses. The school year is defined by the Minister of Education, Citizenship and Youth. Summer activities are not recommended since there is no way to indicate whether the student is active on a daily or regular basis during the time he or she is taking the course.

- h. What happens when a student does not complete the course and cannot graduate?

As with any other required credit, the course would have to be repeated, or schools can substitute for credit in exceptional circumstances.

As part of the delivery, students/parents would be informed of the criteria for completion within the course information provided. Allotted

time for teachers to manage and evaluate the course provides time for checking on student progress and achievement as well as providing support to students as needed. In exceptional circumstances, the school can substitute up to two courses to meet graduation requirements.

- i. What will be done when a parent just signs off? How can we keep the integrity and accountability of this course?

As part of the instructional component of the course and the monitoring of students, teachers and parents will be expected to reinforce the importance of being honest and taking responsibility for their personal health. The parent sign-off is one of the criteria for earning a completion of the Physical Activity Practicum but not for the credit. It is a fundamental premise that parents want what is best for their child and, therefore, it must be assumed that they will willingly partner with and support schools toward this goal.