



Sport Schools in Canada: The Future Is Here

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Glossary

Academy – each sport that is recognized or focused on within a Sport School is considered an academy (i.e. School X may have a Soccer Academy and a Volleyball Academy).

Age Group High Performance level – includes athletes in various age groups defined as athletes that have been identified as having the potential for international success and who are training a minimum of 15 hours per week, usually in elite age group clubs

BC Healthy Living Performance Standards – a resource for schools and families that can be used to focus and monitor efforts to enhance knowledge, skills, attitudes, and behaviours surrounding healthy living.

Board Authority Authorized (BAA) courses – a type of Locally Developed course in BC. They are authorized by boards/authorities according to requirements set by the Ministry of Education. There is no limit to the number of BAA courses a student may use as a part of the 28 elective credits required for graduation.

CSC Pacific - in partnership with the national network of Canadian Sport Centres and the BC network of PacificSport Centres, delivers sport performance programs and services to provide athletes and coaches living in BC with every advantage to win medals for Canada.

CSC Pacific Academy – a high performance training group, similar to a National Training Group. May incorporate more than one sport (i.e. an endurance sport academy). Involves a centralized critical mass of coach and athletes. May or may not include educational support or services.

CS4L – Canadian Sport for Life

Development level – made up of athletes who are competing on a Provincial to junior national level and have not yet achieved success of high performance athletes.

Excellence – attainment of publicly recognized excellence and, in particular, representing a club or country at the national or international level. Excellence level athletes include the athletes across all sport that have a high probability of winning an Olympic or Paralympic medal.

External Credit Course – an external course is a set of learning activities that has been developed outside the BC Ministry of Education and taken by students either outside the regular classroom setting (e.g. Athlete, Coach, Official or First Aid courses); or inside the regular classroom setting (e.g. IB and AP courses)

Flex Program – where non-sport specific training occurs during school hours as well students are able to leave school to participate in outside sport specific training with no impact on their attendance or academics, e.g. West Vancouver Super Achievers Program.

Foundation – the early development of physical literacy and general physical skills upon which all later forms of sports participation are based

Independent Directed Studies (IDS) – a policy that allows students to initiate their own course of study under the supervision of a teacher. An IDS must be based on the learning outcomes of a Ministry Authorized or Board Authority Authorized Course. An IDS can be either one or two credits, and can only count to selected studies.

ISF – International School Sport Federation

LDC – Locally Developed Course. A type of high school class that is developed in school districts or schools that cater to specific needs of students

LTAD – Long Term Athlete Development

NSO – National Sport Organization

NTC – National Training Centre

NTG – National Training Group

PISE – Pacific Institute for Sport Excellence

PSO – Provincial Sport Organization

ROO – Richmond Olympic Oval

SAAP – Student Athlete Achievement Project

Senior National Team level – made up of athletes on senior national teams

Skills Academy – where a curriculum-based sport program is offered in partnership with an educational facility. Participants do not participate on school teams.

Speciality Academies – an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the regulations

Sport Academy – a high performance training group in one or more sports. The program may be run by a private organization or in partnership with PSO, NSO or LSO support. Not necessarily affiliated with any educational facility. Private example: the Roman Tulis Soccer Academy

Sport Etude – the sports school program in Quebec.

Sport School – a school-based program where some form of sport training/ competition is provided during the school day as part of the curriculum.

WAC – Whistler Athlete's Centre

Executive Summary

Over the past decade high school education systems in many provinces have evolved to allow for a wider variety of educational options, including sport specific academies. For example in the BC education system sport schools or sport specific academies have become a program of choice for BC student athletes. In 2000 no sport specific academies were available while today 72 schools offer over 110 programs with approximately 4000 student athletes enrolled throughout BC across 21 sports (Canadian Sport Centre Pacific, 2010a). This tremendous growth has been driven by districts and schools who recognize the revenue generation potential of specialty academies in a climate of Ministry of Education deregulation and a declining student population. This growth has been experienced, to varying degrees, in many other provinces with BC, Quebec, Alberta and Ontario leading the way.

The sport specific academies are providing an enriched training environment for student athletes, however, with the exception of hockey, have been created completely separate from the sport system. The BC Sport Schools Survey (Canadian Sport Centre Pacific, 2010a) indicated that 95% have links to community sport through coaching, facility and equipment use. However, only 15% of programs in BC work with provincial (PSO) or national sport organizations (NSO) to set program performance criteria. Additionally 77% of the sport school contract performance services in addition to coaching, yet there does not appear to any standards required, with the exception of Quebec. In most of the country, the sport specific academies generally have not been linked into the long-term athlete development (LTAD) pathways of sports. This stands in stark contrast to Quebec's comprehensive network of 'sport étude' programs and sport schools in the rest of world where a symbiotic relationship ensure developmentally appropriate training and competition environments for the student athlete.

Further in a survey with the 364 Canadian Sport Centre Pacific (CSC Pacific) registered high school aged athletes it was found that sport specific academies played very little role in their development with only 3% of the respondents in that situation. These athletes can be considered the top aspiring athletes in the province yet 77% are finding it difficult to balance school and sport (Canadian Sport Centre Pacific, 2010b).

While strong partnerships and connections have not been made, education leaders in sport specific academies tell stories of increased attendance, increased academic performance, improved life skills in addition to improved athletic performance and the securing of post secondary scholarships.

The expansion of sport specific academies in many provinces creates a tremendous opportunity for the sport system to work with school districts and others to create a high quality training environment for thousands of student athletes across the country. This is especially true when sport specific academies can be centred around major athletic facilities and / or CSC network facilities where unique partnerships can ensure athletes are engaged in training environments which allow them to progress while ensuring they manage and excel academically.

This report outlines a specific list of recommendations, to a variety of stakeholders, which will link sport specific academies to the sports system to improve the athletic and academic

experience of thousands of high school students. A summary of the recommendations are as follows:

- The network of CSCs take a leadership role in providing services and program information to both student athletes and sport specific academies
- Both PSOs and NSOs include sport specific academies in the planning surrounding the implementation of LTAD models
- Legacy sport facilities and new potential CSI facilities build program models which complement and enhance the school districts sport specialty academy programs
- Provincial Ministries of Education and the Sport Services Branch recognize the growing impact of sport specific academies and set quality standards
- Canadian School Sport Federation, Canadian Interuniversity Sport, Canadian Colleges Athlete Association and provincial partners recognize that a significant number of student-athletes have chosen an educational pathway through 'sport specific academies' and thus evolve policies and procedures to include these student-athletes based on CS4L values and principles.
- Other major multi-sport organizations recognize that sport schools can be foundational in athlete development as they can create the optimal training, competition and recovery environment for the Train to Train athlete; thus build them into the funding and accountability framework questions for PSOs

In summary, over the past decade education in Canada has changed dramatically. Part of the change has been the proliferation of sport academies developed at the district and school level. While this has created opportunities for many student athletes to pursue athletics at school these academies, for the most part, have not been linked to the sport system and do not support aspiring high performance athletes. Opportunities are available to form new partnerships to raise the standards of academies to support a wider range of aspiring student athletes. The key to achieving this goal is leadership coming from key sport and education partners to maximize the opportunities available.

Introduction

In many countries, for many decades, sport schools have played a key role in the athlete development pathway (Radtke & Coalter, 2007). Sport schools have not been part of the Canadian sport system with the exception of the past two decades where Quebec has developed a comprehensive network of 'sport étude' programs within their school and sport system. In this decade, education policy in many provinces has changed thus providing more freedom for parents to choose a school for their children. Due to this policy change, schools and districts have developed special sport programming to make their schools more appealing to parents. The result has been sport schools created in many sport including hockey, soccer, lacrosse, baseball, softball and basketball. Quebec, with its 'sport étude' programs and BC have become leader in sport schools with the latter having more than 70 schools offering over 110 'specialty academies in sport' which range across 21 sports.

With one exception NSOs and PSOs have not recognized this emerging opportunity to change the training in their sport. Hockey is the only sport who has had the capacity to be in front of this trend as they piloted the Hockey Skills Academy Program from 2000 to 2002, which now has over 80 schools across Canada. Other sport NSOs and PSOs have been watching as a new entities (sport schools) have become centrally involved in the Train to Train stage of their long-term athlete development. It would appear that some NSOs are not ready to act.

While sport schools did not exist in Canada outside of Quebec before the turn of the century since then there has been a rapid unregulated, disconnected growth in some provinces while in other there is still none to speak of. The Canadian sport school situation, again with the exception of Quebec, is significantly different than the rest of world. This report will give you a clear picture of how sport schools in Europe form the backbone of their high performance systems and how Australia has developed a network of 'sport high schools' which link directly into their sport centre system.

Fact #1

1. 82% of German Olympic medals from 2001 – 2004 were won by current or former sport school student athletes
2. Austria ski school athletes won 90% of the Austria ski medals at the Olympic Games from 1992 – 2006
3. National Sport School (Calgary) current or former students made up 10% of Team Canada at 2006 Torino Winter Olympics
4. 10 INSEP athletes competed for France at the 2004 Olympics in Athens (Radtke & Coalter, 2007)

The idea of linking sport schools into the performance pathway is not new as it was identified by Canadian Sport Centre Pacific (CSC Pacific) in 2005 in their visionary Integrated Performance System (Canadian Sport Centre Pacific, 2006). While there have been limited resources to act on the CSC Pacific plan other nations, such as Australia, are investing significant funds to similar concepts. However, as they say... *'It is never too late to start...'*

LTAD / Canadian Sport for Life

As reported in the Canadian Sport for Life resources it takes approximately 10,000 hours of training and practice for an athlete to fully receive their potential. The majority of these hours will occur while the athlete is attending secondary school (age 13 – 18). The Training to Train stage is identified as critical in development, however for most sports in this country the training and competition environment for those athletes does not meet the standards required to allow them to achieve optimal athletic development nor an academic situation which provides balance (Balyi, Way, Cardinal & Higgs, 2005).

While much is being done to own the podium on the international stage with investments in Integrated Support Teams (ISTs) and sport technology and innovation techniques, up and coming athletes have not reaped the benefits of this increased focus on high performance sport and many student athletes may be “falling through the cracks” or dropping out of sport because they cannot manage the time demands of both sport and their educational endeavours. With the expanded infrastructure and flexibility in high school education at our disposal many provinces are ready to become leaders in the development of new Senior National team members for Canada. A number of other countries have used and are currently using extensive sport school programs to allow their young athletes to be successful in academics and in sport.

Methodology

This report was developed using the following methods: a review of provincial education systems, a review of existing published national and international literature, a comprehensive survey of 72 sport schools in BC, unstructured discussions with education and sport leaders, a meeting with National Sport Organizations interested in developing sports schools, a review of BC’s existing Student Athlete Achievement Project information and a survey of the 364 CSC Pacific high school aged registered athletes.

Situation Analysis

Canada

While Canada has emulated a number of Australian sport strategies, the Sport High School model has not been used extensively in Canada. Programs have been developed in a number of provinces with little, or no, formalized structure or standardization. Quebec has been the most successful, developing its Sport-Etude program, which has extensive connections between high schools, sport federations and coaches. Hockey Canada is the only NSO in Canada that has developed and implemented an official sport school program, with its Hockey Canada Skills Academies. This program was implemented around 2000 and has now grown to over 100 programs across the country in both elementary and high schools (Hockey Canada, 2010). These programs could be models for other provinces and NSOs to follow.

High School Education Systems

In the past 10 years high school education in most provinces and territories in Canada have undergone changes which allow for some degree of flexible education options and/or sport school programs. This change appears to have been led Alberta which resulted in the Edmonton School District becoming an early leader in sport schools. It is in that district where there are the most evolved sport schools as they have been in operation for more than a decade. A tool to facilitate the education of sport school athletes is locally developed courses (LDC). There is an opportunity to use LDCs in most provinces across the country to varying degrees, see Table 1 for a brief description of each province. These locally developed courses and other flexible options allow sport school coordinators to develop sport-oriented courses which give student-athletes the chance to train or study a particular sport activity and receive credit towards their graduation.

Table 1

Province	Locally Developed Courses (LDC)	Credits
British Columbia	<ul style="list-style-type: none"> • Board Authority Authorized Courses approved by individual school districts • Independent Directed Studies • External Sport Credits 	<ul style="list-style-type: none"> • 28 elective credits • LDC courses can be used to fill all 28 • Typically 4 credits per course
Alberta	<ul style="list-style-type: none"> • LDC available • Extensive Community Health (CMH) courses 	<ul style="list-style-type: none"> • 10 elective credits • LDC courses can be used to fill all 10 • 1 credit per course
Saskatchewan	<ul style="list-style-type: none"> • LDC courses are approved by the ministry and are then available provincially to any school district. • Special Project Credits (out of school learning) 	<ul style="list-style-type: none"> • 9 elective credits • Only 1 credit per grade level (10, 11, 12) may be filled with an LDC • Special Projects may be used 3 times to fill elective credits
Manitoba	<ul style="list-style-type: none"> • 75 sport/physical activity oriented School-Initiated Courses • Student-Initiated Projects (out of school learning) 	<ul style="list-style-type: none"> • 13 elective credits • SICs may fill 11 elective credits • SIPs may fill 3 elective credits • Each course worth 1 credit
Ontario	<ul style="list-style-type: none"> • LDC courses must be approved by the Ministry of Education 	<ul style="list-style-type: none"> • 12 elective credits • LDC courses can be used to fill all 12
Quebec	<ul style="list-style-type: none"> • LDC available 	<ul style="list-style-type: none"> • 28 elective credits
New Brunswick	<ul style="list-style-type: none"> • LDC courses must be approved by Ministry of Education 	<ul style="list-style-type: none"> • Only 2 LDC courses can be used to fill the 5 elective credits
PEI	<ul style="list-style-type: none"> • No mention of LDCs 	<ul style="list-style-type: none"> • 10 elective credits
Newfoundland and Labrador	<ul style="list-style-type: none"> • LDC courses must be focused on music or the arts 	<ul style="list-style-type: none"> • 4 credits may be filled with LDC
Yukon	<ul style="list-style-type: none"> • Follows BC curriculum 	<ul style="list-style-type: none"> • 28 elective credits • LDC courses can be used to fill all 28 • Typically 4 credits per course
Northwest Territories	<ul style="list-style-type: none"> • Loosely based on Alberta curriculum • LDC courses available • Extensive Community Health (CMH) courses 	<ul style="list-style-type: none"> • 36 elective credits
Nunanvut	<ul style="list-style-type: none"> • No mention of LDCs 	

While each province/territory has its own Ministry of Education, high school educational structure and graduation requirements, the Hockey Canada Skills Academy program shows that it is possible to develop courses that can be used throughout the country in any province or territory and allow student-athletes to receive high school credit while completing sport training.

British Columbia Education System and Sport Schools

One of BC's Great Goals for Government is to "Lead the way in North America in healthy living and physical fitness" (Government of BC, 2010). Along with ActionSchools! BC and mandatory daily physical activity initiatives, sport school programs are an extension of this goal and allow approximately 4000 high school students to complete their high school education while participating and possibly excelling at a sport or physical activity of their choice.

In 2004, the BC Ministry of Education updated the Graduation Program (Grade 10-12). The new program, the 2004 Graduation Program, supports more flexible choice in public schooling, giving local school boards more autonomy and control over the delivery of educational services; as well as improving student achievement and creating a high quality, performance oriented system. Some of the changes include adding Grade 10 to the Graduation Program, adding the Graduation Transitions program, and opening the door to "Programs of Choice" and "Specialty Academies" which include any program that provides specific training and instruction in a given area including the arts or sport. These changes have allowed schools and school districts to become entrepreneurial, and develop specialized programs, such as specialty sport academies, to meet the demands of their student population. For BC Ministry of Education policies regarding Specialty Academies see Appendices 2 – 4. The 2004 Graduation Program has also opened the door to more flexibility in how students can gain academic credits. These options include locally developed courses (known as Board Authority Authorized courses), extensions of particular sections of the curriculum (Impendent Directed Studies) and gaining credit for sport performance and participation (External Athlete Credits).

Since this policy change BC has seen a significant increase in the number of Sport School and Specialty Sport Academy programs. Current inventory shows that there are 72 schools operating 115 specialty sport academies in 21 different sports. The full inventory can be seen in Appendix 5.

Sport School program coordinators in BC were given an opportunity to provide information and feedback through the CSC Pacific BC Sport Schools survey, which was conducted during Spring 2010. The results of the survey give a clear picture of sport schools at this time in the province:

- The majority of sport schools in BC offer 1 or 2 different sports and have fees of over \$1500 per year.
- Virtually all of the programs set their own academic and athletic criteria and cover their costs through student fees.

- Two of the main challenges faced by the respondents are keeping costs low and negotiating facility usage agreements with local recreation facilities.
- Many suggested creating a network or communication tool for coordinators to learn best practices being used around the province and to create provincial-wide sport oriented courses, much like the Board Authority Authorized Courses used by individual school districts.
- The challenge of providing high performance services at a high level for aspiring national team athletes was also identified.

The results of the survey show that while sport school programs have grown and evolved in BC, they are not currently catering to high performance athletes and may not be providing a high quality training environment for their student-athletes. For a complete analysis of the survey see Appendix 6.

Alberta and the National Sport School

Alberta implemented its “Alternative Programs” policy in 1988, under which Sport School programs would fall. The “Alternative Programs” policy allows individual school boards to develop programs that cater to the needs of their students and has allowed sport school programs to grow in the province (see Appendix 7 for the policy, Alberta Learning, 2003). There is also an extensive inventory of “Community Health” courses (i.e. Sports First Aid, Musculoskeletal System), which could be used to provide sport-oriented courses to student-athletes for credit toward graduation.

In 1994, CODA and the Calgary Board of Education established the National Sport School (NSS) in support of high performance student athletes. The school is committed to providing an environment for student athletes to pursue excellence in both their athletic and academic careers. The National Sport School provides separated classes for its student athletes as part of the Ernest Manning High School in Calgary. While the school does not provide coaching for the athletes the school does enable students to compete internationally without compromising their studies. Athletes from any sport can apply to the NSS but must be approved by the appropriate PSO or NSO before they are accepted. The NSS is recognized by many NSOs as a premier training environment for secondary school athletes and boasts a number of Olympic team members and medalists as alumni including Kyle Shewfelt, Deidre Dionne, Blythe Hartley and Jennifer Botteril.

Calgary and Edmonton have now become hot beds of sport school programs with both the public school district and Catholic school district in both cities operating programs. The majority of the programs are hockey academies, while many schools also offer Sport Performance programs, which include cross training and other generic sport instruction, and Elite Athlete programs, which offer flexible schedules, and in some cases tutoring and other academic assistance to high performance athletes. Many of these programs have partnered with external sport organizations to bring in certified, high quality coaches and sport professionals to run the sport program, while the school and teachers complete all the academic work. These

partnerships have allowed multiple schools to work with one agency (i.e. the Academic and Athletic Development Society in Edmonton or National Sport Development in Calgary), and allow academic and athletic professionals to work alongside each other, maximizing each other's strengths. While these sport organizations may be beneficial in providing certified coaches, they do not appear to be linked to the sport system, PSOs or NSOs.

For a list of the programs in Alberta see Appendix 8.

Quebec Sport-Etude Programs

Sport-Etude programs have been used in Quebec for the past 20 years. The success of the program has been evident as Jean Pierre Tibi (Past President – National Multisport Centre Montreal) credits the Sport-Etude programs as the number one reason that Quebec won the 2003 Canada Winter Games (Repp & Way, 2003). The goal of sport-etude programs is to help identified student-athletes achieve the best possible balance between athletics and academics. To facilitate this, the sport federations (PSOs) and potential sport-etude schools must meet certain criteria set by the Ministry of Education, Leisure and Sport before being approved. Agreements are also put in place between the high school, sport federation and any local sport organizations that may be involved in the program. This agreement defines the responsibility of each stakeholder and provides excellent partnership and collaboration opportunities for both the school and the sport. Partnerships like this are essential to ensure that the program offers high quality academic and athletic programs that will benefit the student-athletes. An example of these agreements can be found in Appendix 9. The stakeholders work together to hire appropriate coaches and other staff, and to coordinate the program and ensure its success. The Ministry of Education, Leisure and Sport also organizes Sport-Etude conferences which allow administrators and coaches to learn best practices from each other and from external sport and education leaders (Éducation, Loisir et Sport Québec, 2009). This model allows for complete integration between the school and the sport and holds the program to high quality standards to ensure the best possible environment for the student-athlete.

Student-athletes in sport-etude programs complete the regular Quebec curriculum in 60% of the regular classroom time, with the remainder of the time spent on sport specific classes or training. See Appendices 10 and 11 for a list of sport-etude schools in Quebec and program requirements.

Ontario Specialist High Skills Program

Ontario has recently announced the expansion of the Specialist High Skills program to include sport. The programs are “ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace” (Ontario Ministry of Education, 2009) These programs allow students to gain a number of credits and other training or certification programs. Other specialist high skills programs include: arts and culture, energy, tourism and transportation. For the 2010 – 11 school year the Sport program will be offered in

two high schools: Bill Crothers High School and St Martin Secondary. For more information on this program see Appendix 12.

High School Sports

Currently, no school sports federation in Canada support sport school programs, while British Columbia (BC School Sports, 2005), Alberta (Alberta Schools' Athletic Association, 2010, p. 37) and Nova Scotia (Nova Scotia School Athletic Federation, 2010, regulation 4.11) have policies that restrict participation in both school sports and sport schools. For these provinces policies are in place that make student-athletes ineligible to compete in high school sports leagues if they are involved in a sport specific training program or receive educational credits for their participation in a sport school program. These policies place student-athletes in a difficult position causing them to choose between participating in high school sports leagues, or continuing their development and training through sport school programs.

Student-Athletes in BC

There are currently 364 high school aged athletes registered with CSC Pacific. The majority of these athletes train and compete in summer sports (75%) while completing their high school education. Over 80% are registered at the Provincial Development level which indicates they have been identified by their PSOs as athletes with the potential to move up to through the performance pathway and may have been selected for Provincial teams, Canada Games teams or qualified for senior national level competitions. The Provincial Development level has capacity limitations at each regional centre, so there are most likely more athletes training and competing near the same level as these athletes that are not registered with CSC Pacific at this time. For a breakdown of the 364 registered high school athletes please see Appendix 13.

A survey of these athletes shows clearly that at the moment sport school programs in BC sport schools are not catering to high performance athletes, and those high performance athletes are not receiving the support and assistance from sports or academics to reach their potential in both fields simultaneously.

Figure 2 shows that of these high performance athletes only 2% are enrolled in a sport specific academy through their school, while 80% state that they find balancing academics and athletics at least somewhat difficult (Figure 3).

Figure 2

Are you in a Sport Specific Academy Program at your school?

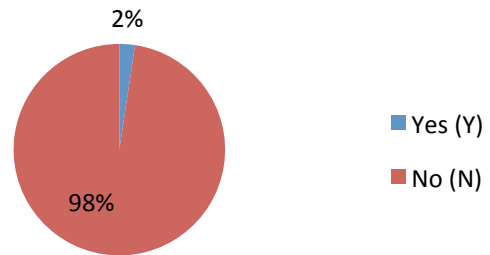
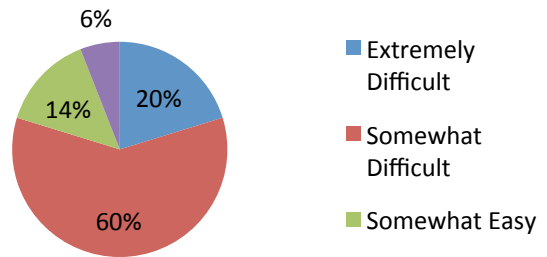


Figure 4 shows that athletes in BC are not taking advantage of the flexible credit options offered through the 2004 Graduation program. All of these athletes, being registered CSC Pacific high performance athletes, would qualify for this credit and most likely Athlete 11 and 12 (External Athlete credits). These credits are granted by completing a form and receiving a signature from a coach and a school counsellor. By receiving credit for these courses the student-athletes could reduce their course load freeing up time to complete training, distance education courses or other school work. The athletes are also not enrolled in Independent Directed Studies (IDS) courses or locally developed sport courses (BAA courses). Many of the athletes were unaware of these options before completing the survey; in the future student-athletes, coaches and parents must be educated on the availability of these options to ensure the success of high performance sport in BC.

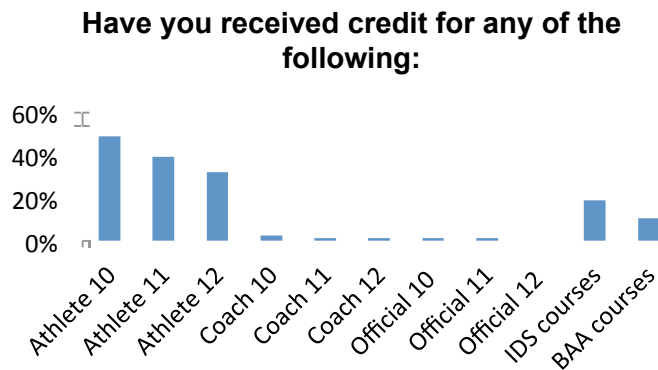
Do you find it difficult to balance school and sport?



Comments from the athletes also show that they do not receive the support or recognition from their schools and/or counsellors that they need to fully reach their potential in both academics and athletics.

For a complete summary of the CSC Pacific Registered High School Athletes survey please see Appendix 14.

Figure 4



While this survey was conducted using only athletes from British Columbia, it could be inferred that these results would apply to many provinces across the country. It could even be said that as a result of the high degree of flexibility in educational options in BC, high performance student-athletes in other provinces (excluding Quebec) may have an even more difficult time balancing school and sport.

Education, Athletic and Economic Impact

As stated earlier CSC Pacific has identified sport schools as a part of BC’s Integrated Performance System (IPS, Canadian Sport Centre Pacific, 2006), but has not engaged in this area due to capacity issues. There was a substantial amount of work done from 2002 – 2005 on the Student Athlete Achievement Project which has played a role in the significant increase in the number of sport school programs in British Columbia. CSC’s across the country should also

incorporate sport schools into strategic planning, if they have not done so already, to enable sport schools to grow and expand nationally.

Many stories are told that students participating in sport academies increase attendance in classes, improve grades and develop life skills; however very few studies have documented these intuitive findings.

Similar to the educational situation, sport leaders point to many success stories and scholarships achieved. Certainly it can be presumed that more time on task will develop more abilities, however there is very little information which clearly documents participation in sport specific academies significantly affects achievement towards the next stage in the LTAD of an athlete.

From an economic perspective clearly there are benefits to sport specific academies. In Alberta budgets are schools based therefore competition for students is generally between schools. Simply put, it is lucrative for schools to attract students and specialty programs such as sport are effective in raising the school numbers therefore revenue. In BC, budgets are district based therefore competition for students is generally between districts, not schools. Either they draw revenue (students) into the district or keep revenue (students) from leaving the district. Based on the geographical distribution more sport specific academies are located where multiple districts are easily accessible by students. While district to district competition appear to be a basis of sport school creation as product matures there starts to be movement from private to public schools as well as increased international student registration.

NSOs and PSOs

Hockey Canada is the only NSO that has been able to implement a nationwide sport school program with their Hockey Canada Skills Academies (HCSA). Currently there are over 100 Hockey Canada Skills Academies operating across the country. This framework has made it extremely easy for the Hockey Branches (PSOs) and local schools and school districts to run a standardized, high quality sport specialty academy for student-athletes. Further now that the HCSA has been in place for almost a decade Hockey Canada is considering refinements to the program to address the range of players attracted to the program. While other NSOs have identified the benefit of sport school programs they have not been able to develop a generic template that can be widely used across Canada.

In many provinces some PSOs have also identified sport school programs as important to the development of their athletes, the majority do not have the resources to plan or implement province-wide programs. Many Provincial teams do not centralize and only train together during short-term camps or competitions. With this lack of contact between the Provincial Coaches and athletes most of the athlete development is left up to local sports organizations and high school sports programs. In contrast PSOs work very closely with the school programs and coaches in the Quebec Sport-Etude program. They are involved in the hiring of the coaches and the operation of the program to ensure a high quality training environment. In Quebec these programs are used as a “rung” on the development ladder, rather than a separate entity as they

are in other provinces. For example Quebec Soccer has completely integrated sport etude programs into their club-based high performance pathway.

This sport school project brings together a number of NSOs who are ready to address the growing number of 'sport schools' (see Appendix 15), which have been created in their sport at the local district level. With Building Sport Academies based on CS4L, partners are collectively creating policies as well as operational and program supports such as the following:

- Policy
- Procedures
- Licensing agreements
- Program Courseware
- Application of LTAD
- Consultant Support
- Pilot Projects Guidelines
- Long Term Growth Strategies
- Resource Support
- Staff Training
- Resource Guides
- Video Resources
- Illustrations
- Instructor Education
- Skill Testing
- Quality Assessment

Since a number of NSOs are at initial stages of creating national sport school curriculum, this project is timely by creating great efficiency and consistency in sport school development in Canada. The project will determine which elements are appropriate and transferable to across sports, partners will collectively create policy as well as operational and program supports. In this first year, transferable and appropriate elements have been identified. This project supports the SSP objective of: To increase the capacity of the Canadian sport system to systematically achieve world class results at the highest international competitions; and to contribute to the provision of technical sport leadership within the Canadian Sport System.

Sport Schools Internationally

History

Sport schools have been used internationally for over 25 years and with numbers varying widely between countries: one in Singapore, to 61 in Sweden (see Table 2). Germany has an incredibly comprehensive program with over 11,000 student athletes in its sport school system (Radtke & Coalter, 2007). The majority of the sport schools work closely with the NSOs to ensure that proper programs are being offered, and to validate the selection process. While the NSOs have a say in who is accepted into the sport school programs only some schools reassess their athletes and require them to re-apply each year. The NSOs are also usually involved in the hiring and/or employment of the coaches. Some schools have the facilities to allow the athletes and coaches to train at the school, but usually they work out of nearby centres of excellence. Many different approaches have been used from completely separate educational facilities and programs for student-athletes, to a more integrated approach used by the Sport Etude program in Quebec.

International

There are varying degrees of integration across international sport schools. Some are wholly integrated, meaning that student athletes attend regular classes with the “normal” students. Proponents of this system feel that this allows the athletes to interact with regular students and remain connected to the world outside of sport. Other schools are partially integrated, offering some specialist classes where there is a need or the capacity allows for the classes to be viable. This system allows for positive connections with the regular students,

while providing the added support and individualized classes that student athletes may benefit for. Specialist schools are completely separated from traditional high schools sometimes by need of a specific sport (i.e. skiing) or by preference (INSEP, France). These programs offer the most flexibility in educational courses and scheduling, and usually provide a wide range of support to the student athletes, but it does remove them from a “regular life” setting, which was cited as detrimental by a number of program coordinators.

Flexibility of class and exam scheduling and requirements are essential for a successful sport school. Programs in Australia, Belgium, Germany, Finland, Netherlands and Sweden allow student athletes to extend their secondary studies by one year. Other programs offer tutorials and distance learning opportunities to make up for missed classed time. Finally, an additional

Table 2

Country	# of Sport Schools	# of sport pupils
Singapore	1	395
Belgium	10	590
Italy	10	
Finland	22	595
Netherlands	25	2,500
Australia	36	?
Germany	38	11,271
Sweden	61	1,323

approach is to have teachers and councillors specifically assigned to the sport school students to provide enhance support and instruction to the athletes.

As stated above, the majority of the sport schools work closely with the NSOs to ensure that proper programs are being offered, and to validate the selection process. While the NSOs have a say in who is accepted into the sport school programs only some schools reassess their athletes and require them to re-apply each year. The NSOs are also usually involved in the hiring and/or employment of the coaches. Some schools have the facilities to allow the athletes and coaches to train at the school, but usually they work out of nearby centres of excellence.

Australia has developed an extensive “Sports High School” system which began at Westfields High School in 1991 now has over 1,600 students and offers sport programs for athletics, baseball, basketball, cricket, dance, gymnastics, hockey, netball, rowing, rugby, football, softball, swimming, tennis, touch football, volleyball and water polo. In addition to the educational staff, the school employs 36 full time professional coaches, a doctor, two physiotherapists and a Director of Sport. The Australia Institute of Sport also provides a liaison officer who assists student-athletes in developing academic and study plans around their competition and training schedules.

This program structure has been emulated in a number of major Sport High Schools in New South Wales and South Australia (see Table 3), and has sparked the creation of smaller sport high schools throughout the country (Radtko & Coalter, 2007) and is described as a program that “provides students with an opportunity to attain their optimum potential in their chosen sport. The program also enables them to hone their special talent and obtain a pathway to the Australian Institute of Sport and State, National and Olympic representation” (The Hills Sport High School, 2010). The success of this structure has been substantial as over 130 current and former student-athletes from Westfields Sports High School alone have competed for Australia in the past 8 years. For more international examples, see Appendix 16.

Table 3

Major Sports High Schools in Australia	
Westfields Sport High School	New South Wales (NSW)
Endevour Sports High School	NSW
Illawarra Sports High School	NSW
The Hills Sport High School	NSW
Henley Sports High School	South Australia
Wirreanda High School	South Australia

Analysis: Current Situation

Sport school programs have developed quickly in Canada over the past 10 years, without much structure. The flexibility and choice in education now allow student-athletes to complete their high school education and have the opportunity to intensively participate in sport. However due to the less formalized structure, Canada now has a fragmented system that is not held to any standard of design, instruction, performance, or evaluation, with the exception of Quebec.

International models seem to have been successful in developing student-athletes both academically and athletically, but not without formalized structure. The Australian and Sport Etude models show that extensive cooperation between schools and sport organizations are necessary to ensure maximum efficiency and success of the programs.

With the Ministries of Education in many provinces have expanded the choice and flexibility of high school education and opened the door to specific education programs such as sport schools the onus is now on the sport system to react to support the education system with the emerging challenges and grasp the opportunity with school districts and schools to give more student athletes the opportunity to experience high quality training environments.

Currently, the majority of sport academies are very disconnected from both the education system and the sport system. Generally the Ministries of Education and the Ministries of Sport do not have personnel assigned to the file. Sport funding of organizations do not include sport school in any accountability framework. Many school sport organizations do not connect to them but rather regulates against connection. PSOs with the exception of Hockey do not include sport schools in their LTAD or strategic plans. As well top aspiring high school high performance athletes do not derive any benefits from these programs. Quebec's sport-etude program stands in stark contrast to the majority of programs in other provinces, with its extensive partnership agreements and focus on high performance athletes.

Further, there is little transfer of knowledge between existing sport schools nor forums organized to facilitate sharing. The rich knowledge existing in high performance training centres is not made available to the sport academies; and best practices from Quebec are not being implemented nationally.

Thus due to this situation it is clear there is a fantastic opportunity to advance a sport schools and long-term athlete development across the country as currently the situation is vibrant due to the explosion in the numbers of school delivering sport academies and the number of student athletes, who with their parents want to enrol in these programs of choice.

Key Success Factors

Radtke and Coalter (2007) conducted a study of international sport school models and best practices. Within their report they determined success factors that were common throughout a number of programs. Five of these factors should serve as guiding principles to advance sport schools in Canada.

1. Quality human resources (i.e. teachers, coaches, sport support services, etc.)
2. Connections – partnerships with LSO, PSO, NSOs
3. Proximity to world class facilities or centres of excellence
4. Flexibility of education requirements
5. Integration with “traditional stream” students

Radtke and Coalter’s complete list of key success factors should be considered in the design of sport school programs in Canada.

- The need to integrate young athletes within standard secondary schools for their own educational and social benefit (although this might not always be possible for sports with specific locational requirements, e.g. skiing)
- The need to cooperate with sports federations to decide on the relevant components of elite pupil status.
- The need to include pupils of all abilities and educational levels.
- The need for flexibility of curriculum (achieved in a variety of ways).
- Possibility of permitting pupil athletes to extend the duration of their studies.
- A variety of flexible educational support systems (e.g. pupil partners; summer schools; distance learning).
- The need to provide boarding facilities. This is especially so where expertise is limited, sports require particular facilities, or to achieve some degree of critical mass in certain sports.
- Close working relationships with sporting federations (e.g. selection of pupils; provision of elite coaching; assessment of progress). It is worth noting that Belgian research indicates that initiatives to combine education and sports careers were generally developed by academic institutions, rather than by sports federations.
- Close liaison with the elite pupils’ local team/sports club and coaches.

Sport School Options

To categorize sport schools CSC Pacific has defined certain characteristics that make up five separate types of sport school offerings, seen in Table 4 below. As an example the Bill Crothers High School in Unionville, Ontario a Type 1, stand-alone school specializing in sport. Student-athletes at the school received their education in a separate facility with other student-athletes; there are no “traditional-stream” students in the school, just different levels of sport engagement. However while the table below gives some guidance to categorize schools it could be said that the only thing these schools have that is similar is they are not similar!

- Type 1 - **Standalone public** school whose student population are all athletes.
- Type 2 - Sport academies within a traditional school setting **linked** to PSOs.
- Type 3 - Sport academies within a traditional school setting **not linked** to PSOs.
- Type 4 - Sport academies in **non-school location** linked to group of traditional schools.
- Type 5 - Sport academies in a **private** school setting.

Table 4

Type	1	2	3	4	5
School	Public	Public	Public	Public	Private
Program Fees	Medium	Medium	Low	Medium	High
Dedicated Athlete Educational Facilities	Yes	No	Yes	No	Yes
Performance Criteria	High & Medium	Medium	Medium & Low	Medium?	Low
Academic Criteria	Varied	High	Varied	Varied	Varied
# of Schools	Single	Single	Single	Multiple	Single
Link to NSO or PSO	Yes & No	Yes	No	Maybe	No
Coaches paid by school	No	No	Yes	No	Yes
Sport @ school or school funded facilities	Yes	Yes & No	Yes	No	Yes & No
Example	Bill Crothers Secondary School, Ontario ¹⁵	Sport Etude Quebec	Claremont Secondary School, BC	Richmond Olympic Oval Volleyball, BC	Burke Mtn Academy, Vermont

¹⁵ <http://www.billcrothers.ss.yrdsb.edu.on.ca>: accessed May 15, 2010

Recommendations: Where we want to be!

As outlined sport schools and sport academies have been created throughout the country motivated primarily by the generation of revenue and the desire to provide an enriched or value added environment for student athletes in a school setting. Over the past decade the education leaders in BC and the Sport Etude program in Quebec have evolved through the 'in school' experience of dealing with aspiring student athletes on a daily basis. Those leaders should be activated nationally to support knowledge transfer and enhancement of sport schools.

Specific recommendations are:

Provincial Ministries of Education

The role of the Ministry of Education is primarily to develop and encourage the development of sport schools and sport academies as well as identify minimum standards to ensure quality education and sport experiences for the students, specifically:

- in the Ministry of Education's current exploration and research of new education models, sport schools and sport academies be a focus as a means to engage 21st century learners and a model for further consideration.
- recognition in planning and funding that sport schools are required to allow talented students to balance achievement in athletics and academics.
- commission a study to review best practices from Canada and internationally regarding coordination and support between education and sport programs;
- determine recommendation surrounding sport academies in 'middle' and 'elementary' schools;
- develop standards and policies for sport schools and sport specialty academies based on Appendix 17: Sport Schools Performance Measures.

Provincial Ministries of Health / Sport / Healthy Living

The role of these ministries with sport schools and sport academies is twofold; work with the Ministry of Education to raise standards and integrate measures into sport funding and accountability frameworks, specifically:

- work with multisport organizations to recognize in planning and funding that sport schools can be in many sports as an asset in the long-term athlete development pathway;
- fund initiatives to advance sport schools and sport academies;
- work with the Ministry of Education to determine Performance Standards for sport schools and sport specialty academies based on Appendix 17: Sport Schools Performance Measures.

Network of Canadian Sport Centres

The role of Canadian Sport Centres is to identify where sport schools contribute to sport LTAD pathway and provide leadership in enhancing the training and education environment for student athletes throughout Canada, specifically:

- recognition by the respective Boards that sport schools are foundational in the strategic planning guiding the work of the Centers;
- ensure sport schools are integrated into the long term performance planning
- work with major funders to increase the awareness that 'sport schools' are foundational in excellence development.
- facilitate connection between sport schools and regional sport centers

- develop of 'suite of services' (cost recovery – cost plus) for sport schools which improve the quality of sport training in sport academies;
- develop expertise within Athlete Coach Services staff to educate athletes and their parents on the various options available for Secondary School graduation,
- facilitate enhancing performance standards in sport schools by providing resources and services including,
 - how to start a sport school - sport academy,
 - offer seminars, workshops and expertise to encourage knowledge transfer on the sport schools;
- work with the appropriate Provincial Ministries to determine performance standards;
- partner with appropriate ministries to create a provincial plan for the future of sport schools. Including,
 - NSO licensing,
 - Recommended # of sport schools, # of specialty sport academies,
 - Performance standards,
 - Linkages to partners;
- support NSOs who would like to pilot sport academies
- assist in developing locally developed sport-oriented courses for use province or nationwide and when appropriate partner with school districts and other service providers to deliver those courses;
- conduct a survey of past Olympic and Paralympic team athletes regarding their LTAD specifically their experience with sport school/academy/sport-etude programs.
- partner with NSOs and PSOs to ensure high standards are delivered by the Canadian Sport School;
- integrate the 'Canadian Sport School' concept into the Canadian Sport Institute model initiating the possibility of network of sport schools across Canada.

Provincial Multi-sport Organizations

The role of MSOs with sport schools and sport academies is to support the schools and school districts in an effort to deliver a high quality training and education environment for student athletes, specifically:

- recognition in planning and funding that sport schools can be an asset in many sports long-term athlete development pathway;
- fund initiatives to advance sport schools and sport academies;
- encourage BC sport organizations to support the schools and school district deliver high quality training and education environments;
- build into the funding and accountability framework questions, which include developing relationships and supporting sport schools.

Schools and School Districts

The role of the schools and school districts is, in addition to the primary role of education of students, is to provide opportunities for students to engage in sport for their long-term athletic development, specifically:

- voluntarily use the Appendix 17: Sport Schools Performance Measures to assess the quality of sport academy programs and look for areas of improvement;
- forge partnership with sport institutions to enhance the quality of the sport academies;
- share experiences colleagues and stakeholders to develop and transfer knowledge
- share current and future locally developed courses related to sport for open use throughout the country

Provincial School Sport Federations

The role of school sports organizations is to identify where sport schools contribute to school sport and provide leadership in integrating the growing number of student athletes participating in sport academies into school sports:

- recognition that a significant number of student-athletes have chosen an educational pathway through 'sport specific academies' and thus evolve policies and procedures to consider these student-athletes based on CS4L values and principles.
- partner with the CSC network to take a leadership role in facilitate enhancing performance standards in sport schools;
- institute policies and regulations which are student athlete center encouraging LTAD and holistic development of young people;
- when appropriate identify sport school student athletes which would have greater benefit from provincial sport organization competition structures thus leaving opportunities for others to participate in school sport;
- find solutions to include student athletes who participate in academies into the competitive school sport competitive structure such as an additional tier.

Coaches Association of Canada

The role of CAC is to provide education to sport coaches regarding the education system;

- educate sport coaches regarding high school athletes obtaining the required credits for graduation including credit available through participation in sport schools.

National Sport Organizations

The role of NSOs is to develop sport specific academy models with LTAD based sport technical curriculum, specifically;

- recognition by respective Boards that sport schools are foundational in athlete development as they can create the optimal training, competition and recovery environment for the Train to Train athletes;
- create a resource for sport schools from a common generic template. Best practice example – Hockey Canada Skills Academy, which can be used in any province or territory;
- include in the long-term athlete development pathway;
- develop national curriculum and licensing of sport schools and sport academies similar to the Hockey Canada Skills Academies, including but not limited to: policies, procedures, licensing agreements, program courseware, application of LTAD, skills testing (exams), quality assessment, pilot projects guidelines, long term growth strategies, resource support, staff training, resource guides, video resources and instructor education.

Provincial Sport Organizations

The role of PSOs is to partner with schools and school districts to support the high quality training environment for student athletes regardless of their LTAD stage;

- recognition by the PSO Boards that sport schools are a valued partner in creating the optimal training, competition and recovery environment for the Train to Train athlete.
- include in athlete development plans;
- act as partners and or agents of NSOs in the development and delivery of sport schools in BC.

Canadian Sport School Model

Sport Schools have come a long way since the first sport school programs began in Canada. While many provinces and sports have seen rapid growth and expansion of these programs since the turn of the century, there has been little to no standardization or quality control of these programs. Both the BC Sport School survey and the CSC Pacific Registered High School Athletes survey show that currently the programs are not servicing high performance sport or athletes. To assist the further growth and improvement of sport schools in Canada it is recommended that CSC network develop standardized sport school framework.

The Canadian Sport School model would be piloted in BC and would link sport school programs to CSC Pacific with a common brand and stamp of approval. The model could then be expanded to become a licensing program, whereby sport schools around the country would apply to be designated a “Canadian Sport School,” meeting standards of quality such as: coaching certification, facility and equipment availability, credit offerings, etc. This would continue to build the brand power of high quality sport school programs, provide the Ministry of Education, school districts, high schools and parents and student-athletes the peace of mind that any program designated a “Canadian Sport School” provides a safe, high quality sport and athletic environment for the athletes. The Canadian Sport Schools could also be linked into any new Canadian Sport Institutes as the transition from CSCs to CSIs continues.

With appropriate funding this model could also be integrated with any new Canadian Sport Institute (CSI) facilities and organizations that are currently in planning phases. The model could then be expanded for use in any sport specific program in the country.

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Appendix 2: BC School Act

SCHOOL ACT

[RSBC 1996] CHAPTER 412

Part 6 — Boards of Education

Division 1 — Corporate Status and Meetings

Fees and deposits

Section 82 (1) A board must provide free of charge to every student of school age resident in British Columbia and enrolled in an educational program in a school operated by the board,

(a) instruction in an educational program sufficient to meet the general requirements for graduation,

(b) instruction in an educational program after the student has met the general requirements for graduation, and

(c) educational resource materials necessary to participate in the educational program.

(2) For the purposes of subsection (1), a student is resident in British Columbia if the student and the guardian of the person of the student are ordinarily resident in British Columbia.

(2.1) Subject to subsection (2.2), if a board permits a student who is older than school age and is ordinarily resident in British Columbia to enrol in an educational program leading to graduation, the board must provide free of charge to that student

(a) instruction in an educational program sufficient to meet the general requirements for graduation, and

(b) educational resource materials necessary to participate in the educational program.

(2.2) Subsection (2.1) does not apply to a student who has

(a) already met the general requirements for graduation, or

(b) completed the requirements for graduation from a secondary school or high school in another jurisdiction.

(3) Subject to subsections (1) and (2.1), section 82.4 and the orders of the minister, a board may charge fees for goods and services provided by the board.

(4) A board may require a deposit for educational resource materials provided to students and to children registered under section 13.

(5) If a board requires a deposit under subsection (4), it must refund all or part of the deposit to the student or child on return of the educational resource materials.

(6) A board must publish a schedule of the fees to be charged and deposits required and must make the schedule available to students and to children registered under section 13 and to the parents of those students and children before the beginning of the school year.

(7) Except as provided in an agreement under section 75 (4.1), a board is not responsible to pay

for any educational activity undertaken by a student that is not provided by the board.

Section 82.1 (1) In this section:

"specialty academy" means an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the regulations;

"standard educational program" means an educational program described in section 82 (1) and (2.1), including

(a) an educational program provided in a language other than English under section 5 (2) or (3), and

(b) an educational program provided according to the terms of an individual education plan.

(2) A board may offer a specialty academy if

(a) the school planning council for the school where the board proposes to offer the specialty academy approves the specialty academy after consulting with the parents' advisory council for that school, and

(b) the board is of the opinion that there is sufficient demand for the specialty academy.

(3) A board that offers a specialty academy must

(a) make available sufficient instruction for students enrolled in the specialty academy to meet the general requirements for graduation, and

(b) continue to offer a standard educational program in the school district.

(4) Despite section 82, but subject to section 82.4, a board may charge a student enrolled in a specialty academy fees relating to the direct costs incurred by the board in providing the specialty academy that are in addition to the costs of providing a standard educational program.

(5) On or before July 1 of each school year, a board that offers a specialty academy must

(a) establish a schedule of fees to be charged under subsection (4), and

(b) make the schedule of fees available to the public.

(6) Before establishing a schedule of fees under subsection (5), a board must

(a) consult with the school planning council for the school where the specialty academy is offered, and

(b) obtain the approval of that school planning council for the schedule of fees.

Requirement for financial hardship policy

Section 82.4 Sections 82 (3), 82.1 (4), 82.2 and 82.3 apply only to a board that has established policies and procedures to facilitate participation by students of school age ordinarily resident in British Columbia who would otherwise be excluded from the course, class or program because of financial hardship.

Appendix 3: BC Ministry of Education Specialty Academy Criteria Regulation

SPECIALTY ACADEMY CRITERIA REGULATION

Authority: *School Act*, section 82.1 and 175(2)(s)

B.C. Reg. 219/08Effective July 1, 2009
Lieutenant Governor in Council Regulations

NOTICE: The following regulation is not the official version. To obtain an official version of this regulation please contact Crown Publications Inc. Telephone (250) 386-4636, Fax (250) 386-0221 or Internet <http://www.crownpub.bc.ca/>

Specialty academy criteria

1 For the purposes of the definition of “**specialty academy**” in section 82.1 of the *School Act*, the criteria set out in sections 2, 3 and 4 are prescribed criteria for a specialty academy.

Additional Learning Outcomes

2 The specialty academy must meet learning outcomes that

- (a) are in addition to the learning outcomes that a standard educational program must meet, and
- (b) reflect an emphasis on a particular sport, activity or subject area.

Minimum hours of instruction

3 (1) In this section, “**credit**” has the same meaning as in Ministerial Order 302/2004, the Graduation Program Order.

(2) In respect of the particular sport, activity or subject area being emphasized in the specialty academy

- (a) a one-year specialty academy must include
 - (i) a minimum of 240 hours of instruction, or
 - (ii) sufficient hours of instruction to enable a student to earn 8 credits in the school year, and
- (b) a multi-year specialty academy must include
 - (i) a minimum of 120 hours of instruction, or
 - (ii) sufficient hours of instruction to enable a student to earn 4 credits in each school year.

Emphasis on particular subject area

4 If the specialty academy emphasizes a particular subject area, the subject area must be

- (1) Applied Skills,
- (2) Fine Arts,
- (3) Language Arts,
- (4) Mathematics,
- (5) Physical Education
- (6) Science, or
- (7) Social Studies.

Appendix 4: BC Ministry of Education Performance Standards for Healthy Living

The BC Healthy Living Performance Standards have been developed as an assessment resource for voluntary use in BC schools. They are designed to support and align with several required areas of study within the BC provincial curriculum.

The BC Healthy Living Performance Standards describe the professional judgments of a significant number of BC educators about cross-curricular expectations for healthy living, and they provide a context within which teachers, students, and families can examine student learning in these areas.

The standards are intended to provide a resource those schools and families can use to focus and monitor their efforts to enhance health knowledge, skills, attitudes, and behaviours among students while providing a foundation for student achievement in general.

The development of the BC Healthy Living Performance Standards was informed, in part, by the Prescribed Learning Outcomes and Suggested Achievement Indicators contained within the provincial curricula of Health and Career Education K-9, Planning 10, Graduation Transitions, Physical Education K-12, Daily Physical Activity, and Home Economics 8-10: Food Studies and Family Studies.

The BC Healthy Living Performance Standards are not intended to replace existing curricula, nor do they represent all concepts addressed within such curricula. Rather, the BC Healthy Living Performance Standards support teachers in addressing some of the provincial curricula requirements as well as provide a framework for ongoing formative classroom assessment of healthy living concepts which exists as part of classroom programs and curricula.

All content contained on the pages of this website is DRAFT.

Source: http://www.bced.gov.bc.ca/perf_stands/healthy_living/welcome.htm

Appendix 5: Inventory of Sport Schools and Sport Specialty Academies in BC

	School	Sport	City	District	Website
1	Alberni District Secondary	Hockey*	Port Alberni	70	http://adss.sd70.bc.ca/adss
2	Aldergrove Community Secondary School	Hockey*	Aldergrove	35	http://www2.sd35.bc.ca/acss/
3	Belmont Secondary School	Hockey*	Victoria	63	http://www.belmont.sd62.bc.ca/HockeyAcademy/contact.html
3	Belmont Secondary School	Dance	Victoria	63	http://belmont.sd62.bc.ca/
3	Belmont Secondary School	Soccer	Victoria	63	http://belmont.sd62.bc.ca/
4	Bert Bowes Jr Secondary	Volleyball	Fort St. John	60	http://www.bowes.prn.bc.ca/
5	Big White Community School	Ski	Kelowna	51	http://www.sd51.bc.ca/schools/pages/bigwhite.htm
5	Big White Community School	Snowboard	Kelowna	51	http://www.sd51.bc.ca/schools/pages/bigwhite.htm
6	Britannia Secondary School	Hockey*	Vancouver	39	http://britannia.vsb.bc.ca
7	Burnaby Central Secondary	Soccer	Burnaby	41	http://central.sd41.bc.ca/
8	Burnaby North Secondary	Hockey*	Burnaby	41	http://north.sd41.bc.ca/
8	Burnaby North Secondary	Volleyball	Burnaby	41	http://north.sd41.bc.ca/
9	Burnsview Secondary	Equestrian (2010)	Delta	37	http://www.deltasd.bc.ca/bu/
9	Burnsview Secondary	Hockey*	Delta	37	http://www.deltasd.bc.ca/bu/
10	Centennial Secondary School	Hockey	Coquitlam	43	http://www.sd43.bc.ca/secondary/centennial/Pages/default.aspx
11	Chilliwack Middle School	Hockey*	Chilliwack	33	http://www.chilliwackmiddle.ca
12	Claremont Secondary School	Aquatics	Victoria	63	http://www.claremont.sd63.bc.ca/
12	Claremont Secondary School	Golf	Victoria	63	http://www.claremont.sd63.bc.ca/
12	Claremont Secondary School	Lacrosse	Victoria	63	http://www.claremont.sd63.bc.ca/
12	Claremont Secondary School	Rowing	Victoria	63	http://www.claremont.sd63.bc.ca/
12	Claremont Secondary School	Open School	Victoria	63	http://www.claremont.sd63.bc.ca/
13	Columneetza Secondary	Hockey*	Williams Lake	27	http://columneetza.sd27.bc.ca/
14	Correlieu Secondary School	Soccer	Quesnel	28	http://www.css.sd28.bc.ca
15	David Thompson Secondary	Hockey*	Invermere	6	http://www.sd6.bc.ca/dtss
16	Delview Secondary	Soccer	Delta	37	http://www.deltasd.bc.ca/dl/
17	Dr. Kearney Jr Secondary	Hockey	Fort St. John	60	http://www.kearney.prn.bc.ca/
18	Dr. Knox Middle School	Hockey*	Kelowna	23	http://www.cohockeyskills.ca/
19	Dunsmuir Middle School	Soccer	Sooke	62	http://dunsmuir.sd62.bc.ca/
20	Earl Marriott Secondary	Hockey*	Surrey	36	http://www.sd36.bc.ca/earlma/hockeyskills/
21	Edward Milne Community School	Soccer	Sooke	62	http://emcs.sd62.bc.ca/
21	Edward Milne Community School	Hockey*	Sooke	62	http://emcs.sd62.bc.ca/
22	Elgin Park	Hockey*	Surrey	36	http://www.sd36.bc.ca/earlma/hockeyskills/

23	Esquimalt Secondary	Curling	Esquimalt	61	http://www.esquimalt.sd61.bc.ca/
24	George Elliot Secondary	Hockey	Winfield	23	http://www3.ges.sd23.bc.ca/
25	Golden Secondary	Figure Skating	Golden	6	http://www.sd6.bc.ca/gss/
25	Golden Secondary	Hockey	Golden	6	http://www.sd6.bc.ca/gss/
26	Grand Forks Secondary	Hockey*	Grand Forks	51	http://www.sd51.bc.ca/gfss/
27	Hatzic Secondary	Hockey	Mission	75	http://www.hss.mpsd.ca/
27	Hatzic Secondary	Equestrian	Mission	75	http://www.hss.mpsd.ca/
28	Heather Park Middle School	Hockey*	Prince George	57	http://www.hpar.sd57.bc.ca/
29	Highland Secondary School	Hockey*	Comox	71	http://web.sd71.bc.ca/highland/
29	Highland Secondary School	Sailing	Comox	71	http://web.sd71.bc.ca/highland/
29	Highland Secondary School	Windsurfing	Comox	71	http://web.sd71.bc.ca/highland/
30	JL Crowe Secondary	Hockey*	Trail	20	http://www.jlcrowe.org/
31	Kalamalka Secondary	Soccer	Vernon	22	http://kalamalka.sd22.bc.ca/
32	Lambrick Park Secondary	Baseball	Victoria	61	http://diamondforexcellence.ca/
32	Lambrick Park Secondary	Softball	Victoria	61	http://diamondforexcellence.ca/
33	Langley Secondary	Hockey*	Langley	35	http://langleysecondary.com/
34	Lillooet Secondary School	Hockey*	Lillooet	74	http://www.lss.sd74.bc.ca/lss/
35	Lord Tweedsmuir Secondary	Hockey*	Surrey	36	http://www.sd36.bc.ca/sites/tweeds/
36	Mount Boucherie Senior Secondary	Golf	Kelowna	23	http://www.mbs.sd23.bc.ca/
36	Mount Boucherie Senior Secondary	Hockey*	Kelowna	23	http://www.mbs.sd23.bc.ca/
37	North Delta Secondary	Soccer	Delta	37	http://photos2.whitecapsfc.com/wfcdelta.pdf
38	North Vancouver School District	Any sport	North Vancouver	44	http://www.nvsd44.bc.ca
39	Okanagan Mission Secondary	Hockey*	Kelowna	23	http://www.okm.sd23.bc.ca/
39	Okanagan Mission Secondary	Hockey*	Kelowna	23	http://www.okm.sd23.bc.ca/
39	Okanagan Mission Secondary	Soccer	Kelowna	23	http://www.okm.sd23.bc.ca/
39	Okanagan Mission Secondary	Swimming	Kelowna	23	http://www.okm.sd23.bc.ca/
40	Penticton Secondary	Freestyle Ski	Penticton	67	http://www.sd67.bc.ca/schools/penhigh/
41	Osoyoos Elementary School	Hockey*	Osoyoos	53	http://www.sd53.bc.ca/OSE/
42	Palmer Secondary	Soccer	Richmond	38	http://public.sd38.bc.ca/~bwiens/soccer
43	Parkland Secondary	Hockey*	Sidney	63	http://www.parkland.sd63.bc.ca/HockeyAcademy/index.html
44	Penticton Secondary	Hockey	Penticton	67	http://sd67.bc.ca/schools/penhigh/
45	Pitt Meadows Secondary	Hockey	Pitt Meadows	42	http://schools.sd42.ca/pmss/
46	Queen Margaret's School	Equestrian	Duncan		http://www.qms.bc.ca/pages/equestrian/program-options/
47	Quesnel Secondary	Hockey*	Quesnel	28	http://www.qss.sd28.bc.ca/
48	Reynolds Secondary	Soccer	Victoria	61	http://www.clubvpa.com/pub/index.asp
49	Riverside Secondary	Hockey	Coquitlam	43	http://www.riverside.sd43.bc.ca

50	Rockheights Middle School	Hockey*	Victoria	61	http://www.rockheights.sd61.bc.ca/
51	Rockridge Secondary	Super Achievers	West Vancouver	45	http://www2.sd45.bc.ca/schools/rockridge/Pages/default.aspx
51	Rockridge Secondary	Golf	West Vancouver	45	http://www2.sd45.bc.ca/schools/rockridge/Pages/default.aspx
51	Rockridge Secondary	Tennis	West Vancouver	45	http://www2.sd45.bc.ca/schools/rockridge/Pages/default.aspx
52	Rocky Mountain Sport School	Equestrian	Kimberly	6	www.getsmartbc.com
52	Rocky Mountain Sport School	Hockey	Kimberly	6	www.getsmartbc.com
52	Rocky Mountain Sport School	Tennis	Kimberly	6	www.getsmartbc.com
52	Rocky Mountain Sport School	Ski	Kimberly	6	www.getsmartbc.com
53	Rossland Secondary	Freestyle	Rossland	20	http://www.rss.sd20.bc.ca/
53	Rossland Secondary	Ski	Rossland	20	http://www.rss.sd20.bc.ca/
53	Rossland Secondary	Snowboard	Rossland	20	http://www.rss.sd20.bc.ca/
54	Rutland Senior Secondary	Hockey*	Kelowna	23	http://www.rss.sd23.bc.ca/
55	Rutland Middle School	Hockey*	Kelowna	23	http://www.rss.sd23.bc.ca/
56	Sands Secondary	Baseball	Delta	37	http://www.deltasd.bc.ca/sa/
57	Seaquam Secondary	Softball	Delta	37	http://www.deltasd.bc.ca/se/
57	Seaquam Secondary	Golf	Delta	37	http://www.deltasd.bc.ca/se/
58	Selkirk Secondary School	(with Rocky Mtn. SS)	Kimberly	6	http://www.sd6.bc.ca/sss/
59	Semiahmoo Secondary	Hockey*	Surrey	36	http://www.sd36.bc.ca/earlma/hockeyskills/
60	Sentinel Secondary	Hockey	West Vancouver	45	http://www2.sd45.bc.ca/schools/sentinel/Pages/default.aspx
60	Sentinel Secondary	Soccer	West Vancouver	45	http://www2.sd45.bc.ca/schools/sentinel/Pages/default.aspx
60	Sentinel Secondary	Tennis	West Vancouver	45	http://www2.sd45.bc.ca/schools/sentinel/Pages/default.aspx
60	Sentinel Secondary	Baseball	West Vancouver	45	http://www2.sd45.bc.ca/schools/sentinel/Pages/default.aspx
60	Sentinel Secondary	Field Hockey	West Vancouver	45	http://www2.sd45.bc.ca/schools/sentinel/Pages/default.aspx
60	Sentinel Secondary	Super Achievers	West Vancouver	45	http://www2.sd45.bc.ca/schools/sentinel/Pages/default.aspx
61	SFU Academy	Softball	Burnaby	41	http://students.sfu.ca/recreation/youth_program/sportacademy/
61	SFU Academy	Soccer	Burnaby	41	http://students.sfu.ca/recreation/youth_program/sportacademy/
62	South Delta Secondary	Hockey	Delta	37	http://www.deltasd.bc.ca/sd/
62	South Delta Secondary	Soccer	Delta	37	http://www.deltasd.bc.ca/sd/
63	Spectrum Secondary	Lacrosse (2011)	Victoria	63	http://www.spectrumhockey.com
63	Spectrum Secondary	Hockey	Victoria	63	http://www.spectrumhockey.com

64	Spencer Middle School	Hockey*	Sooke	62	http://www.spencerhockeyacademy.com/
65	Springvalley Middle School	Hockey*	Kelowna	23	http://www.cohockeyskills.ca/
66	Summerland Secondary	Hockey*	Summerland	67	http://sd67.bc.ca/schools/sss/
67	Vernon Secondary	Any sport	Vernon	22	http://vss.sd22.bc.ca/
67	Vernon Secondary	Freestyle Ski	Vernon	22	http://vss.sd22.bc.ca/
67	Vernon Secondary	Hockey*	Vernon	22	http://vss.sd22.bc.ca/
67	Vernon Secondary	Soccer	Vernon	22	http://vss.sd22.bc.ca/
68	WA Fraser Middle School	Hockey	Abbotsford	34	http://www.fmshockey.com/academy/home.aspx
69	Whistler Secondary School	Mountain Biking	Whistler	48	http://www.whistlersecondary.bc.ca/
69	Whistler Secondary School	Ski	Whistler	48	http://www.whistlersecondary.bc.ca/
70	Windsor Secondary	Hockey*	North Vancouver	44	http://www.nvsd44.bc.ca/schoolsites/windsor.aspx
71	Woodlands Secondary	Hockey*	Nanaimo	68	http://schools.sd68.bc.ca/wdls/
71	Woodlands Secondary	Soccer	Nanaimo	68	http://schools.sd68.bc.ca/wdls/
72	Yale Secondary	Hockey*	Abbotsford	34	http://www.yalesecondary.com/
72	Yale Secondary	Baseball	Abbotsford	34	http://www.yalesecondary.com/
72	Yale Secondary	Softball	Abbotsford	34	http://www.yalesecondary.com/

Hockey*: Hockey Canada Skills Academy

Appendix 6: BC Sport Schools Survey Results

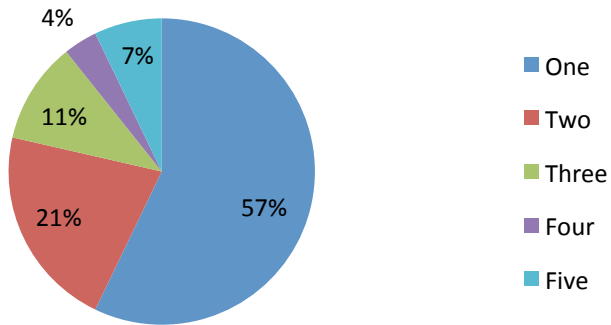
What are the greatest challenges faced by your program?

1. Budget / Costs
 - a. Increasing facility costs
 - b. Funds to continue to deliver a high quality program during the next phase of expansion – primary funds for marketing program and recruitment as program has existed for 5 years on a cost recover basis. Coordinator of the various programs.
 - c. Funding for staffing coordinator at the school level; although we have two distinct “academies” we have several dozen students in individualized academic/athletic programs and education planning is key to their success.
 - d. Financial
 - e. Funding and increasing cost.
 - f. Budget – it is very expensive to run an equestrian centre
 - g. Cost of transportation to the arena. We must use CUPE drivers.
 - h. Ice time at an affordable cost to keep program costs as low as possible
 - i. Rising costs, students attending from outside the province, funding.
 - j. Rising costs limiting student participation.
2. Facility Usage
 - a. Competition for facilities by elite private programs.
 - b. Transportation and ice time / field time
 - c. Lack of facility near the school
 - d. Planning on ice sessions so both beginner and elite players are experiencing success.
 - e. Access to affordable Guest Speakers. Cost of programming, joint-use facility agreements between schools and parks and recreation. District school support.
3. Enrollment / Athletes
 - a. Having enough numbers to justify staff in more individualized setting. Attracting more students to increase numbers especially with current housing and sport affiliation costs
 - b. Enrollment; this upcoming year will be the first year of these two programs given sufficient subscription. Still in planning phases.
 - c. Keeping our numbers down. Especially goaltenders
4. Coaching / Quality of Program
 - a. Availability of community coaches during the school day.
 - b. Ensuring that our Junior B hockey coach delivers the program as contracted, maintaining a high level.
 - c. School Sport balance, pressure to add more programs

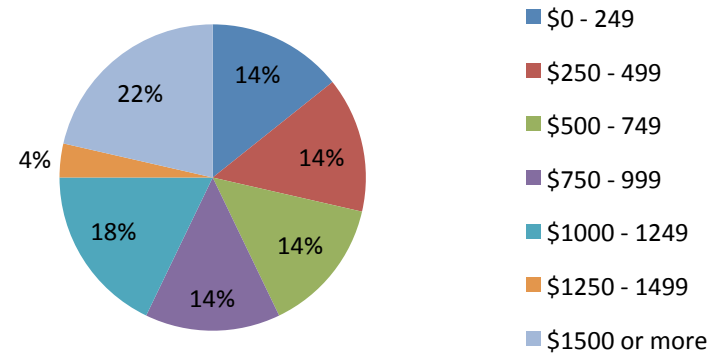
Do you have any suggestions or recommendations for future provincial planning?

1. Funding
 - a. It is imperative for student success that the Ministry of Education fund staffing at the school level to enable coordinators the time to work with individual student-athletes.
 - b. Provide funding for these types of programs
 - c. Allocation of funding to qualifying Sport Schools and working with local governments to reduce costs of renting community facilities during the school day.
 - d. Funding and guidelines for implementation of such programs would be beneficial
 - e. Funding in place so academy can be offered to all students.
 - f. More support for our athletes
 - g. Seed money available to prove programs ready to make the opportunity available to a greater number of athletes. Scholarships to attract athletes who have ability and will, but not the resources to pursue their sport.
 - h. We are a small school with great facilities but local kids can't afford more fees so choose not to participate. It would be nice to give relief to teachers who work hard to support athletes for no real pay-off other than to see the athletes do well academically and athletically (funding for release time for preparation and marking would be helpful)
2. PSO and NSO involvement
 - a. To have the NSO and PSOs come out and back the academies as a way to raise the number of athletes participating in sport. To raise the level of play.
 - b. PSO and NSO should look to be involved with the programs.
3. Standardization / Quality
 - a. Like to see Provincial Network of Sport Schools with yearly conference involving education and sport authorities
 - b. I would like to see a solid curriculum developed for all athletes regardless of the sport - nutrition, sport psychology, goal setting, all the thing that any high level athlete requires. I've been doing this for 9 years. It changes the lives of kids!...and parents.
 - c. Continued support from CSC Pacific and PISE while exploring/updating the supports available.
 - d. Sport specific training is the way to go. When kids focus in areas of passion, they love school. They do better academically and socially. It would be great to have some positive dialogue to support schools who are embracing this approach. It's very challenging and support would be welcomed.

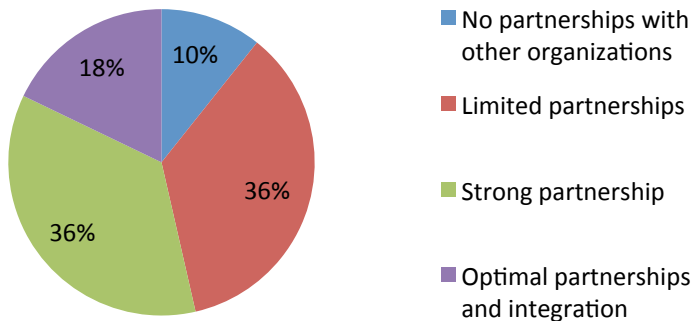
How many sports are offered as academy or sport specific programs?



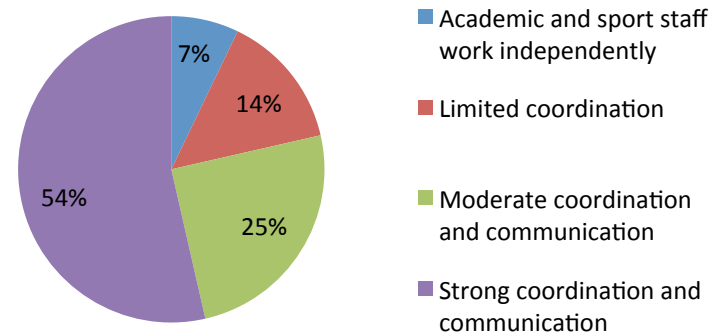
How much do athletes pay (per year) to participate in the academy?



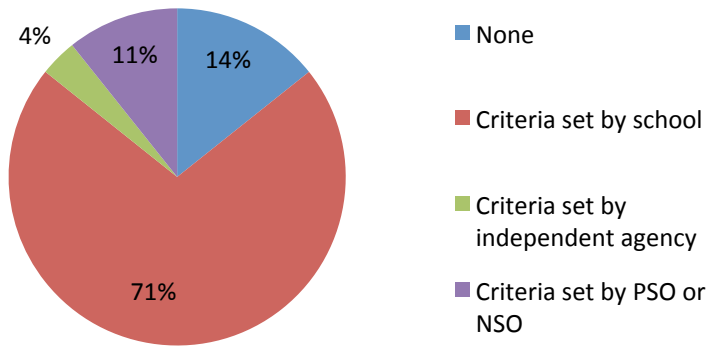
Does your program have partnerships with sport organizations?



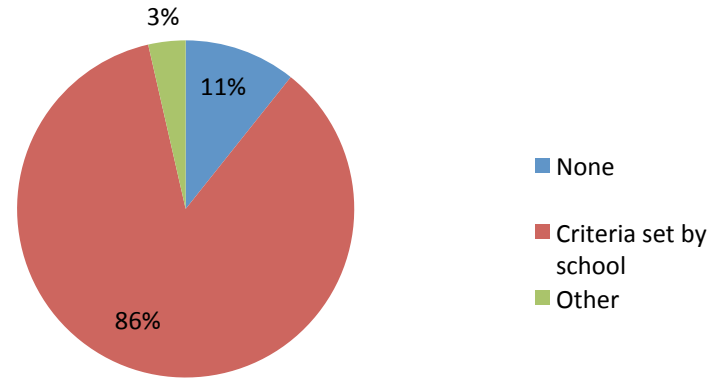
Is there co-ordination and communication between academic and sport staff?



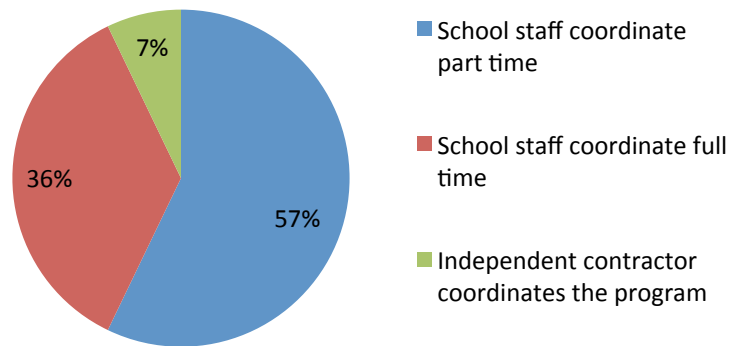
What sport performance criteria is required?



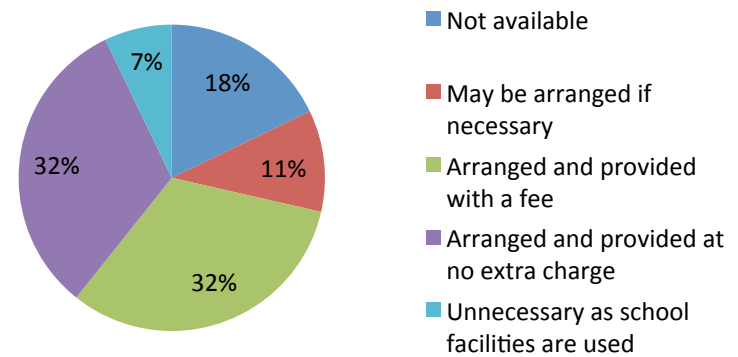
What academic criteria is required?



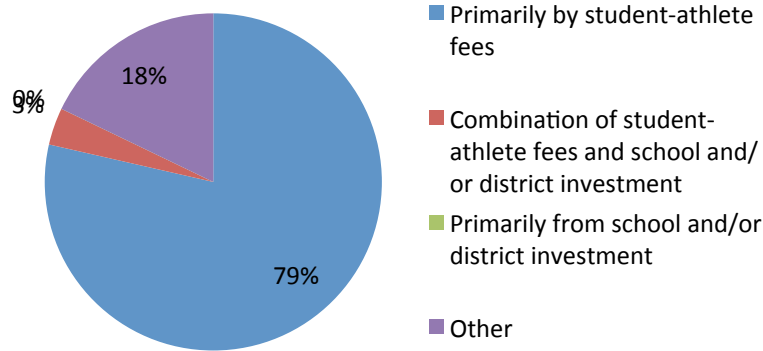
Who coordinates the program?



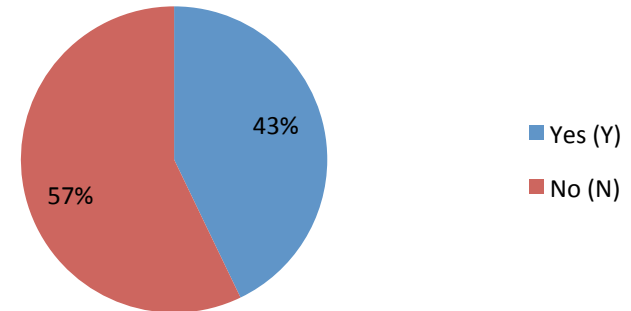
Is transportation to and from training facilities available?



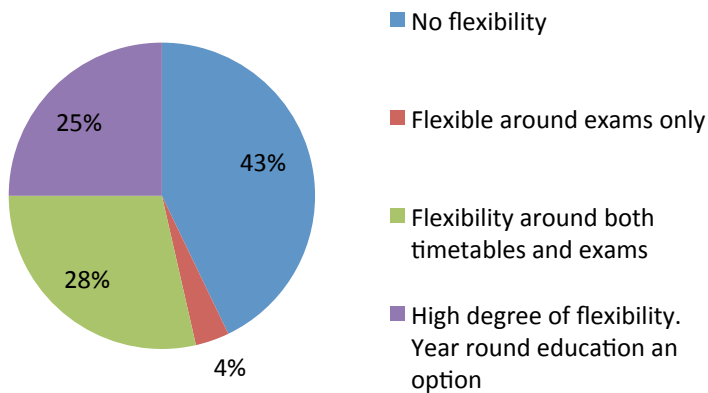
How are the program costs covered?



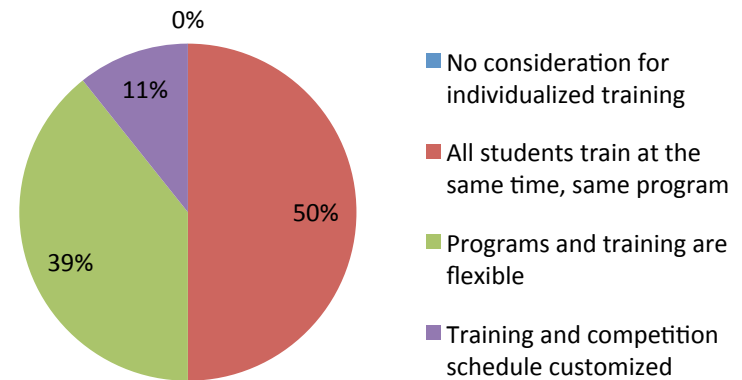
Are scholarships available to cover student-athlete fees?



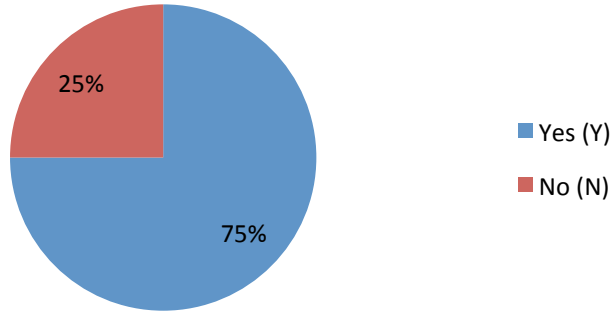
Is there flexibility in class, assignment and/or exam scheduling?



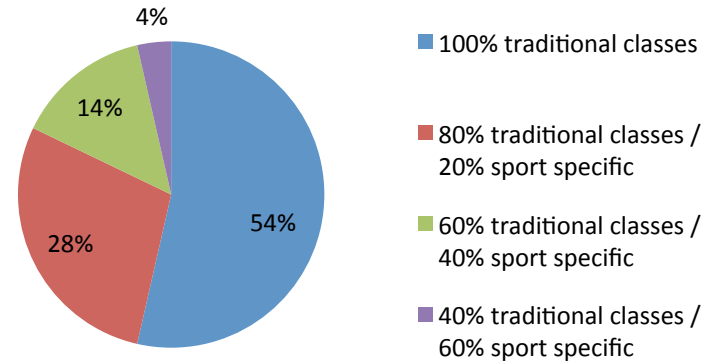
Is there flexibility in program structure?



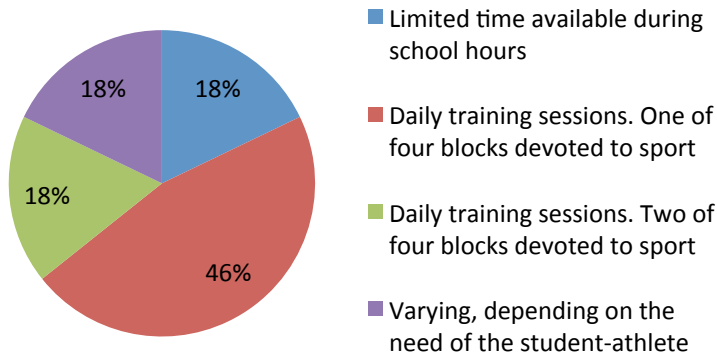
Do the student athletes receive course credit as part of the academy program?



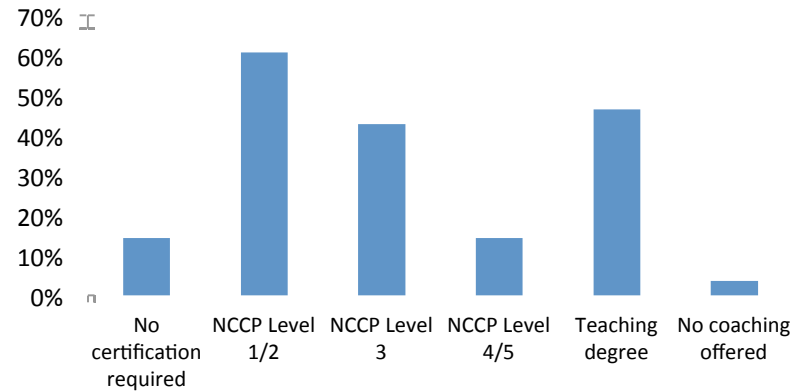
How is the student-athlete's school day timetable allocated?



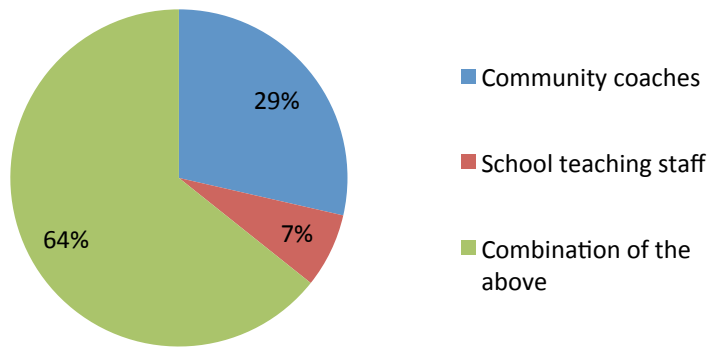
When is training through the academy conducted?



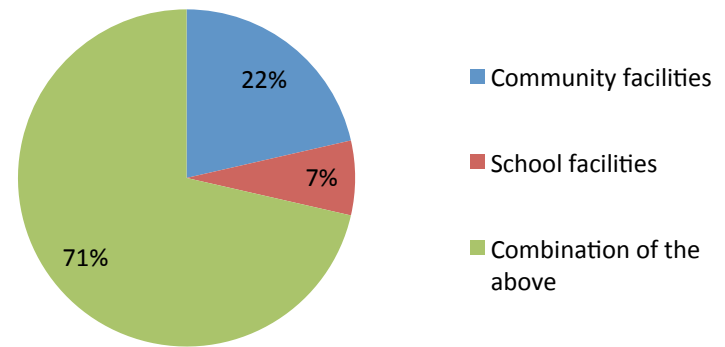
What certification is required by the program's coaches?



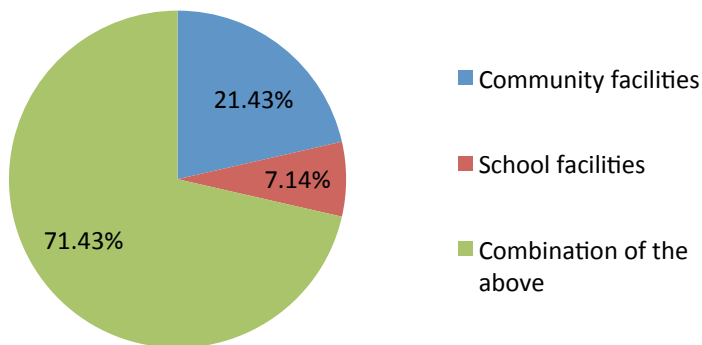
Where do your coaches come from?



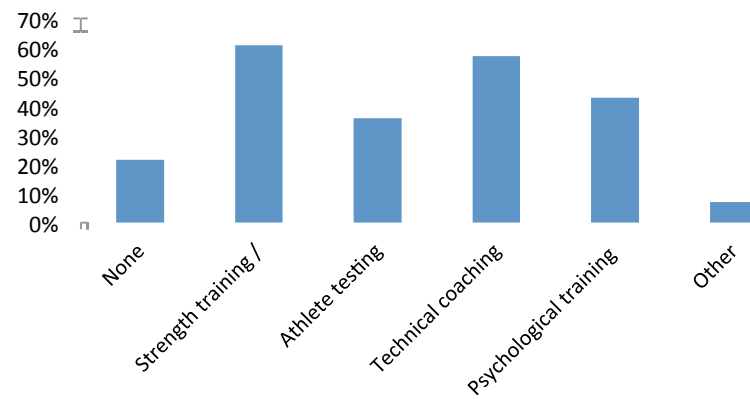
What facilities are used by the program?



What equipment is used by the program?



Are any specialized services contracted as part of the program?



Appendix 7: Alberta Ministry of Education Alternative Programs Policy

Alberta School Act, section 21 (RSA 2000 Chapter S-3)

- 21 (1) In this section, “alternative program” means an education program that
- (a) emphasizes a particular language, culture, religion or subject-matter, or
 - (b) uses a particular teaching philosophy, but that is not a special education program, a program referred to in section 10 or a program of religious education offered by a separate school board.
- (2) If a board determines that there is sufficient demand for a particular alternative program, the board may offer that program to those students whose parents enrol them in the program.
- (3) A board that offers an alternative program shall continue to offer the regular education program to those students whose parents do not enrol them in the alternative program.
- (4) If a parent enrolls a student in an alternative program, the board may charge that parent fees for the purpose of defraying all or a portion of any non-instructional costs that
- (a) may be incurred by the board in offering the alternative program, and
 - (b) are in addition to the costs incurred by the board in providing its regular education program.

Appendix 8: Inventory of Alternative Sport Programs in Alberta

Note: this list is not exhaustive, and includes all Hockey Canada Skills Academies registered with Hockey Canada.

Edmonton Public Schools		
Vimy Ridge Academy	Lacrosse, Hockey, Dance, Sport Rec, Elite Athlete, Soccer	http://vimyridge.epsb.ca/index2.htm
Donnan	Hockey, Sport Rec, Jiu-Jitsu, Soccer, Ringette, Elite Athlete	http://donnan.epsb.net
Ross Sheppard	Hockey*, Golf, Women's Soccer, Elite Athlete	http://shep.epsb.ca
W.P Wagner	Sport Alternative (aka Elite Athlete)	http://wpwagner.epsb.ca
Edmonton Catholic Schools		
Archbishop O'Leary	Soccer, Hockey	www.archbishopoleary.ecsd.net
Austin O'Brien	Golf	www.austinobrien.ecsd.net
Louis St. Laurent	Hockey	www.louisstlaurent.ecsd.net
Our Lady of Mount Carmel	Hockey, Soccer, Elite Athlete	www.ourladyofmountcarmel.ecsd.net
St. Benedict	Hockey	www.stbenedict.ecsd.net
St. Edmund	Hockey, Soccer, Recreation, Elite Athlete	www.stedmund.ecsd.net
St. Frances Xavier	Hockey, Soccer, Lacrosse, Golf	http://www.stfrancisxavier.ecsd.net/
St. Kevin	Golf	www.stkevin.ecsd.net
St. Nicholas	Soccer, Hockey	www.stnicholas.ecsd.net
St. Thomas More	Hockey, Soccer, Baseball	www.stthomasmore.ecsd.net
Calgary Board of Education		
National Sport School		http://schools.cbe.ab.ca/b830/
Lord Beaverbrook Senior High School	In conjunction with National Sport Development	http://www.nsd365.com/sports/school-lbsh.html
Bowness Senior High School	In conjunction with National Sport Development	http://www.nsd365.com/sports/school-bsh.html
AE Cross School	In conjunction with National Sport Development	http://www.nsd365.com/sports/school-aecjh.html
Central Memorial High School	Baseball and Hockey	http://www.eshootscores.com/
Fairview School	Baseball and Hockey	http://www.eshootscores.com/

Senator Patrick Burns	Baseball and Hockey	http://www.eshootscores.com/
Calgary Catholic Schools		http://www.cssd.ab.ca/default.asp?V_ITEM_ID=179
Cardinal Newman	Hockey*	
Holy Cross	Hockey*	
Msgr. JS Smith	Hockey*	
St. Ambrose	Hockey*	
St Bonaventure	Hockey*	
St Gregory	Hockey*	
St Helena	Hockey*	
St. Jane	Hockey*	
St. Jean Brebeuf	Hockey*	
St. Joan of Arc	Hockey*	
St. Rose of Lima	Hockey*	
St Timothy	Hockey*	
Bishop Carroll	Sport Performance	
Bishop O'Byrne	Sport Performance	
Notre Dame	Sport Performance	
Private Schools		
Tanbridge Academy, Calgary	Hockey, Soccer, Baseball, Elite Athlete	http://www.tanbridgeacademy.com/baseball.html
Edge School	Hockey, Soccer, Dance, Golf, Elite Athlete	http://edgeschool.com/
Other		
Belrose Composite High School	Hockey, High Performance	http://bchs.spschools.org/
Greater St. Albert Sports Academy	Hockey, Soccer	http://sportsacademy.gsacrd.ab.ca/about/index.html
Grand Prairie Catholic Sports Academy	Hockey, Soccer	http://www.gpcsd.ca/sportsacademy/
Vauxhall Academy of Baseball	Baseball	http://www.vauxhallbaseball.com
Alexandra Junior High School	Hockey*	Medicine Hat
Athletic Excellence HCSA	Hockey*	Leduc
Clearview Public - Bay Valley School	Hockey*	Big Valley
Clearview Public - Stettler Middle School	Hockey*	Stettler
Clearview Public - Wm. E. Hay Composite	Hockey*	Stettler

Foothills - Blackie School	Hockey*	Blackie
Foothills - Highwood High School	Hockey*	High River
Foothills - Oilfields High School	Hockey*	Black Diamond
Foothills - Okotoks Junior High School	Hockey*	Okotoks
Foothills - Senator Riley School	Hockey*	High River
Frank Maddocks High School	Hockey*	Drayton Valley
George McDougall High School	Hockey*	Balzac
JC Charyk Hanna School	Hockey*	Hanna
Kitscoty Junior/Senior High School	Hockey*	Kitscoty
Morinville Community High School	Hockey*	Morinville
Notre Dame High School	Hockey*	Red Deer
Parkland District Academy	Hockey*	Onoway
Percy Baxter HCSA	Hockey*	Whitecourt
St. Patricks Community School	Hockey*	Red Deer
Three Hills School	Hockey*	Three Hills
Tilley School	Hockey*	Tilley
Wainwright High School	Hockey*	Wainwright

Appendix 9: Quebec Sport-Etude Memorandum of Understanding

HIGH SCHOOL STUDENT ATHLETE PROGRAM

MEMORANDUM OF UNDERSTANDING

2005–2008

School board: _____

School: _____

Sports federation: _____

**STUDENT ATHLETE PROGRAMS
RECOGNIZED BY
MINISTÈRE DE L'ÉDUCATION,
DU LOISIR ET DU SPORT**

MEMORANDUM OF UNDERSTANDING

BETWEEN

_____ School Board, headquartered at _____, and _____ School, represented herein by _____ and _____, both duly authorized in this regard by a resolution adopted by the board of trustees on _____.

AND

_____ Federation, headquartered at _____, and its authorized club _____, represented herein by _____ and _____, both duly authorized in this regard by a resolution adopted by the board of directors on _____.

WHO HEREBY AGREE AS FOLLOWS:

Article 1

Guiding principles

- 1.1 The role of the student athlete program is to help student athletes aspiring to athletic excellence achieve the best possible balance between their athletic and academic goals.
- 1.2 The sports federation and the school board acknowledge that academic success takes precedence over the pursuit of athletic goals.
- 1.3 _____ School and _____ authorized club agree to comply with and implement the rules for student athlete program recognition by ministère de l'Éducation, du Loisir et du Sport.

Article 2

School board's responsibilities

- 2.1 With regard to admission criteria, the school board must comply with section 239 of the "Loi sur l'instruction publique". The school board must ensure the modified program is consistent with the basic school regulation in force.
- 2.2 The school board must provide academic and financial support.
- 2.3 The school board must make available its full range of expertise.
- 2.4 The school board must delegate a representative to sit on the student athlete program coordinating committee.

Article 3

School's responsibilities

- 3.1 The school must free up at least 30% of the regular scheduled classroom time. This must include a three-hour block daily between 7:30 a.m. and 6 p.m. for instruction by the authorized club.
- 3.2 The school must supervise student athletes during regular school hours, excluding the time during which the students are under the authorized club's supervision.

- 3.3 The school must provide specific academic support measures to make up for time lost due to training, competition, or other reasons, as well as the occasional schoolwork problems some athletes may have.
- 3.4 The school must offer student athletes a general education and permit them to complete the courses leading to a secondary school diploma (D.E.S.). It must also offer these students complementary services as per the basic school regulation.
- 3.5 The school undertakes to develop and implement, depending on availability, the peripheral services agreed upon with the authorized club, approved by the sports federation, and intended to improve student athletic training, such as physical training, verification of fitness level, medical services, sports psychology, nutrition, etc.
- 3.6 The school agrees to accept student athletes selected by the partner sports federation and enrolled by the school board, provided the school board attests to their ability to succeed academically in a modified school program.
- 3.7 The school undertakes to accept only those students preselected by their sports federation into its student athlete program.
- 3.8 The school must send the authorized club a list of all student athletes admitted or readmitted under special conditions.
- 3.9 The school must schedule and hold meetings of its student athlete program coordinating committee.
- 3.10 The school may, upon request, provide a list of host families willing to board student athletes, if it possesses such a list.

Article 4

Sports Federation's responsibilities

- 4.1 In its excellence development plan, the sports federation must explain to MELS how, why, and for whom a student athlete program is an appropriate route to achieving excellence in the sport in question.
- 4.2 The sports federation is responsible for guaranteeing the quality of the sport training conditions by ensuring student athletes train at appropriate, safe, and accessible training facilities and their trainers have the skills required (**at least level 3 NCCP certification**).
- 4.3 The sports federation must identify the athletes who meet the criteria for the "excellence, elite, relève, espoir" categories as per its excellence development plan. The target clientele must require at least fifteen (15) hours of training per week in an environment that strikes a balance between physical and psychological development.
- 4.4 The sports federation must lend its full range of expertise to the athletic program:

- By approving the authorized club's annual training plan
 - By approving the authorized club's competition calendar
 - By developing and implementing a professional development program for its trainers
 - By approving the authorized club's peripheral service list
- 4.5 The sports federation must submit to MELS its selection criteria and, as the case may be, a list of athletes eligible for a student athlete program.

Article 5

Authorized club's responsibilities

- 5.1 The authorized club must ensure its services are tailored to the target clientele, training conditions are appropriate, and its trainers meet qualification standards.
- 5.2 The authorized club must guarantee the organization and availability of training facilities.
- 5.3 The authorized club is responsible for managing budgets for the sports program.
- 5.4 The authorized club must send the sports federation its annual training plan and competition calendar for approval before October 1.
- 5.5 Before October 15, the authorized club must send the school its federation-approved annual training program and competition calendar for athletes to qualify for the athletics study credits recognized by MELS. The authorized club undertakes to send the school two evaluations per year stating whether the student athlete has qualified to receive these credits for his or her specialized training. These evaluations must also be sent to the student athlete's parents or legal guardians.
- 5.6 The authorized club must encourage trainers to get involved in academic activities.
- 5.7 The authorized club must take part in meetings of the coordinating committee called by the school.
- 5.8 The authorized club must agree with the school on the peripheral services to be offered to student athletes, upon approval by the sports federation.
- 5.9 The authorized club must supervise student athletes for three-hour blocks every day between 7:30 a.m. and 6 p.m. During this time, the student athlete is under the full responsibility of the trainer(s).
- Any cancellation of training periods must be agreed upon in advance with the school.
- 5.10 The authorized club undertakes to supervise the athletes from September 19 to December 16 for the first semester and from January 16 to June 9 for the second semester. Any

change to these dates must be set out in an agreement between the authorized club and the school.

Article 6

Meetings

The parties agree that any party hereto can call a meeting on any issue regarding the application of this agreement or any other issue pertaining to a student athlete's athletic or academic activities and for which the parties have joint responsibility through their missions. This meeting must take place within fifteen (15) days of being called.

Article 7

- 7.1 The memorandum of understanding must be signed every three years by all parties between June 23 and September 1.
- 7.2 This agreement may be terminated if any party fails to meet any of its obligations. To do so, the aggrieved party must inform the other party in writing.

Signatures

In witness whereof, the parties represented and acting herein signed this agreement on

School board

Sports federation

School

Authorized club

Appendix 10: Quebec Sport-Etude Program Criteria

The fundamental objective of a student athlete program is to help recognized student athletes achieve the best possible balance between athletics and academics. A recognized student athlete is a young person aspiring to athletic excellence who has clearly surpassed the beginner's level in a sport and whose sports federation has identified to ministère de l'Éducation, du Loisir et du Sport as a, "excellence, élite, relève, espoir" category athlete. Sports excellence indicates that the student athlete's level of performance, number and level of competitions, and training conditions correspond to the sports federation's excellence development plan.

Student athlete programs are intended to give athletes the best possible chance of achieving their athletic and academic goals and help them lead a balanced life. For a student athlete program to be recognized, it must include tangible measures to balance academic and sports requirements, and this must be part of the Québec sports federation's excellence development plan.

Academic success must always take precedence over athletics. This key principle guides the criteria for student admission to schools with recognized programs. Material must be taught at a faster pace than in regular programs, since the students spend less time in the classroom. In general, student athletes in recognized programs must make a strong personal effort and be highly disciplined in order to succeed.

Each school sets its own admission standards, which can vary from one school to the next. Students interested must contact the school of their choice.

Rules for Program Recognition by the MINISTÈRE de L'ÉDUCATION, du LOISIR et du Sport

1. General rules

These recognition rules apply to programs aiming to help student athletes aspiring to athletic excellence achieve the best possible balance between academic and athletic success.

Recognized student athlete programs are jointly managed by the school board, either a school or private educational institution within its territory, the partner sports federation, and one or more authorized clubs.

Recognition, and therefore designation as a student athlete program, is reserved for programs that meet all recognition criteria.

- 1.1 The organizations in question acknowledge that academic success takes precedence over athletic pursuits.
- 1.2 Organizations taking part in the recognized student athlete program must sign a memorandum of understanding every three years
- 1.3 The host school must have at least 25 student athletes recognized by their respective sports federations for participation in a modified program. It must also organize separate student groups for each school level for which it has recognized student athletes.
- 1.4 The sports federation must—
 - Explain and justify its choice of target clientele in its excellence development plan
 - Select athletes according to the parameters set out in its plan

- Train the athletes directly or through one or more authorized clubs; alternatively, supervise the training program offered by the sporting body
- Demonstrate that the number of recognized athletes warrants working with a school to offer a student athlete program in a given administrative region

RECOGNITION CRITERIA

2. Academic criteria

In applying its admission criteria, the school board must comply with section 239 of the *“Loi sur l’instruction publique”* It must also ensure the modified program is consistent with the basic school regulation in force.

- 2.1 The school must free up at least 30% of the classroom time regularly scheduled for students at that level and provide for a three-hour block daily between 7:30 a.m. and 6 p.m. for instruction by the sporting body. This does not absolve the school from the obligation supervise the students during regular school hours.
When the athlete is not being supervised by the sporting body for specific reasons determined in advance with the school, the school must supervise the athlete in an academic capacity, either with study periods, extra help, catch-up, or makeup exams.
- 2.2 The school must provide specific academic support measures, notably tutoring or mentorship, to make up for time lost to training, competition, or other reasons, as well as the occasional schoolwork problems some athletes may have
- 2.3 The school must accept students classified in the *“excellence, élite, relève, espoir”* categories by their sports federation and enrolled by their school board, provided the school board attests to their ability to succeed academically in a modified school program.

3. Athletic Criteria

- 3.1 In its excellence development plan, the federation must explain to MELS how and why a student athlete program is an appropriate route to achieving excellence in the sport in question.
- 3.2 In its excellence development plan, the federation must clearly define the clientele targeted by the student athlete program and the rules used to select athletes for the *“excellence, élite, relève, espoir”* categories.
- 3.3 The federation is responsible for guaranteeing the quality of the sport training conditions, either directly or by actively supervising its authorized organization. It must ensure the following:
 - At least 15 hours/week training and competition, at 3 hours per school day throughout the school year, as defined by the federation’s excellence development model
 - A coach/athlete ratio acceptable for the sport in question and trainer certification equivalent to at least level 3 of the National Coaching Certification Program (NCCP)
 - Decent, safe, and easily accessible training facilities
 - A semiannual report to the school on the student’s progress in the sport

4. Local Coordination Criteria

The school is responsible for developing a mechanism for cooperation and coordination. It must—

- Identify a student athlete representative responsible for harmonizing academic and athletic intervention at the local level (this mechanism does not take precedence over the responsibilities set out in the agreement between the school board and the federation)

- Work to develop and implement peripheral services agreed upon with the partners to improve student athlete training (physical training, verification of fitness level, medical services, sports psychology, nutrition, etc.).

5. Sports Federation Acceptance Criteria

The partner Québec sports federation must demonstrate to MELS that it has met a number of prerequisites before a sports discipline can be accepted as a recognized program. The federation's excellence development plan must notably include a section on student athlete programs.

Student eligibility:

- Under the athlete development model for the discipline in question, what category of athlete is targeted? What is the level of competition or performance for this category?
- Why does the student need a recognized student athlete program? Why can the regular school schedule not be followed (competition period, time or duration of training periods, etc.)? If competitions are held in summer, why is it necessary for the student to be enrolled in a student athlete program?
- How are student athletes informed of their eligibility for a student athlete program?

Quality of sports supervision:

- Who manages the program at the local level (the federation itself, a club, or other)?
- How does the federation supervise the program at the local level?
- Who are the coaches? What is their certification level?
- What are the training levels? Are they appropriate and attainable?

Target regions and schools:

- What is the potential number of recognized athletes in the target regions?
- Are the target schools readily accessible from the training facilities?
- Are the target schools already recognized?

Quebec Sport-Etude Tuition Examples

See below, the average costs for students in a Sport Étude programs in different sports. Costs are established by the "mandataire" (the program coordinator) depending on how the school, the level of the athlete and amount of training involved. The fee amount must be approved by the sport federation (PSO) and are paid by the student-athlete.

SPORT	\$ per student, per year
Hockey Midget or Bantam AA	\$ 3 000 /per student, per year
Baseball	\$ 2 000 /per student, per year
Volleyball	\$ 1 500 /per student, per year
Softball	\$ 1 700 /per student, per year
Soccer	\$ 1 400 /per student, per year
Speed skating	\$ 685 /per student, per year
Alpine ski	\$ 17 000/per student, per year

Appendix 11: Inventory of Sport-Etude Schools in Quebec

Source: <http://www.mels.gouv.qc.ca/loisirSport/contenu.asp?page=sportsEtudesProgReconnus>. Accessed June 30, 2010

	School	Sports	City
1	College Antoine-Girouard	Hockey, Swimming	Saint-Hyacinthe
2	College Charles-Lemoyne de Longueuil	Hockey	Longueuil
3	College Francais de Longueuil	Hockey, Soccer	Longueuil
4	Ecole secondaire Jean-Paul II	Hockey, Figure Skating	Baie-Comeau
5	College Notre-Dame de Riviere-du-Loup	Hockey, Swimming	Riviere-du-Loup
6	Seminaire Saint-Francois	Hockey, Karate, Swimming, Cycling, Tennis	Saint-Augustin
7	College Saint-Bernard	Badminton, Gymnastics, Synchronized Swimming, Figure Skating, Soccer, Cycling, Taekwondo, Tennis	Drummondville
8	College de Montreal	Badminton, Gymnastics, Judo, Karate, Swimming, Figure Skating, Alpine Skiing, Tennis, Triathlon	Montreal
9	Ecole secondaire Felix-Leclerc	Golf, Gymnastics, Swimming, Soccer, Taekwondo, Tennis, Table Tennis	Repentigny
10	Ecole secondaire Veilleux	Hockey, Figure Skating, Tennis, Volleyball	St-Joseph-de-Beauce
11	Ecole Cardinal-Roy	Badminton, Baseball, Biathlon, Canoe/Kayak, Fencing, Gymnastics, Judo, Synchronized Swimming, Swimming, Diving, Alpine Skiing, Cross Country Skiing, Soccer, Cycling, Tennis, Sailing	Quebec City
12	Academie les Estacades	Athletics, Baseball, Boxing, Canoe/Kayak, Golf, Gymnastics, Hockey, Judo, Swimming, Figure Skating, Soccer, Triathlon, Volleyball, Archery	Cap-de-la-Madeleine
13	Ecole secondaire Marie Rivier	Handball, Hockey, Table Tennis	Drummondville
14	Ecole polyvalente Nicolas-Gatineau	Badminton, Baseball, Gymnastics, Hockey, Judo, Karate, Synchronized Swimming, Figure Skating, Speed Skating, Diving, Soccer, Tennis	Gatineau
15	Lester-B.-Pearson	Athletics, Hockey, Swimming, Figure Skating, Speed Skating, Diving, Soccer, Tennis	Montreal

16	Polyvalente de la Foret	Hockey, Swimming, Figure Skating, Cycling	Amos
17	Ecole polyvalente Arvida	Athletics, Baseball, Hockey, Synchronized Swimming, Figure Skating, Cycling, Tennis, Triathlon	Jonquiere
18	Pavillon Wilbrod-Dufour	Hockey, Tennis	Alma
19	Ecoles Georges Vanier	Athletics, Badminton, Baseball, Golf, Gymnastics, Judo, Synchronized Swimming, Swimming, Figure Skating, Speed Skating, Diving, Alpine Skiing, Soccer, Softball, Equestrian, Tennis, Table Tennis	Laval
20	John Rennie High School	Gymnastics, Swimming, Figure Skating, Speed Skating, Diving, Soccer	Pointe Claire
21	Ecole Des Sources	Athletics, Badminton, Gymnastics, Judo, Synchronized Swimming, Swimming, Figure Skating, Soccer, Tennis	Dollard-des-Ormeaux
22	Ecole Edouard-Montpetit	Athletics, Badminton, Baseball, Gymnastics, Judo, Karate, Synchronized Swimming, Swimming, Figure Skating, Speed Skating, Tennis	Montreal
23	Ecole Pointe-Levy	Baseball, Biathlon, Gymnastics, Handball, Hockey, Swimming, Figure Skating, Diving, Cross Country Skiing, Soccer, Cycling, Tennis	Levis
24	Ecole secondaire Le Tremplin	Golf, Hockey, Karate	Malartic
25	Ecole secondaire De Mortagne	Baseball, Fencing, Golf, Gymnastics, Hockey, Judo, Synchronized Swimming, Swimming, Figure Skating, Speed Skating, Diving, Alpine Skiing, Softball, Cycling, Equestrian, Tennis, Volleyball	Boucherville
26	Ecole Le Mistral	Hockey	Mont-Joli
27	Ecole Antoine-de-Saint-Exupery	Athletics, Badminton, Gymnastics, Hockey, Judo, Synchronized Swimming, Swimming, Figure Skating, Speed Skating, Diving, Soccer, Tennis, Table Tennis	Saint-Leonard
28	Ecole secondaire de l'Ile	Athletics, Badminton, Fencing, Golf, Gymnastics, Judo, Synchronized Swimming, Swimming, Figure Skating, Diving, Alpine Skiing, Cross Country Skiing, Soccer, Tennis, Triathlon	Hull
29	Ecole de la Seigneurie	Swimming, Figure Skating, Freestyle Skiing	Beauport

30	Ecole secondaire du Triolet	Athletics, Baseball, Biathlon, Canoe/Kayak, Gymnastics, Hockey, Figure Skating, Speed Skating, Soccer, Cycling, Table Tennis, Volleyball	Sherbrooke
31	Ecole secondaire de l'Odyssee	Athletics, Boxing, Gymnastics, Hockey, Synchronized Swimming, Speed Skating, Figure Skating	Chicoutimi
32	Polyvalente de Saint-Jerome	Gymnastics, Hockey, Swimming, Cross Country Skiing	St-Jerome
33	Ecole secondaire Fadette	Judo, Synchronized Swimming, Figure Skating, Soccer, Equestrian, Tennis	Saint-Hyacinthe
34	Ecole Therese-Martin	Cross Country Skiing, Volleyball	Joliette
35	Ecole St-Gabriel	Baseball, Gymnastics, Hockey, Swimming, Figure Skating, Soccer, Softball, Tennis	Sainte-Therese
36	Laval Junior High School	Gymnastics, Soccer	Laval
37	Polyvalente La Ruche	Golf, Hockey, Alpine Skiing, Cross Country Skiing	Magog
38	Ecole secondaire Massey Vanier	Figure Skating, Alpine Skiing, Cycling, Equestrian	Cowansville
39	Ecole secondaire des Patriotes-de-Beauhornois	Hockey	Beauhornois

Appendix 12: Ontario Specialist High Skills Program

What is a Specialist High Skills Major (SHSM)?

- The SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace.
- An SHSM enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their postsecondary goals.
- Every SHSM must include the following five components, which are outlined in detail in individual guides for each sector:
 1. a bundle of 8–10 Grade 11 and Grade 12 credits that includes:
 - a. 4 major credits that provide sector-specific knowledge and skills
 - b. 2–4 other required credits from the Ontario curriculum, in which some expectations are met through learning activities contextualized to the sector
 - c. 2 cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, and practise sector-specific knowledge and skills
 2. sector-recognized certifications and/or training courses
 3. experiential learning and career exploration activities within the sector
 4. “reach ahead” experiences connected with the student’s chosen postsecondary pathway
 5. development of Essential Skills and work habits required in the sector, and the use of the Ontario Skills Passport (OSP) for purposes of documentation

How does an SHSM benefit students?

- An SHSM allows students to experience a range of customized learning opportunities in an area that interests them, and helps to engage them in their school program.
- An SHSM program gives students the opportunity to explore, identify, and refine career goals and make informed decisions related to postsecondary education or training and next steps towards a career.
- An SHSM helps students gain confidence in their ability to succeed, and see the connections between their studies, the world beyond high school, and their future careers.
- The experiential learning opportunities provided in an SHSM enable students to develop Essential Skills and work habits that are required in the sector, and have their performance of those skills and work habits assessed and documented, using tools connected with the Ontario Skills Passport.
- Through an SHSM, students begin to establish relationships and networks in their chosen field.
- Students who have earned an SHSM can provide evidence of their achievement of the required components (e.g., sector-recognized certifications and training programs) to prospective employers and postsecondary educational or training institutions.

Individual guides for each sector, as well as the SHSM Implementation Guide, are available at: <http://www.edu.gov.on.ca/eng/studentsuccess/pathways/shsm/>

Appendix 13: Summary of CSC Pacific Registered high school aged athletes

CSC Pacific Registration Level					
	Canadian Elite / Podium	Canadian Development	Provincial Development	Unknown	Total
CSC Pacific – Whistler	1	2	18	1	22
PacificSport Fraser Valley	1		33	7	41
PacificSport Northern BC		1	46		47
PacificSport Okanagan		2	35	2	39
PacificSport Interior			34	8	42
PacificSport Vancouver Island		1	20	2	23
CSC Pacific Vancouver	6	17	90	4	117
CSC Pacific Victoria	2	10	15	6	33
Total	10	33	291	30	364

Percentage of athletes by CSC Pacific Registration Level	
Canadian Elite / Podium	2.7%
Canadian Development	9.0%
Provincial Development	80%
Unknown	8.2%

Percentage of athletes by region	
CSC Pacific Whistler	6.0%
PacificSport Fraser Valley	11.3%
PacificSport Northern BC	12.9%
PacificSport Okanagan	10.7%
PacificSport Interior BC	11.5%
PacificSport Vancouver Island	6.3%
CSC Pacific Vancouver	32.1%
CSC Pacific Victoria	9.1%

Percentage of athletes in Summer Sports	
Athletics	1.1%
Badminton	0.3%
Basketball	3.0%
Basketball (Wheelchair)	0.3%
Canoe/Kayak	4.4%
Cycling	3.6%
Diving	6.0%
Field Hockey	5.2%
Gymnastics	8.2%
Judo	0.3%
Lacrosse	14.0%
Racquetball	0.5%
Rowing	0.3%
Rugby	4.4%
Sailing	3.6%
Shooting	0.8%
Swimming	2.5%
Synchronized Swimming	1.9%
Table Tennis	6.3%
Tae Kwon Do	1.1%
Tennis	1.1%
Volleyball	0.8%
Water Polo	3.8%
Water Ski	0.5%
Wrestling	0.8%
Total Summer Sport Athletes	75%

Percentage of athletes in Winter Sports	
Alpine	6.3%
Para Alpine	0.5%
Biathlon	3.6%
Bobsleigh	0.3%
Curling	2.2%
Figure Skating	1.4%
Freestyle Ski	3.3%
Ice Hockey	1.4%
Luge	1.9%
Sledge Hockey	0.3%
Snowboarding	0.5%
Speed Skating	3.3%
Total Winter Sport Athletes	25%

Appendix 14: CSC Pacific Registered High School Athletes Survey Results

Difficulty balancing sport and school

- "I can easily graduate while increasing my volume of training, but I worry that my marks are dropping considerably." (Kayak)
- "My high school is very supportive of my training/schedule. It's still really difficult to do subjects like Math, Chemistry, Physics etc. when you are required to miss up to 8 weeks of classes per school year." (Gymnastics)
- "Often when I get home from training camps or competitions (such as now when I'm in Florida for a month training) it's difficult to get all my tests done since I've missed so many and I can't write them while I'm away. For the most part, though, my teachers are supportive and my classmates help me stay up-to-date on my work." (Canoe / Kayak)
- "The one course that is a grad requirement is PE 10. As I train 30 hours/week, I haven't taken PE since grade 5. I now have to take it on-line, which is a fortunate option, but still I feel it should be credited to me without having to spend many hours on-line completing the course. I would rather make them a video and write a long essay on the benefits of sport - or even speak to the school about the benefits of being a world class athlete which would give me full credit towards the course." (Gymnastics)
- "Training and travel together with high school have been a challenge. The demand for BMX is high due to the amount of races I need to attend in order to collect points to qualify for the Provincial and National teams. No recognition is given in the school system for the amount of work I have put into being a successful athlete." (BMX Cycling)
- "It would be really nice to be able to have a block to be able to train or do some courses online" (BMX Cycling)
- "Most of my school requirements are met but they are fairly difficult to keep up with and tend to limit a lot of my options of training. I understand it is almost not possible to lighten school loads for certain people just for a sport but it would be much appreciated." (Kayak)
- "Because my sport competitive season goes through the end of semester 1 and the beginning of semester 2 I cannot create an easier semester and a harder semester which would help out and this season I had to miss world youth championships partially because it happened during my 3 provincial exams." (Biathlon)
- "Tough to get all my school work caught up when I am away. Teachers are great and helpful, still lots to do. I train 30 plus hours per week, travel out of town, province and country and it can get overwhelming. Yet, I am still able to maintain honour roll status so far" (Gymnastics)

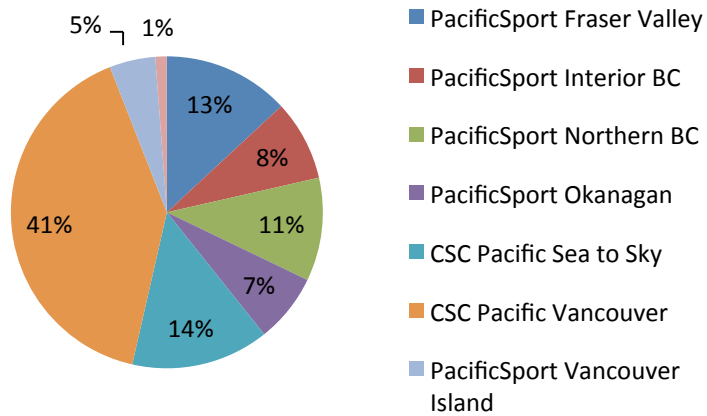
Lack of Support

- "I was not able to take all the courses I wanted because of the amount of school I miss. I tried to take physics 11 online and was not able to finish it. I miss a minimum of two school days a week, and it is sometimes very difficult to keep up with school." (Alpine Skiing)
- "Using distance ed should help with scheduling but the courses are long winded and over engineered in subjects such as English and require huge amounts of time. Math & Chem 12 are just badly designed and need a tutor not a perfect system for an athlete who already has time constraints." (Alpine Skiing)
- "I currently take all my school on line because I travel alot and I miss between 7 - 10 school days per month. Although Surrey Connect is the best program to meet my needs, there are some issues with limited teacher hours and it is quite far from my house, making it very inconvenient to accommodate exams. I do also miss the daily contact with other students. This program is a program in which I basically learn by myself, it takes me quite a while to finish a course." (Gymnastics)
- "It would be wonderful if the teacher's were more on board with giving work out when students were travelling. Now it is a real pain to get any work ahead of time." (Luge)

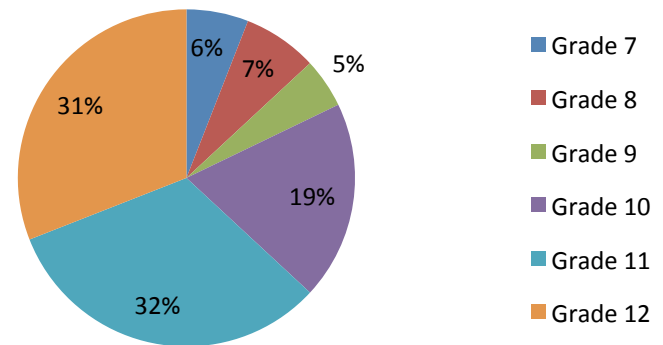
Lack of Knowledge

- "I am not sure how the extra credit (athlete) system works or if I qualified for any extra credits- Do I need to see a school counsellor? Can you tell me? I am thinking about going to a sport specific school for grade 12 even though it will be hard to leave my friends in grad year." (Curling)
- "Can you get credits for being an athlete?" (Cross Country Mountain Biking)

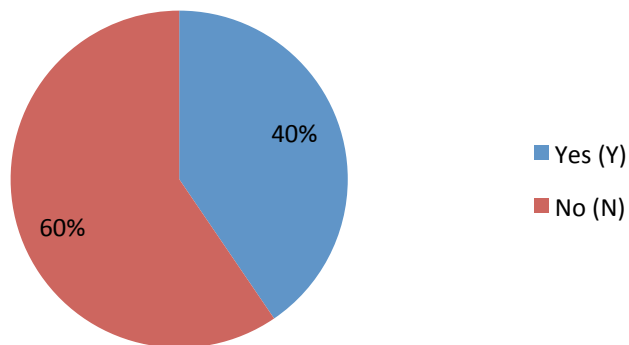
Which PacificSport / CSC Pacific Centre are you registered with?



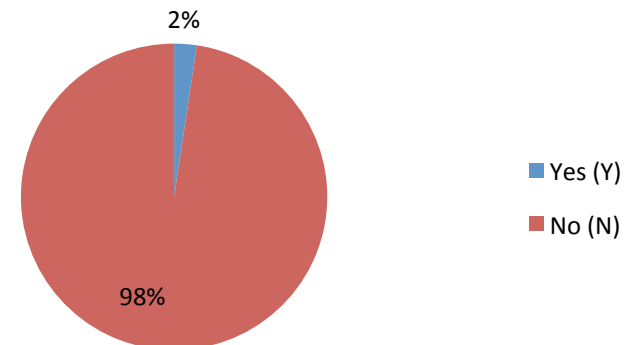
What grade are you in?



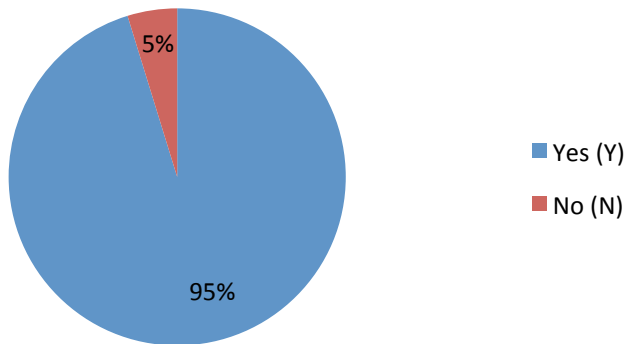
Are you in a flexible education program?



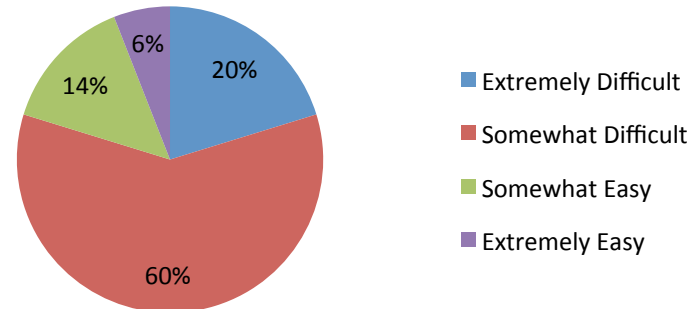
Are you in a Sport Specific Academy Program at your school?



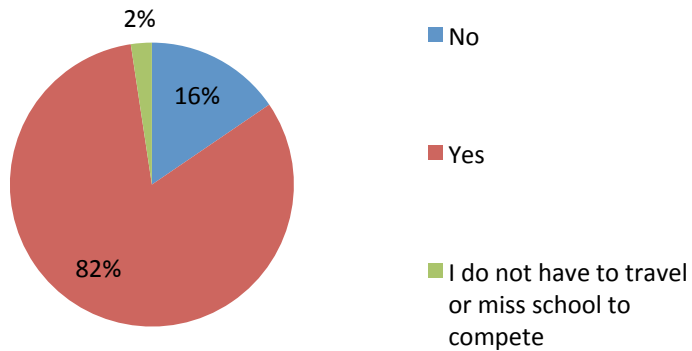
Do you expect to graduate on time?



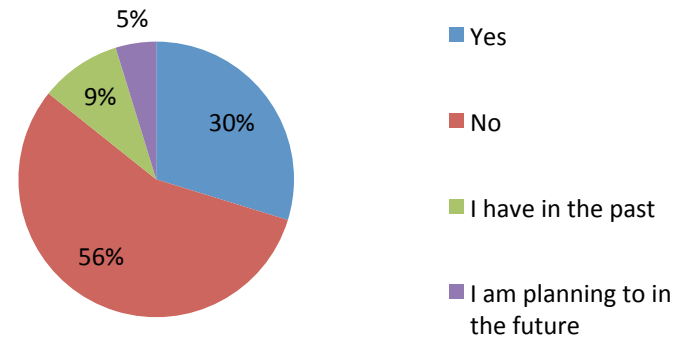
Do you find it difficult to balance school and sport?



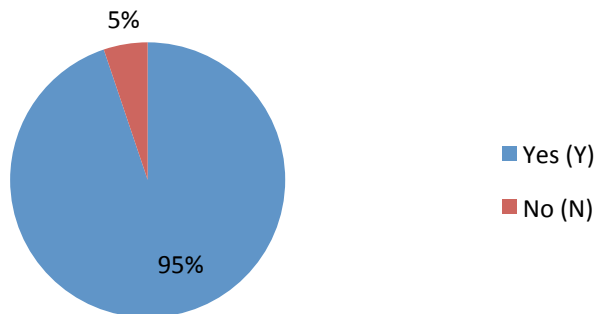
When you are required to miss school to compete, does your school willingly reschedule any assignments or tests that you will miss?



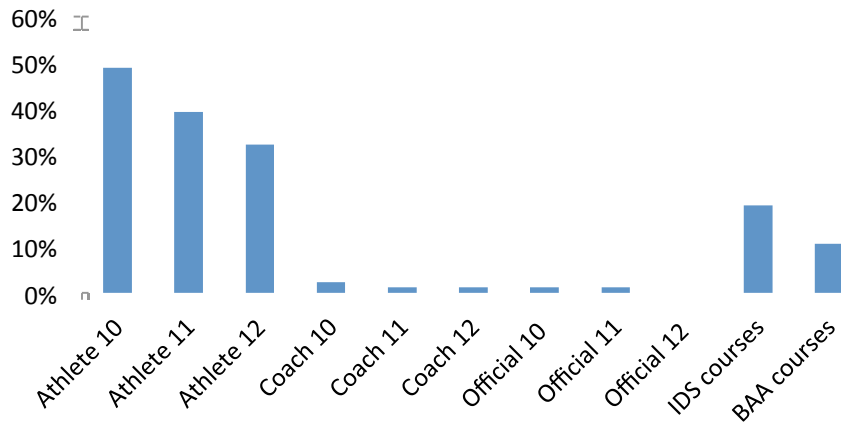
Are you taking any distance education or online courses to meet your graduation requirements?



Are you able to complete all of the necessary pre-requisites courses for your desired post-secondary education?



Have you received credit for any of the following:



Appendix 15: Inventory of NSOs interested in Sport Schools

In a survey of NSOs:

Completed: Volleyball

In Development:

Wrestling, Tennis, Swimming, Soccer, Snowboarding, Rugby, Luge, Lacrosse, Ice Hockey, Freestyle Skiing, Football, Field Hockey, Curling, Cricket, Basketball, Baseball

Not yet but Planning on it:

Water Polo, Softball, Shooting, Karate, Goalball, Fencing

Appendix 16: International Examples

Austria - Leistungszentren

Referred to as *Leistungszentren*, these schools are specialist sport schools for elite athletes. While some schools offer multiple sports, there are seven ski schools in Austria. All of the sport schools provide flexibility in course load, attendance and exam scheduling and result in the student athlete prolonging the secondary school curriculum by one year. These schools are funded by the government and provide a wide range of services to the athletes including training planning, nutritional counselling, and sport psychology support. Austria has developed a well structured ski school program with insight into both educational courses and training and competition schedules for the athletes. There is a well established system of communication and collaboration between sport organizations, regional associations and school administrators which has resulted in appropriate teaching and studying methods being developed (i.e. distance learning).

The government and federal provinces fund the schools'. The National Governing Bodies (NGBs) and sports associations do not provide any financial support. The *Leistungszentren* offer 41 sports in both the academic and vocational intermediate schools. The largest number of sports offered in one school is at Klagenfurt where 20 sports are offered. In 2002/03 a total of 1,203 students attended the *Leistungszentren*. 887 (69%) of these were at the academic schools, of which 64% were male and 36% female. 316 students attended the vocational schools, of which 89% were male and only 11% female.

A significant range of services is offered to the athletes at the *Leistungszentren* from guidance on planning of training and nutritional/dietary counseling through to psychological support and career planning. The special programs for athletes to opt out of statutory educational programs give students the possibility to combine their sport career with their education and their occupational preparation.

These schools have played a significant role in Austria's international sport performance. From 1992 to 2006 90% of Austria's Olympic medalists were students or alumni of *Leistungszentren*.

France – INSEP plus

There are currently 6,636 athletes within the high level sporting scheme in France in compulsory education. 190 of these students are at INSEP (National Institute for Sport and Physical Education) participating in all sports (except rowing, boxing, French boxing, canoeing and modern pentathlon). The balance of education and sport at INSEP is 24 hours education and 20 hours of training per week (with additional training and competitions).

INSEP ("The National Institute of Sport and Physical Education") assists French athletes balance their training and academic pursuits and houses approximately 1,000 senior level athletes near Paris. In 1995 a network of 400 regional training centres (*poles*) were developed

for younger athletes (with 50% of the athletes in secondary school). These *poles* have arrangements with local secondary schools where teachers come to the training centres to provide on-site teaching. The student's weekly schedules are adapted to that they are able to balance their sport training and educational classes. Admission criteria for the *poles* are based on both sporting and educational results and admission is granted by the respective sport organization. While the costs for attending INSEP or the *poles* are not fully funded by the government most sport organizations and clubs offer scholarships to student athlete's so families are unlike to pay the full costs. Ten sport school students from France competed in the 2004 Olympic Games in Athens. (This may be misleading as we don't know the number of sport school alumni competing in Games.)

There are also professional clubs that have sport academies, for example rugby and soccer.

In terms of rugby, there are 20 rugby academies accredited by the Minister of Sport. Each academy has an average of 20 young players. The age of these players ranges from 16 to 23, but most of them are between 18 and 20. Only 12% of the players are likely to get a professional contract. Most of the trainees attend a secondary school or university. The 20 rugby academies in France each academy have an average of 19 players registered under a training agreement, a total of 376 throughout the country. There are also 87 players on an under 23 contract and 47 players on professional contracts

In the academic year 2002/03, 70% of all academy players graduated from their course or proceeded to the next educational level. A further 27% of players failed to make this transition. Educational achievement is higher for those players at PRO D2 level than in the top 16. When questioned regarding combining their studies with sport, 90% of the academy players stated that school training was their priority.

There are also 35 football academies in France. These are called training centres and are all obliged to provide sporting and academic provision. The youngest age that a student can join the academy is 15. The football clubs finance the academies, although some have links with local schools that may provide the educational component of the academy. The academy students must follow the same education program as all secondary school children (25 hours education plus training between 12-18 hours per week). The academy provides three main services to the athlete - sport training, medical follow-up and education. The athletes have the opportunity to take A-levels and complete their education. The academy has to adhere to the French Sport Law and the French Football Federation.

Netherlands - LOOT

There are 25 LOOT (National Consultation for Education and Elite Sport) schools in the Netherlands, accommodating 2,500 student athletes. Secondary education is broken up into three categories: Pre-vocational education, senior general education and pre-university education. LOOT schools offer all three streams and student athletes can choose their stream according to his/her abilities and interests. The majority of the athletes complete senior general

education or pre-university education. These schools allow students to adapt their education and sport programs effectively to excel in both areas.

LOOT schools provide flexible class and exam schedules, provide exemptions from specific courses, decrease the amount of homework assigned to the students and allow the possibility of completing their final year of secondary education over two years. These schools are structured so that student athletes attend the same classes as regular pupils. LOOT coordinators feel that it is important that these athletes are integrated with regular students to encourage a positive social and “normal” environment as much as possible.

To be eligible for admission student athletes must be approved by their national sports organization and be training at least 15 hours per week. Student athletes who attend LOOT schools complete their training at “Olympic network” facilities, which are training centres set up by the National Olympic Committee (NOC), under supervision of coaches hired by the NSOs. The schools and Olympic network cooperate closely together to ensure the athletes are progressing appropriately. LOOT schools are funded by the government and by the athlete’s family. The NOC contributes 80,000 euros (C\$120,000) per year to LOOT schools, which is divided evenly among them

While less structured, there are higher educational facilities that provide flexible post secondary education for elite athletes, such as John Cruyff University, which is exclusively for elite or future elite level athletes.

Australia - Sports High Schools

The first designated sports school in Australia, was the Westfields High School founded in 1991. The schools are a mix of student-athletes and non-student-athletes. They offer a world-class Talented Sports Program (TSP) designed to provide students who excel in particular sports with elite coaching and an academic framework that enables them to reach both their academic and sporting goals.

The Program aggregates talented young sportsmen and women into one school providing them with:

- elite coaching and access to modern sports medicine
- a teaching staff sympathetic to the unique problems of a student-athlete
- special academic programs to assist them in coping with absences caused by their sporting commitments
- the opportunity to complete their Secondary Education in the company of peers with similar aspirations, lifestyle and interests
- obtain a pathway to the Australian Institute of Sport and State, National and Olympic representation

Students participating in a TSP are contracted to maintain satisfactory progress in their academic curriculum. A student found to be unsatisfactory at consecutive academic reviews will

be withdrawn from the TSP and placed on an improvement program to assist them in restoring their satisfactory status.

While there is no acknowledged national structure or strategy for sport schools this model, first used at Westfields has been adopted throughout the country.

Westfields Sports High School

As stated above Westfields Sports High School was the first designated sports school in Australia, with the program implemented in 1991. Westfield is a mixed school of student athletes and non-student athletes and is the largest secondary school in South Western Sydney, with 1,600 students. The school offers programs for athletics, baseball, basketball, cricket, dance, gymnastics, hockey, netball, rowing, rugby, football, softball, swimming, tennis, touch football, volleyball and water polo and employs 36 full time professional coaches, a doctor, two physiotherapists and a Director of Sport. There is also an AIS (Australian Institute of Sport) liaison office who works with the school staff and student athletes. Funding for the school is provided by the federal and state governments.

The student athlete's educational program is set up individually with input from educational and sport staff. The student must sign a contract stating that they will attend all lessons and meet all the assessment requirements of the course, failure to do so results in a school counsellor stepping in to assist and facilitate completion of the course. Westfields alumni have competed at World Junior Championships, Commonwealth Games and Olympic Games.

Appendix 17: Sport Schools Performance Measures

PARTNERSHIP AGREEMENTS

	(0)	Bronze (1)	Silver (2)	Gold (3)	Score / Notes
Education and Sport	No Partnership Agreements	School and local clubs and organizations	Schools or Districts and PSO/NSO	School Districts and Min. of Education, Sport Authorities (government), Colleges / Universities	
Program and Facilities	No Partnership Agreements	Local facilities agreement (discounts) either School or Sport	Three way agreement - above plus specialized facilities	Three way agreement - above plus specialized facilities	
Program and Technology	No Partnership Agreements	Local Business Partnership (discounts) either School or Sport	Three way agreement - above plus technology sponsorship	Three way agreement - above plus technology partner (full sponsorship)	
Program and Medical Services	No Partnership Agreements	Local Medical Services Partnership (discounts) either School or Sport	Three way agreement - above plus specialized medical service provider	Three way agreement - above plus specialized medical service provider	
Program and Corporate Sponsorships	No Partnership Agreements	Local corporate discounts	Provincial corporate sponsorships	National or international corporate sponsorships	

PROGRAM CHARACTERISTICS

	(0)	Bronze (1)	Silver (2)	Gold (3)	Score / Notes
Commitment to Academic Achievement	No academic requirements	Academics monitored with passing grade a minimum	Minimum C+ to remain in the program (except where IEP is applicable)	Minimum B to remain in the program including preparation for post-secondary (except where IEP is applicable)	
Commitment to Sport Achievement	No sport requirements	Sport achievements monitored by Sport School coach / teacher	Sport achievement evaluation based on PSO/NSO criteria and standards	Sport achievement evaluation based on PSO/NSO criteria and standards	
Co-ordination and communication between sport and education	Independent of other organizations	Limited coordination	Moderate and regular coordination and communication	Strong coordination and communication including planning.	
Academic, Technical and Support Staff	No Sport Background	Standard Academic Qualifications limited sport background	Experienced staff with some Sport Specific Background	Certified and experienced staff with strong sport background	
Promotion and Marketing	No promotion or marketing	Limited marketing and Promotion. Budget for marketing less than \$500.00	Moderate marketing effort. Budget between \$501.00 - \$2,000	Comprehensive marketing Strategy. Budget over \$2,000	

Application and Selection Procedure	Independent of athletic performance	School sets criteria. Athletic performance not a factor.	School determines criteria. Specific performance level to be achieved by student-athlete	Acceptance criteria developed with input from PSO and NSO. Specific standards must be achieved.	
Eligibility	N/A	Open to everyone	Invitation to the program or performance based	Participation recommended by PSO or NSO	
Coordinator	No program coordinator	School staff coordinates programs	Part time coordinator assigned	Full time coordinator assigned	
Psychological support and counselling	Limited support available	School counsellor available.	Academic and sport specific support available.	Academic and sport support available. On call or weekends.	
Residency Services	Non existent	Limited or N/A	Meals and accommodation provided or arranged	Accommodation and meals provided as required	
Transportation to Training Program	No available	May be arranged	Arranged and provided with fee.	Arranged and provided at no extra charge.	
Fees	N/A	All sport program fees paid by athlete.	Additional fees for most programs. Limited scholarships available.	Some additional fees required for certain programs. Financial aid and scholarships available.	

ACADEMIC SUPPORT

	(0)	Bronze (1)	Silver (2)	Gold (3)	Score / Notes
Flexibility	No Flexibility	Flexible around exams only.	Flexibility around both schedules and exams.	High degree of flexibility in terms of courses, schedule, time table etc. Year-round education an option.	
Individualized Program	One size fits all. No consideration to sport	One size fits all. All students train at same time, same coach, and same program.	Customized if necessary. Programs and training flexible.	Tailored for individual. Training and competition schedule customized.	
Course Credits	Little or no use of challenge and equivalency, BAA, IDS or external credit.	Limited use of options available. BAA and external credits.	Full use of options available including BAA, external, independent study and other options.	BAA courses tailored to specific student-athlete and program. Full use of graduation program. Interested in creating new options and credits.	
Tutorials	Tutorials and help not provided	Designated teacher for all students. Limited school hours.	Personalized tutorials with Flexible hours.	Flexible individualized programs. Available support outside school hours	
Academic Advisor/ Teacher	Standard school program	School counsellor with specific knowledge of program, limited to school hours	Academic advisor assigned to program – extended hours	Individual academic advisor assigned to individual athlete – on call.	

Timetables	100 percent traditional classes.	80% traditional 20% sport specific or alternate delivery	60% traditional 40% sport specific or alternate delivery	40% traditional 60% sport specific or alternate delivery	
Training Time	Outside school hours	Limited time available during school hours.	Daily training sessions. At least 25 percent of day devoted to sport.	Daily training sessions. Equal priority and importance to academic time.	
Technology Laptops	Responsibility of student-athlete	Resources and contacts provided	Arranged for student (fee)	Provided by school	
Distance Learning	Not available	Limited or user fee	Limited choice available (no fee)	Wide range available (no fee)	

ATHLETE SUPPORT

	(0)	Bronze (1)	Silver (2)	Gold (3)	Score / Notes
Coaching Support	Responsibility of student-athlete	Coaching provided by school or community	Experienced coaching provided. NCCP Level 3 or equivalent.	NCCP Certified Level 4 coaches with strong background and experience.	
Technical Support (Sport)	Responsibility of student-athlete	Possible coordination through coach	Arranged through program if necessary	Strong support provided.	

Access to Facilities	Adequate but limited to PE and school sports	Adequate facilities available.	Access to quality facilities on site or in community	High performance facilities provided on site and in the community	
Access to Equipment	Adequate but limited to PE and school sports	Limited equipment available	Access to quality equipment.	Access to high performance equipment	
Sport Science	Not available	Resources and contacts provided	Easy access available in community or on site.	Provided on site. Easily and readily accessible.	
Sport Medicine	Responsibility of student-athlete	Resources and contacts provided	Regular and specialized sports medicine services arranged.	Regular health services and specialized services available on site.	
Sport Psychology	Responsibility of student-athlete	Resources and contacts provided	Available for special projects or consultation.	Provided on site or by contract.	
Athlete Testing and Monitoring	Responsibility of student-athlete	Resources and contacts provided	Access in the community or provided through program on limited basis.	Regular on-site high performance testing or monitoring provided.	

ADAPTED FROM REPP AND WAY (2005)

Appendix 18: Links and Resources

Alberta

CSC Calgary - <http://www.canadiansportcentre.com/>

Ministry of Education - <http://education.alberta.ca/>

Alberta Schools' Athletics Association - <http://www.asaa.ca/new/index.php>

WinSport Canada - http://www.winsportcanada.ca/facilities/national_sport_school.cfm

National Sport School, Calgary - <http://schools.cbe.ab.ca/b830/>

National Sports Development, Calgary - <http://www.nsd365.com/home-sports.html>

Tanbridge Academy, Calgary - <http://www.tanbridgeacademy.com/baseball.html>

British Columbia

CSC Pacific – <http://www.cscpacific.ca>

BC Ministry of Education – <http://www.bced.gov.bc.ca>

British Columbia School Sports - <http://www.bcschoolsports.ca>

Red Mountain Academy, Rossland, BC - <http://www.redskiacademy.com/>

Saskatchewan

CSC Saskatchewan - <http://www.sasksport.sk.ca/csc-sk/>

Ministry of Education - <http://www.education.gov.sk.ca>

Saskatchewan High Schools Athletic Association - <http://www.shsaa.sk.ca/>

Manitoba

CSC Manitoba - <http://www.cscm.ca/>

Ministry of Education - <http://www.edu.gov.mb.ca/>

Manitoba High School Athletic Association - <http://www.asaa.ca/new/index.php>

New Brunswick

Ministry of Education - <http://www.gnb.ca/0000/index-e.asp>

New Brunswick Interscholastic Athletic Association - <http://www.nbiaa-asinb.org>

Newfoundland and Labrador

Ministry of Education - <http://www.ed.gov.nl.ca/edu/index.html>

School Sports Newfoundland and Labrador - <http://www.schoolsportsnl.ca>

Nova Scotia

CSC Atlantic - <http://www.cscatlantic.ca/>

Ministry of Education - <http://www.ednet.ns.ca/index.shtml>

North West Territories

Ministry of Education - <http://www.ece.gov.nt.ca/>

NWT School Athletic Federation - <http://www.nwtsaf.com/index.html>

Nunavut

Ministry of Education – <http://www.gov.nu.ca/education>

Ontario

CSC Ontario - <http://www.cscontario.ca/>

Ministry of Education - <http://www.edu.gov.on.ca>

Ontario Federation of School Athletics Association - <http://www.ofsaa.on.ca>

Hamilton-Wentworth District Basketball Program -

http://www.hwdsb.on.ca/programs/choice/pdfs/ridell_brochure.pdf

Quebec

Centre National Multisport-Montreal - <http://www.multisport.qc.ca/>

Ministry of Education, Leisure and Sport - http://www.mels.gouv.qc.ca/gr-pub/m_englis.htm

Fédération québécoise du sport étudiant - www.sportetudiant.com

Prince Edward Island

Ministry of Education - <http://www.gov.pe.ca/education/>

Yukon

Ministry of Education - www.education.gov.yk.ca

Yukon Schools Athletic Association - <http://www.yesnet.yk.ca>

Other

Canadian Sport for Life - <http://www.canadiansportforlife.ca/>

Canadian School Sport Federation - <http://www.schoolsport.ca>

International Sport School Federation – <http://www.isfsports.org/sports/home.asp>

New South Wales Regional Academies of Sport - <http://www.dsr.nsw.gov.au/coaching/ras.asp>

The Hills Sport School, New South Wales, Australia - <http://www.hillssport-h.schools.nsw.edu.au/index.html>

Westfields Sport School, Australia - <http://westfieldsports.nsw.edu.au/>

Burke Mountain Academy, Vermont - <http://www.burkemtnacademy.org/>

National Sports Academy, Lake Placid, NY - <http://www.nationalsportsacademy.com/>

Appendix 19: Contributors

Richard Way is Principal of Citius Performance Corp. where he is working on a variety of projects including leading Canadian Sport for Life, and was involved in creating a “how to setup academies” resource during the first phases of the Student Athlete Achievement Project from 2002 to 2007.

Carl Repp is currently the Principal of Belmont Secondary School, which is the largest school in the greater Victoria area, and the Sooke District lead for a number of Sport Academies. He has been a leader surrounding sport schools in BC for many years and brings extensive knowledge of the BC education system to the table.

Thom Brennan is an Intern with CSC Pacific. He is currently completing his Bachelor of Human Kinetics degree at the University of British Columbia and has an interest in high school and adolescent physical activity, high performance sport and long term athlete development.

Other contributors:

Whistler (December, 2009)

- Lucinda Jagger – CSC Pacific
- Diana Rochon – CSC Pacific
- Andrew George – BC Snowboard
- Rob Picard – Whistler Valley Snowboard
- Wade Garrod – BC Freestyle
- Marc McDonell – Blackcomb Freestyle
- Nigel Loring – WMSC
- Chelsea Walker – Whistler Adaptive Ski
- Paul Shore – Whistler Legacies Society
- Rod Thompson – Whistler Secondary

Victoria (December, 2009)

- Gord Sleivert – CSC Pacific
- Drew Mackenzie – CSC Pacific
- David Hill – NCI BC
- Stephanie Mahovlic – CSC Pacific
- Dante Zanatta – BC Soccer
- Andy Van Neutegem – Camosun College
- Andrea Carey – PISE

Richmond (March, 2010)

- Stephen Hills – CSC Pacific
- Andrea Carey – PISE
- Lucinda Jagger – CSC Pacific
- Dawna Sales – Richmond Olympic Oval
- Colin Walker – Volleyball Canada