



**EDUCATION AND STUDENT SERVICES COMMITTEE
PUBLIC MEETING
AGENDA**

**Wednesday, February 19, 2020, 6:00 pm
School Board Office
1040 Hollywood Road S
Kelowna, BC**

**The Central Okanagan Board of Education acknowledges that this meeting is being held on the unceded,
Traditional Territory of the Okanagan People.**

Pages

1. AGENDA

Additions/Amendments/Deletions

2. REPORTS/MATTERS ARISING

2.1 Education and Student Services Committee Report - January 8, 2020

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(Attachment)

3. RECOGNITION/PRESENTATIONS/DELEGATIONS

4. PUBLIC QUESTION/COMMENT PERIOD

5. COMMITTEE MEMBERS QUERIES/COMMENTS

6. DISCUSSION/ACTION ITEMS

6.1 Board/Authority Authorized (BAA) Course Proposal - Equine Learning 12

10

(Attachments)

Presenters:

Hugh Alexander, Principal - Rutland Senior Secondary School

Angela Kendall, Teacher - Rutland Senior Secondary School

STAFF RECOMMENDATION:

THAT: The Education and Student Services Committee recommends to the Board:

THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal - Equine Learning 12 (Rutland Senior Secondary School), as attached to the Agenda, and as presented at the February 19, 2020 Education and Student Services Committee Meeting.

6.2 Proposal for Substantive Change - Equine Learning Academy (Rutland Senior Secondary School)

22

(Attachments)

Presenters:

Hugh Alexander, Principal - Rutland Senior Secondary School

Angela Kendall, Teacher - Rutland Senior Secondary School

Mary Anderson, Equine Learning Facilitator

STAFF RECOMMENDATION:

THAT: The Education and Student Services Committee recommends to the Board:

THAT: The Board of Education approve the Proposal for Substantive Change - Equine Learning Academy (Rutland Senior Secondary School), as attached to the Agenda, and as presented at the February 19, 2020 Education and Student Services Committee Meeting.

6.3 **Proposal for Substantive Change - Golf Academy (Rutland Senior Secondary School)**

29

(Attachment)

Presenters:

Russ Bischoff, Vice-Principal - Rutland Senior Secondary School

Alex Reid, Teacher - Rutland Senior Secondary School

STAFF RECOMMENDATION:

THAT: The Education and Student Services Committee recommends to the Board:

THAT: The Board of Education approve the Proposal for Substantive Change - Golf Academy (Rutland Senior Secondary School), as attached to the Agenda, and as presented at the February 19, 2020 Education and Student Services Committee Meeting.

7. DISCUSSION/INFORMATION ITEMS

7.1 **Academies offered in the Central Okanagan Public Schools**

34

(Attachment)

Presenter: Terry-Lee Beaudry, Deputy Superintendent of Schools

8. COMMITTEE CORRESPONDENCE

9. ITEMS REQUIRING SPECIAL MENTION

10. RECOMMENDATIONS/REFERRALS TO THE BOARD/COORDINATING COMMITTEE/OTHER COMMITTEES

11. ITEMS FOR FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS

April 15, 2020

- Proposals for Board Authority/Authorized Courses
- Report on the K-12 Assessment Plan

May 20, 2020

- Draft Program Review Cycle and Meeting Schedule 2020/2021
Deputy Superintendent (T. Beaudry)

June 17, 2020

- Enhancing Student Learning Framework
Superintendent of Schools/CEO (K. Kaardal)

REVIEW LEGEND

Level One Review

- District-wide surveys involving all stakeholders
- Focus Groups
- Interviews with key staff and clients

Level Two Review

- Surveys to a representative sample group of stakeholders
- Optional Focus Groups and personnel interviews as appropriate

Level Three Review

Limited or no surveying and/or interviews to gather informal feedback

12. FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS

April 15, 2020, May 20, 2020, June 17, 2020

13. MEDIA QUESTIONS

14. ADJOURNMENT

CENTRAL OKANAGAN PUBLIC SCHOOLS - BOARD COMMITTEE REPORT

Education and Student Services Committee Public Meeting

**Wednesday, January 8, 2020, 6:00 pm
School Board Office
1040 Hollywood Road S
Kelowna, BC**

Board of Education: Trustee N. Bowman, Chairperson
Trustee C. Desrosiers, Committee Member
Trustee A. Geistlinger, Committee Member
Trustee M. Baxter, Board Chairperson

Staff: Terry Beaudry, Deputy Superintendent of Schools
Kevin Kaardal, Superintendent of Schools/CEO
Michelle DesRochers, Executive Assistant (Recorder)

Partner Groups: Lori Dawson Bedard, COTA 1st Vice-President
Cherylee Morrison, COPAC President (*arrived at 6:09 pm*)
Teri Wishlow, CUPE Vice-President
Brady Ibbetson, COPVPA Member

There were no representatives from the District Student Council.

**The Central Okanagan Board of Education acknowledged that this meeting was being held
on the Traditional Territory of the Okanagan People.**

AGENDA

January 8, 2020 Committee Agenda - approved as presented.

REPORTS/MATTERS ARISING

Education and Student Services Committee Report - November 6, 2019

November 6, 2019 Committee Report - received as distributed.

PUBLIC QUESTION/COMMENT PERIOD

There were no public question/comments.

COMMITTEE MEMBERS QUERIES/COMMENTS

There were no Committee member queries/comments.

DISCUSSION/ACTION ITEMS

Proposal for Substantive Change - Hockey Canada Skills Academy (Canyon Falls Middle School)

Ryan Ward, Vice-Principal - Canyon Falls Middle School, shared that the Board previously approved the transfer of the grade 7/8 Okanagan Mission Secondary School Hockey Canada Skills Academy to Canyon Falls for the Fall of 2019 with the following two caveats:

- Once the Canyon Falls Middle School Parent Advisory Council has been established and approved by the Board of Education, the Principal of Canyon Falls Middle School seek confirmation from the Parent Advisory Council as to the Proposal for Substantive Change – Grade 7 and Grade 8 Hockey Canada Skills Academy (Canyon Falls Middle School);
- The Canyon Falls Middle School Principal bring the final Proposal for Substantive Change – Hockey Canada Skills Academy (Canyon Falls Middle School) to the Education and Student Services Committee in the fall of 2019.

6:09 pm: The COPAC Co-President joined the meeting.

Mr. Ward, on behalf of Mr. Laird, Principal of Canyon Falls Middle School, presented the final Proposal for Substantive Change - Hockey Canada Skills Academy at Canyon Falls Middle School.

Outcome:

The Committee recommended that the Board of Education approve the Proposal for Substantive Change - Hockey Canada Skills Academy (Canyon Falls Middle School), as attached to the Agenda, and as presented at the January 8, 2020 Education and Student Services Committee Meeting.

Proposal to Conduct the Canadian Index for Adolescent Health Upstream Project Survey as Developed by the Canadian Observatory on Homelessness (CoH) at York University

Vianne Kintzinger, Assistant Superintendent, reminded the Committee that the proposal to conduct the Canadian Index for Adolescent Health Upstream Project Survey was previously presented at the June 5, 2019 Education and Student Services Committee Meeting and the Committee requested additional information. Ms. Kintzinger introduced Sarah Mackinnon, Centre Director - Okanagan Boys and Girls Club, Jamie Lloyd-Smith, Project Coordinator – A Way Home Kelowna, and Dr. Kyleen Myrah, Co-Chair - Journey Home Task Force.

Ms. Sarah Mackinnon and Dr. Kyleen Myrah presented the Canadian Index for Adolescent Health Upstream Project Survey, developed by the Canadian Observatory on Homelessness (CoH) at York University. The survey focuses on students' feelings on friends, family, teachers, and school to identify youth who are at-risk of homelessness. The only identifier on the survey is a school determined student number that school staffs can use to assist students who are determined vulnerable. Students can opt out of the survey at any time.

The Deputy Superintendent of Schools stated that, upon Board approval to distribute the survey (with parent approval) to two schools, the Upstream Project (through the Okanagan Boys and Girls Club) will collaborate with District staff to finalize an instruction sheet to accompany the study as well as a parent letter and opt-out form.

Outcome:

The Committee recommended that the Board of Education approve Grade 8 participation from two middle schools in the Canadian Index for Adolescent Health Upstream Project Survey, as attached to the Agenda, and as presented at the January 8, 2020 Education and Student Services Committee Meeting.

Equity in Action Agreement for Truth and Reconciliation 2020-2025

The Deputy Superintendent of Schools and the District Principal of Indigenous Education presented the final draft of the Equity in Action Agreement for Truth & Reconciliation 2020-2025. The Agreement was co-developed over the past two years by the District's Equity Scan Committee, which consisted of Trustees, senior staff, principals/vice-principals, teachers, Indigenous Student Advocates, Indigenous parents, and community members. The Agreement has the following four areas of focus: Policy and Governance, Learning Environment (School Culture), Learning Profiles, and Pedagogical Core. The belief statements and commitments for all four areas of focus were outlined.

The Committee recommended a few edits and requested that the revised draft be forwarded to the Indigenous Education Council for a final review prior to being sent to the Board of Education for approval. The Committee also discussed whether or not the use of the word 'spirit' was an appropriate word to use in the Agreement.

Outcome:

The Committee received the Equity in Action Agreement for Truth and Reconciliation 2020-2025 final draft and recommended that it be forwarded to the Indigenous Education Council for a final review before it is sent to the Board of Education for approval.

DISCUSSION/INFORMATION ITEMS

Advance Placement (AP) Programs in Central Okanagan Public Schools

Vianne Kintzinger, Assistant Superintendent, outlined the District's 2019-2020 enrollment numbers for Advanced Placement (AP) courses and provided an example on how an AP course is displayed on an official transcript. Secondary students who engage in a program of study and complete their Advanced Placement course at their high school can earn four credits for each course. This opportunity enables students to transition to a second year post-secondary course as well as provides a greater sense of readiness for post-secondary course work.

RECOMMENDATIONS/REFERRALS TO THE BOARD/COORDINATING COMMITTEE/OTHER COMMITTEES

Public Board Meeting Action Item - January 15, 2020

- *Equity in Action Agreement for Truth and Reconciliation 2020-2025*

Future Public Board Meeting Action Items

- *Proposal for Substantive Change - Hockey Canada Skills Academy (Canyon Falls Middle School)*
- *Proposal to Conduct the Canadian Index for Adolescent Health Upstream Project Survey as Developed by the Canadian Observatory on Homelessness (CoH) at York University*

ITEMS FOR FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS

February 19, 2020

- Proposals for Substantive Change

April 15, 2020

- Proposals for Board Authority/Authorized Courses
- Report on the K-12 Assessment Plan

May 20, 2020

- Draft Program Review Cycle and Meeting Schedule 2020/2021
Deputy Superintendent (T. Beaudry)

June 17, 2020

- Enhancing Student Learning Framework
Superintendent of Schools/CEO (K. Kaardal)

REVIEW LEGEND

Level One Review

- District-wide surveys involving all stakeholders
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Level Two Review

- Surveys to a representative sample group of stakeholders
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Level Three Review

Limited or no surveying and/or interviews to gather informal feedback

FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS

February 19, 2020, April 15, 2020, May 20, 2020, June 17, 2020

MEDIA QUESTIONS

There were no media representatives in attendance.

ADJOURNMENT

The meeting adjourned at 8:03 pm.

Questions - Please Contact:

Trustee Norah Bowman, Chairperson at Norah.Bowman@sd23.bc.ca

Terry-Lee Beaudry, Deputy Superintendent of Schools at 250-470-3225 or Terry.Beaudry@sd23.bc.ca

Norah Bowman, Chairperson



Memorandum

Date: February 14, 2020
To: Education and Student Services Committee
From: Terry-Lee Beaudry, Deputy Superintendent of Schools
Prepared by: Vianne Kintzinger, Assistant Superintendent
Action Item: Approval of new Board/Authority Authorized (BAA) Course Proposal – Equine Learning 12

1.0 RELEVANT BOARD MOTION/DIRECTION

A new Board/Authority Authorized Course - Equine Learning 12 has been developed for approval by the Board of Education.

2.0 BACKGROUND

The Ministry of Education's updated Board/Authority Authorized (BAA) course policy and procedures came into effect July 1, 2018. The new BAA requirements reflect the new graduation program.

3.0 INFORMATION STATEMENT

The Equine Learning 12 course, open to students in Grades 10-12, provides learners with the opportunity to develop life skills, employment skills, relationship building skills and communication skills, through an experiential approach to working with horses. This unique course supports the development of increased skills of empathy, resilience, and confidence. Taking Equine Learning 12 enables students to follow a passion and pursue learning while developing healthy lifestyle habits for life.

4.0 ADDITIONAL INFORMATION

This new opportunity was presented at the Rutland Senior Secondary Parent Advisory Council Meeting held on January 21st, 2020. The parents present at this meeting strongly endorsed the offering of this course at Rutland Senior Secondary School.

5.0 OPTIONS FOR ACTION

- a) Approve the new BAA Equine Learning 12 course as presented.
- b) Amend the proposed BAA Equine Learning 12 course.
- c) Request additional information on the proposed BAA Equine Learning 12 course.

6.0 NEXT STEPS

If the Board of Education approves the proposed BAA Equine Learning 12 course, schools wishing to offer the BAA Equine Learning 12 course in the 2020/2021 school year must follow the 2018 Graduation Program Board/Authority Authorized Courses: Requirements and Procedures.

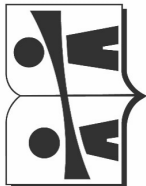
7.0 STAFF RECOMMENDATION:

THAT: The Education and Student Services Committee recommends to the Board:

THAT: The Board of Education approve the Board/Authority Authorized (BAA) Course Proposal – Equine Learning 12 (Rutland Senior Secondary School) as attached to the Agenda, and as presented at the February 19, 2020 Education and Student Services Committee Meeting.

8.0 APPENDIX

A. Board/Authority Authorized Course Equine Learning 12



Central Okanagan
Public Schools
Together We Learn

Board/Authority Authorized Course Equine Learning 12

APPENDIX A

School District/Independent School Authority Name: Central Okanagan Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#23
Developed by: Angela Kendall	Date Developed: December 2, 2019
School Name: Rutland Senior Secondary	Principal's Name: Mr. Hugh Alexander
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: RSS Equine Learning	Grade Level of Course: Grade 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): n/a

Special Training, Facilities or Equipment Required:

Equine Learning 12 requires a classroom within a secondary school coupled with land-based learning at a local Equine Learning facility.

A supervising teacher and certified equine learning facilitator is also needed for this course.

Course Synopsis: Students will work on their own personal development, employment and life skills through learning activities with the horses at the equine center. This is not mounted instruction. Equine learning includes basic background knowledge about horses including, safety protocols and procedures, grooming, leading, parts of the horse, veterinary care, and equipment and tack. Horses also provide feedback for youth that enhances learning and growth. The building block learning model helps effectively guide youth through lessons in an engaging experiential learning environment. Along with the skills learned in the lessons, other additional advantages to the program are enhanced empathy, resilience, confidence, empowerment and improved emotional stability.

Goals and Rationale:

Equine Learning 12 is an innovative and unique form of experiential learning, where students develop new insight and learn new skills via relational experiences with horses. The goal of the Equine Learning 12 course is to help provide **life skills, employment skills, relationship-building skills, communication skills**, increased empathy, and resilience, reduce anxiety and increase self-confidence for high school students. By focusing on these skills and using hands on, interactive activities with the animals, students will **reduce anxiety** and **increase self-confidence**, allowing them to be more **successful and confident** moving forward in their current educational studies and future post-secondary endeavors.

Equine Learning is a learner established educational, experiential program facilitated within a group format and focuses on ground activities rather than horseback riding. More specifically, Equine Learning is a hands-on course, which promotes individual and/or group growth. Students participate in objectively driven exercises/activities with the animals and find themselves learning valuable life skills in an outdoor atmosphere. Equine Learning is useful, strong, positive, educational, and creative. An Equine Learning program highlights a curriculum of 12 weeks of contact with the horses and includes 15 + exercises of facilitating life skills through positively augmented interaction with horses. The remainder of the course is classroom and community based for a total of 120 hours.

The animals' job is speaking to the student through their bodies to help bring about the changes the students need to make. The activities and exercises are developed to encourage self-confidence through validated, hands-on experiences. Students are permitted to find answers to their own lives and move forward with newly acquired skills. Equine Learning functions uniquely because the horses are the teachers.

Target audience - Students with anxiety, students who need to build self-confidence, those needing life skills, coping mechanisms for stressful situations, resources students, ADD/ADHD students, and autistic students. This opportunity reaches across all students who may have an interest in learning more about themselves and/or horses. This opportunity can open the door for future careers working in the horse industry and in helping others.

Core Competencies - A course like this touches ALL aspects of the new core competencies including: communication, critical thinking, creative thinking, social responsibility, positive personal and cultural self-identity, personal awareness and responsibility. For example, students will use skills and processes to ask questions, gather, interpret and analyze situations and issues with the horses and course facilitators. Students will communicate findings and decisions through conversations, journaling and observation of their activities with the animals. Students will assess and compare their previous self-knowledge with their present self after a session with the horses, analyze the continuities and changes in their skill sets, build relationship skills and communication skills, listen actively in a variety of situations, practice empathy with humans and animals and practice effective communication skills, with the horses, teachers and course facilitators. Students will also explain how the horses in the program help guide their learning. They will develop conflict resolution awareness and skills with the horses, practice critical thinking and decision-making skills, and conduct themselves with empathy, maturity and responsibility.

Indigenous Worldviews and Perspectives:

The First Peoples Principles of Learning are woven explicitly throughout the fabric of this course.

Declaration of Indigenous Principle of Learning:

- The learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors. Through the developing relationship with the horses, students create connection to the land and increase their own well-being. This supports the development of self in support of connecting with others.
- Learning is holistic, reflexive, reflective, experiential, and relational because of the hands on nature of this experience and learning.
- Learning recognizes the role of Indigenous knowledge through learning and understanding the relationship with horses.
- Learning is embedded in memory, history and story. Students relate equine history and connect to their own lives.
- Learning requires exploration of one's identity and personal identity development through their relationships with the horses. This program involves learning from mentors (horses and humans).

Declaration of Indigenous Worldviews and Perspectives:

- The First Peoples Principles of Learning are inherent in the aspects included in Equine Assisted Learning. These are inseparable from connectedness and relationships; specifically:
 - Community involvement (process and protocols)
 - The power of story
 - Experiential learning
 - Flexibility
 - Leadership and teamwork
 - A positive learner centered approach
 - The role of teacher (leader) and students (learner)

BIG IDEAS

Self Confidence is key to personal development and takes time to build, foster and improve.

Resiliency is a foundational skill for life and must be taught, developed and practiced in order to be effective.

Strong Life and Employment Skills are developed over time and must be updated and improved upon. Leadership and teamwork are the building blocks.

Healthy Relationship Building is a skill that must be developed, practiced and continually revisited in order for healthy skills to be practiced successfully.

Good Communication is a critical skill that must be taught and practiced. It is at the forefront of human and animal interaction.

Learning Standards

Curricular Competencies

Students are expected to do the following:

Use skills and processes to ask questions, gather, interpret and analyze situations and issues

Communicate findings and decisions

Assess and compare their previous self-knowledge with their present self

Analyze the continuities and changes in their skill sets, relationship skills and communication skills

Listen actively in a variety of situations

Practice empathy with humans and animals

Practice effective communication skills

Explain how the horses in the program help guide their learning

Conflict resolution awareness

Practice critical thinking and decision making skills

Conduct themselves with empathy, maturity and responsibility

Content

Students are expected to know the following:

Basic anatomy of the horse

Basic horse handling skills and how to conduct themselves safely around horses

Understand basic body language and communication with the horses

Basic grooming, feeding and veterinary care of the horses and occasionally other farm animals

Understand their own personality, self-awareness (personality testing)

How to increase and improve their own confidence and self esteem

How to navigate interpersonal relationships with increased confidence

Have a practical skill set that will help with team building and leadership skills

How to access and develop the skills in reading body language and posture of both human and equine partners

Big Ideas – Elaborations

1. **Self Confidence** is key to personal development and takes time to build, foster and improve. Working with horses develops this naturally. Students can see the progression of their learning as they learn more and move through the course.
2. **Resiliency** is a foundational skill for life and must be taught, developed and practiced in order to be effective. Working with animals, in particularly horses, teaches students to observe, learn and try again. (Horses forgive mistakes easily and help us learn how to rebound from failure on a daily basis.)
3. **Life and Employment Skills** are developed over time, and must be continually updated, and improved upon in order to grow. Leadership and teamwork are the building blocks of this skill set. This course will provide students with the opportunity to develop practical skills through experiential learning, team building and leadership roles. Students will learn to communicate effectively and problem solve through challenging situations. Students will develop their sense of work ethic and empathy, learning responsibility for other people and animals.
4. **Healthy Relationship Building** is a skill that must be taught, developed and continually revisited in order for healthy skills to be practiced successfully. Drawing boundaries, developing empathy and understanding of body language and horse psychology are examples. Parallels between human-to-horse and human-to-human relationships will be explored to achieve course objectives.
5. **Communication** is a critical life skill that must be taught and practiced. It is at the forefront of healthy human and animal interaction. Practice of basic communication skills with the horses is a unique way to develop skills that will follow students through their lifetime. (For example, we place an emphasis on the roll that body language plays in communication. Horses communicate through body language. Through group activities, there will be optimal opportunity for all students to practice active communication skills.)

1. **Communication** – Students practice relationship building with horses, develop empathy, sympathy, compassion, communication skills effectively and organically. Reading the **body language** of the horses amplifies these skills and their development.
2. **Creative and Critical Thinking** – Students develop creative and critical thinking skills as the students use problem solving, leadership, reading body language, and team work to accomplish tasks and reach goals with the horses.
 - a) **Creative thinking** – Students are continually creating and innovating, generating and incubating ideas and questions, evaluating and developing their thinking. Students must think "outside the box" to be successful in some challenges with the horses.
 - b) **Critical and Reflective thinking** – Students practice analyzing, critiquing, questioning, investigating, developing, reflecting, and assessing their thinking skills. Students will see development of their abilities through their work with the horses.
3. **Social Responsibilities** – Students practice and learn about the care of animals. These skills have the potential to translate later to family members and friends. Students show responsibility to care for others, to maintain balance in their own life and the environment around them. They develop awareness of sustainability, ethics, and resource management. Students examine the moral belief where we as individuals have a responsibility toward society and not just our own well-being. Being socially responsible is about all **individuals behaving ethically and sensitively towards social, economic and environmental issues**.
4. **Positive Personal and Cultural Self Identity** – Students are able to develop their own personal courage, self-care, and self-awareness. Students will learn to work through their insecurities and experience success through the **experiential learning with the horses**. Challenges that students work through with the horses will help them understand the importance of courage and self-care and self-awareness. Students are able to develop their understanding of relationships, cultural contexts, personal values and choices, identify their own strengths and weaknesses.
5. **Personal Awareness and Responsibility** – Horses are excellent teachers and help students become **self-advocating, self-regulating** and improve their **overall well-being**. Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when needed, find purpose and motivation, act on decisions and advocate for themselves.

Content – Elaborations

Classroom Sessions

Students will gain knowledge and understanding about:

Basic Horsemanship and handling skills

- Basic background knowledge about horses
- Basic safety protocols and procedures
- Basic grooming, leading, parts of the horse
- Basic veterinary care
- Knowledge of basic horse equipment and tack

Personal self-awareness and well-being

- Personality tests
- Self reflection
- Personal self development, self confidence, reduce anxiety, increased empathy, resilience, empowerment and emotional stability
- Development of practical life skills (i.e: communication and relationship building)

Equine Assisted Learning Sessions:

1. Orientation - Objective: **Understanding the teachers** (the horses)
Students learn about the horses, how to work around them. Safety guidelines are comprehensive and enforced.
2. Starting the Journey - Objective: **Building Relationships**
Students practice creating a relationship and building trust with the horses.
3. Circuit Training - Objective: **Skill Development**
Students will work on increasing and developing their horsemanship skills and handling a horse safely, including listening and practicing how to safely approach horses.
4. Push Me Pull You – Objective: **Communication**
Students practice communicating with the horses through a variety of obstacles and activities.
5. Common Sense - Objective: **Problem Solving**
Students work through a series of problems with the horses to develop their problem solving skills.
6. Silent Communication - Objective: **Body Language**
Students learn, "How do we speak without using our voice?"
7. Red Light Green Light - Objective: **Focus**
Students will work through a course simulating road hazards found in every day life and they will be challenged to follow the rules of the road. Their horses become their vehicles, which they had to navigate through roadway obstacles as a team.

Content – Elaborations

8. Match that Horse - Objective: **Negotiation**
Students learn how to work with the horse to achieve a common goal.
9. It's All Up To You - Objective: **Choices**
Students learn to make choices for themselves and with the horses to achieve a goal.
10. Horse in the Pocket – Objective: **Leadership**
This exercise is about working together as a team using leadership skills, plan formulation and communication.
11. Building your own course – Objective: **Team Building and Leadership**
Students will be challenged to work together to construct and deliver an Equine learning exercise; this team building project encourages discovering the increased effectiveness teams experience when they value and utilize each member's strengths.

APPENDIX A

<p>Recommended Instructional Components:</p> <ul style="list-style-type: none"> • Direct instruction • Demonstrations • Modelling • Simulations • Student in role • Peer teaching • Experiential learning • Reflective writing 	<p>Recommended Assessment Components:</p> <ul style="list-style-type: none"> • Daily Self-Assessment • Self-Reflection and assessment • Daily work ethic self-assessment • Peer assessment • Quizzes • Oral presentations • Research assignment
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Learning Resources for classroom:

BC, Horse. "HCBC Basic Horse Care Booklet". *Issuu*, 2019, https://issuu.com/hcbcmarketing/docs/bhcb_-_online_edition. Accessed 2 Dec 2019.

"Brené Brown." *Dare To Lead*, <https://daretolead.brenebrown.com/>

"Daring Classrooms | Brené Brown". *Brené Brown*, 2019, <https://brenebrown.com/daringclassrooms/>. Accessed 4 Dec 2019.

"Mel Robbins | Speaker, CNN Contributor, Creator: 5 Second Rule". *Mel Robbins*, 2019, <https://melrobbins.com/>. Accessed 4 Dec 2019.

Academic research and supporting literature for Equine Learning

Bravehorse.ca, 2019, <http://bravehorse.ca/wp-content/uploads/2016/04/The-Helping-Horse.pdf>. Accessed 4 Dec 2019.

Dell, Colleen Anne et al. "A Healing Space: The Experiences Of First Nations And Inuit Youth With Equine-Assisted Learning (EAL)". *Child & Youth Care Forum*, vol 40, no. 4, 2011, pp. 319-336. *Springer Science And Business Media LLC*, doi:10.1007/s10566-011-9140-z. Accessed 4 Dec 2019.

"Equine Connection: The Academy Of Equine Assisted Learning". *Horse Journals*, 2016, <https://www.horsejournals.com/popular/careers-education/equine-connection-academy-equine-assisted-learning>. Accessed 4 Dec 2019.

"Equine Connection | Home - Equine Connection". *Equineconnection.ca*, 2019, <https://www.equineconnection.ca/>. Accessed 4 Dec 2019.

Frederick, Karen E. et al. "Not Just Horsing Around: The Impact Of Equine-Assisted Learning On Levels Of Hope And Depression In At-Risk Adolescents". *Community Mental Health Journal*, vol 51, no. 7, 2015, pp. 809-817. *Springer Science And Business Media LLC*, doi:10.1007/s10597-015-9836-x. Accessed 27 Nov 2019.

Hannah Louise Burgon (2011) 'Queen of the world': experiences of 'at-risk' young people participating in equine-assisted learning/therapy, *Journal of Social Work Practice*, 25:02, 165-183, DOI: [10.1080/02650533.2011.561304](https://doi.org/10.1080/02650533.2011.561304)

- "Research". *CARTIER FARMS - EQUINE ASSISTED LEARNING*, 2019, <http://www.cartierfarms.ca/research.html>. Accessed 4 Dec 2019.
- Robinrisso.Org*, 2019, <https://www.robinrisso.org/New%20age%20or%20old%20sage%20A%20review%20of%20equine%20assisted%20psychotherapy.pdf>. Accessed 4 Dec 2019.
- "The First Dance". *Integrative Horsemanship*, 2019, https://integrativehorsemanship.wordpress.com/2019/05/13/the-first-dance/?fbclid=IwAR0niPv6zy_SVR47q-Erbdyx1wSVhyFX1gio0gDixV0kSNhiqUaFoI7TQVU. Accessed 4 Dec 2019.



Memorandum

Date: February 14, 2020
To: Education and Student Services Committee
From: Terry-Lee Beaudry, Deputy Superintendent of Schools
Prepared by: Vianne Kintzinger, Assistant Superintendent
Action Item: Proposal for Substantive Change - Equine Learning Academy (Rutland Senior Secondary School)

1.0 ISSUE STATEMENT

A substantive change proposal for an Equine Learning Academy at Rutland Senior Secondary School has been developed for approval by the Board of Education.

2.0 BACKGROUND

The 2004 Graduation Program Order authorizes Boards of Education to offer locally relevant courses to meet the needs of schools and their communities, while providing choice and flexibility for students.

3.0 INFORMATION STATEMENT

The Equine Learning Academy is open to students in Grades 10-12 and provides learners with the opportunity to develop life skills, employment skills, relationship building skills and communication skills through an experiential approach to working with horses. This unique academy proposal at Rutland Senior Secondary supports the development of increased skills of empathy, resilience, and confidence and enables students to follow a passion and pursue learning while developing healthy lifestyle habits for life.

4.0 ADDITIONAL INFORMATION

This new opportunity was presented at the Rutland Senior Secondary Parent Advisory Council Meeting held on January 21st, 2020. The parents present at this meeting strongly endorsed the offering of this academy at Rutland Senior Secondary School.

5.0 OPTIONS FOR ACTION

- a) Approve the Proposal for Substantive Change - Equine Learning Academy (Rutland Senior Secondary School).
- b) Amend the Proposal for Substantive Change - Equine Learning Academy (Rutland Senior Secondary School).
- c) Request additional information on the Proposal for Substantive Change - Equine Learning Academy (Rutland Senior Secondary School).

6.0 NEXT STEPS

If the Board of Education approves the substantive change proposal, registration will open for students to enroll in the Equine Learning Academy for January of 2021 at Rutland Senior Secondary School.

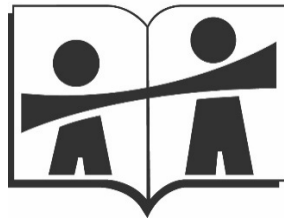
7.0 STAFF RECOMMENDATION:

THAT: The Education and Student Services Committee recommends to the Board:

THAT: The Board of Education approve the Proposal for Substantive Change – Equine Learning Academy (Rutland Senior Secondary School) as attached to the Agenda, and as presented at the February 19, 2020 Education and Student Services Committee Meeting.

8.0 APPENDIX

A. Proposal for Substantive Change – Equine Learning Academy (Rutland Senior Secondary School)



**Central Okanagan
Public Schools**

Together We Learn

PROPOSAL FOR SUBSTANTIVE CHANGE

December 5, 2019

**Rutland Senior Secondary School
Equine Learning Academy**

Rutland Senior Secondary



Voodoos

Rutland Senior School Planning Council

Chris Tayler – PAC President

Teresa Banka – PAC Vice President

Kim Ito – PAC Member

Angela Kendall - Teacher

Hugh Alexander – Principal

APPENDIX A

VISION:

Students in Grades 10-12 will work in the classroom and with horses in unmounted sessions, to improve their own personal development, employment and life skills. This is not mounted instruction. Horses are unique because they provide amazing accurate feedback for youth that enhances learning and growth and the building block learning model helps effectively guide youth through lessons in an experiential learning environment. Along with the skills learned in the lessons, other additional advantages to the program are the development of enhanced empathy, resilience, confidence, empowerment and improved emotional stability.

COURSES OFFERED IN ACADEMY

Equine Learning 12

The Equine Learning course will be added to the Academy upon receiving Board Authority Authorization.

Equine Learning 12

BAA Resiliency 11

Independent Directed Studies (IDS) 12 – Equine Learning

The goal of the Equine Learning Academy is to help provide **life skills, employment skills, relationship-building skills, communication skills**, increased empathy, and resilience, reduce anxiety and increase self-confidence for high school students in SD#23. By focusing on these skills and using hands on, interactive activities with the animals, students will **reduce anxiety** and **increase self-confidence**, allowing them to be more **successful and confident** moving forward in their educational careers within SD23 and all future post-secondary endeavors. Equine learning is an innovative form of experiential learning – where students develop new insight and learn new skills via relational experiences with horses. This academy will be offered in semester two with Resiliency 11 and Independent Studies embedded in the program. Through an Independent Directed Studies structure, students are empowered to extend their learning by developing personal goals for learning associated with the Equine Course.

RATIONALE:

At Rutland Senior Secondary School, staff endeavor to provide an opportunity for students to participate in learning opportunities that foster active living to help promote their own personal well-being. Equine Learning is a learner established educational, experiential program facilitated within a group format and focuses on ground activities rather than horseback riding. More specifically, Equine Learning is a hands-on course, which promotes individual and/or group growth. Participants participate in objectively driven exercises/activities with the animals and find themselves learning valuable life skills in a fun, safe and exciting atmosphere. Equine Learning has been developed to be beneficial, strong, positive, educational, and creative. An Equine Learning program highlights a curriculum of 12 weeks of contact with the horses and includes 15 + exercises of facilitating life skills through positively augmented interaction with horses. The remainder of the course is classroom and community based for a total of 120 hours.

The animals' role is to speak to the student through their bodies to help bring about the changes the students need to make. Exercises are developed to encourage self-confidence through validated, hands-on experiences. Students are permitted to find answers to their own lives and move forward with newly acquired skills. Equine Learning functions uniquely because in this situation, the horses are the teachers.

APPENDIX A

Target audience – All students in Grades 10-12 including students with anxiety, students who need to build self-confidence those needing life skills, and coping mechanisms for stressful situations. This opportunity reaches across all students who may have an interest in learning more about themselves and/or horses. This opportunity can open the door for future careers working in the horse industry and in helping others.

Core Competencies - A course like this touches in ALL aspects of the new core competencies, including communication, critical thinking, creative thinking, social responsibility, personal and cultural self-identity, personal awareness and responsibility.

SUMMARY

The following outlines a proposal for a substantive change with the addition of an Equine Learning Academy at Rutland Senior Secondary School. This program is intended to provide students with an opportunity to experience the unique learning opportunity that experiential learning through horses offers.

When students are able to pursue their personal interests, it can provide:

- improved self-confidence, resilience, empathy and self esteem
- higher academic achievement
- improved leadership and employment skills
- increased connection to the school
- a sense of responsibility to the community

The addition of an Equine Academy will provide our students with:

- a valuable set of life and employment skills
- an opportunity to develop their own confidence, communication and relationship building skills.
- an understanding of the value of animals as teachers

The addition of the Equine Learning Academy will benefit our students by providing more choice to focus on their own personal well-being and enjoy the benefits of an active outdoor lifestyle, improving their physical well-being also. It will also benefit the community by encouraging students to care for their personal well-being. Helping students develop themselves into healthy, strong individuals will foster a stronger, productive and healthier community.

OPERATIONS

Students will enroll in the Equine Learning Academy Program as an elective course. A minimum of 20 students will be required to offer the program with one block of teaching time allocated per semester. To ensure a high quality program, a qualified Equine Assisted Learning Facilitator and a classroom teacher will provide instruction for the program. Participants in the Equine Learning Academy will receive instruction and learning both on and off the school campus with instruction provided during the school day. Students will enroll in the Equine Learning Academy as they would for a regular elective class. Rutland Senior Secondary is able to accommodate the Equine Learning Academy within the existing facility and require no upgrades for implementation.

Instruction for the Equine Learning Academy will be provided in an experience, reflect, analyze, and apply format. As students will have varied skill levels, the teaching professionals will differentiate instruction to meet the needs of each learner.

All non-school district personnel involved in this program will be required to obtain a criminal record check.

APPENDIX A

EXPECTATIONS

The following benefits are expected because of implementing the Equine Learning Academy:

1. improved school climate as a result of meeting the needs of individual learners
2. improved attendance as a result of enhancing connections between students and their school
3. increased number of students involved in 'active living' through healthy choices
4. increased level of community involvement as volunteers, instructors, and role models
5. increased parent involvement and parent satisfaction with the variety of courses offered

IMPACT ANALYSIS

All students enrolling in the Equine Learning Academy will be attending Rutland Senior Secondary School during the 2020/21 school year as a full time RSS student, or a cross-enrolled student from another Central Okanagan Public Schools secondary school. The program will be open to any student in grades 10 through 12. A minimum of 20 participants will be required per section.

FINANCIAL IMPLICATIONS (approximate)

Expenditures for Equine Learning Academy:

Huckleberry Hollow Horse Co. (20 students x \$45/session x 12 sessions)	\$10,800
Transportation via school bus (12 trips)	\$ 1,800
Ancillary costs (clothing, journals and workbooks)	\$ 1,400

Total Expenditures \$14,000

Revenue - 20 students x \$700 per participant

Total Revenue \$14,000

The Equine Learning Academy is an equity-based program and will provide access to students who cannot meet the costs of the program. Families will be made aware of the District's Policy and Procedure 'Regulation - 425R Student Fees Regulations Section 8 - Financial Hardship' at parent information meetings and in the Rutland Senior Secondary School Course Selection Handbook. Any future increase in fee structure will need to be forwarded to the Board of Education for approval.

CONSULTATION/PROMOTION

Rutland Senior Secondary School has put considerable time and effort towards consultation with teacher Angela Kendall from Rutland Senior Secondary and Mary Anderson from Huckleberry Hollow Horse Co, in an effort to provide a unique program geared towards students who want to pursue their own personal well-being and personal growth through an Equine Learning Academy.

The Equine Learning Academy proposal was discussed at the January 21st, 2020 Rutland Senior Secondary Parent Advisory Council meeting. The Parent Advisory Council supports the Equine Learning Academy and supports the Academy beginning in January of 2021 at Rutland Senior Secondary School, pending Board of Education approval. The Equine Learning Academy will be promoted through parent information evenings, and the Course Selection Handbook, once approved by the Board of Education. Information will also be included on the school's website and in the school newsletter.

APPENDIX A

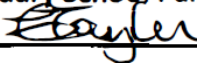
EVALUATION

The success and continuation of the program will be reviewed annually based on the following:

- a) feedback from staff, participants, parents and community
- b) enrollment within the Academy
- c) the impact of cost / expenses for the program
- d) the number of students who pursue volunteering, work, and participation in the equine community as a result of their experience in the program

CONSULTATION

The Equine Learning Academy was discussed and unanimously endorsed at the Jan 21, 2020, Rutland Secondary School Parent Advisory Council meeting. Approval from the PAC was received at that meeting.

, Rutland Senior Secondary, Parent Advisory Council

Chris Tayler



Memorandum

Date: February 14, 2020
To: Education and Student Services Committee
From: Terry-Lee Beaudry, Deputy Superintendent of Schools
Prepared By: Vianne Kintzinger, Assistant Superintendent
Action Item: **Proposal for Substantive Change – Golf Academy
(Rutland Senior Secondary School)**

1.0 ISSUE STATEMENT

A substantive change proposal for a Golf Academy at Rutland Senior Secondary School has been developed for approval by the Board of Education.

2.0 BACKGROUND

The 2004 Graduation Program Order authorizes Boards of Education to offer locally relevant courses to meet the needs of schools and their communities, while providing choice and flexibility for students.

3.0 POINTS FOR CONSIDERATION

If the Board of Education approves the substantive change proposal, registration will open for students to enroll for second semester of the 2020/21 school year.

4.0 OPTIONS FOR ACTION

- a) Approve the Proposal for Substantive Change – Golf Academy (Rutland Senior Secondary School).
- b) Amend the Proposal for Substantive Change – Golf Academy (Rutland Senior Secondary School).
- c) Request additional information on the Proposal for Substantive Change – Golf Academy (Rutland Senior Secondary School)

5.0 DEPUTY SUPERINTENDENT'S COMMENTS

The proposal being presented to the Education and Student Services Committee is in compliance with the guidelines provided by the Ministry of Education as well as the criteria set out in Board Policy 540 Proposals for Substantive Change (Distinct Schools, Unique Programs and Specialty Academies).

6.0 STAFF RECOMMENDATION

THAT: The Education and Student Services Committee recommends to the Board of Education:

THAT: The Board of Education approve the Proposal for Substantive Change – Golf Academy (Rutland Senior Secondary School), as attached to the Agenda and presented at the February 19, 2020 Public Education and Student Services Committee Meeting.

7.0 APPENDIX

- A. Proposal for Substantive Change – Golf Academy (Rutland Senior Secondary School)



**Central Okanagan
Public Schools**

Together We Learn

PROPOSAL FOR SUBSTANTIVE CHANGE

January 21, 2020

Rutland Senior Secondary



Voodoos

Rutland Senior Secondary
Golf Academy
Central Okanagan School District

Alex Reid – Teacher

Russ Bischoff, Jarret Atkins, Sarah Watson – Vice Principals

Hugh Alexander – Principal

APPENDIX A

VISION:

Students will develop a passion for active living and health by increasing their knowledge and skills in the sport of golf through the Golf Academy. Students will be expected to play golf outside of school time, be positive role models and representatives of Rutland Senior Secondary School, Central Okanagan School District, and themselves. They will be encouraged to work/volunteer at local facilities involved in golf, and to mentor/assist younger or more inexperienced players.

COURSES OFFERED IN ACADEMY

BAA Golf 10
BAA Golf 11
BAA Golf 12

At each level, student instruction will be differentiated to the individual student's skill level, with a progression in both skill development and knowledge of the golf game, its rules, etiquette, and how golf contributes to a healthy lifestyle.

RATIONALE:

Typically, Physical Health Education focuses on team sports rather than individual endeavors. With the introduction of a Golf Academy, students have the opportunity to take an additional physical education class that is focused on a sport that students are passionate about. This encourages students to participate in a life-long sport.

ACADEMY SUMMARY:

The following outlines the proposal for a program addition to the Physical Education program at Rutland Senior Secondary School through the delivery of a Golf Academy. The program is intended to provide students with the opportunity to be introduced to the sport or to continue developing existing skills in golf. The Golf Academy is designed to:

- improve self-confidence during individual golf practice and play
- improve leadership skills during group practice and warm-up
- increase connection with the entire school's golf program
- foster a sense of responsibility/ownership to the utilized golf facilities
- improve fine motor skills during putting and wedge play
- improve success on the course due to golf specific mental training and instruction, as well as on course game management techniques
- develop an understanding of the mechanics of a golf swing and its impact on ball flight
- provide an opportunity to develop future skills (as players, coaches, instructors, entrepreneurs, retailers, golf course architects/designers, volunteers, and more)
- foster an understanding of the personal etiquette required in golf and life
- provide an opportunity to pursue the sport of golf and potential employment opportunities within the field

APPENDIX A

The Curricular Competencies addressed by a Golf Academy include:

- improving the set of abilities that students use to impart and exchange information
- participating in a lifelong physical activity
- understanding that healthy choices influence physical and emotional well being
- understanding that healthy relationships can lead to rewarding and fulfilling lives
- developing, refining and applying fundamental movement skills in a variety of physical activities and environments (golf, stretching, weights, flexibility)
- developing and demonstrating safety, fair play, and leadership in physical activities
- participating in daily physical activity designed to enhance and maintain health
- identifying and applying strategies to pursue personal healthy living goals
- proposing strategies for developing and maintaining healthy relationships
- exploring and describing factors that shape personal identities, including social and cultural factors

OPERATIONS:

Students will enroll in the Golf Academy Program as an elective course. A minimum of 24 students will be required to offer the program with one block of teaching time allocated. To ensure a high quality program, along with the school appointed teacher, two qualified golf professionals will provide instruction for the program. Participants in the Golf Academy will have teaching and training both on and off campus with instruction provided during the school day. Rutland Senior Secondary will be able to accommodate the school portion of the Golf Academy within the existing facility. Instruction for the Golf Academy will be provided in a *Learn, Practice, Play* format. ***As students will have varied skill levels, the instruction will be differentiated by the teaching professionals to meet each student's existing ability.*** Throughout the academy, students will learn the history of golf, etiquette, rules and how golf contributes to a healthy lifestyle.

All non-school district personnel involved in this program will be required to obtain a criminal record check.

EXPECTATIONS:

The following benefits are expected as a result of implementing the Golf Academy:

- improved school climate as a result of meeting the needs of individual learners
- improved attendance as a result of enhancing connections between students and their school
- increased number of students involved in 'active living' through healthy choices
- increased level of community involvement as volunteers, instructors, and role models
- increased parent involvement and parent satisfaction with the variety of courses offered

IMPACT ANALYSIS:

All students enrolling in the Golf Academy will be attending Rutland Senior Secondary School during the school year. The program will be open to any student in grades 9 - 12. A minimum of twenty-four participants will be required per section.

APPENDIX A

FINANCIAL IMPLICATIONS (approximate)

Expenditures

Two Certified Canadian Professional Golf Association Instructors (at 44 days)	\$10,440
Transportation: 31 days @ \$130	\$ 4,030
Facility and Course Fees (including fifteen 9 hole rounds of golf) (value added Jr. Membership at The Okanagan Golf Club)	\$ 7,800
Equipment (mats/hitting net)	\$ 290
Kit – golf shirts and hat x 24	\$ 840

Total Expenditures \$23,400

Revenue

24 students at <u>\$975 per academy participant</u>	Total Revenue \$23,400
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The academy will run under the instruction of two certified Canadian Professional Golf Association (CPGA) Instructors, each CPGA Professional will be instructing groups of 12 students, while 12 students are playing on a course.

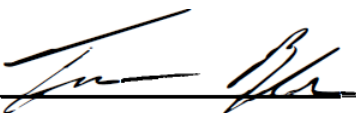
ACCESSIBILITY: The Golf Academy is an equity-based program and will provide access to students regardless of ability to pay for the program. As per Board Policy 425R, "*a student will not be excluded from any educational program due to financial hardship*". Where there are financial challenges, parents are asked to contact the Principal directly and confidentially.

COLLABORATION: Rutland Senior Secondary consulted with Tim Frechette from George Elliot Secondary, Paul Janke from Okanagan Mission Secondary School, Clay Stothers, Connor Kozak, James Grassie, and Dan Matheson from The Okanagan Golf Club, as well as local golf businesses to establish a comprehensive program for the Academy. The Golf Academy will be promoted through the Parent Advisory Council, Parent Information Evenings, and the course selection handbook. Information will also be included on the school's website and in the school newsletter.

EVALUATION: The success and continuation of the program will be reviewed annually based on the following:

1. feedback from staff, students, parents and community
2. enrollment within the Academy
3. the impact of cost / expenses for the program

CONSULTATION: The Golf Academy was discussed and unanimously endorsed at the January 21, 2020, Rutland Secondary School Parent Advisory Council meeting. Approval from the PAC was received at that meeting.



PAC Vice-President - Teresa Banka



Memorandum

Date: February 14, 2020
To: Education and Student Services Committee
From: Terry-Lee Beaudry, Deputy Superintendent of Schools
Prepared by: Vianne Kintzinger, Assistant Superintendent
Info Item: Academies offered in the Central Okanagan Public Schools

1.0 ISSUE STATEMENT

Policy 540 - Proposals For Substantive Change (Distinct Schools, Unique Programs And Specialty Academies)

The Board of Education is committed to serving the diverse educational needs of students while focusing on student achievement. The Board may, within the parameters of provincially prescribed and/or locally developed curriculum, support school, parent and/or community-initiated educational programs, or Proposals for Substantive Change which provide a particular educational emphasis and/or philosophy. Depending on the actual program established, there may or may not be a charge associated with provision of the program; however, the District's financial hardship policy (Policy 425 and 425R: Student Fees) will apply. Should schools want to establish a distinct school, unique program or specialty academy, the Superintendent must first be consulted and then a proposal for substantive change must be approved by the Parent Advisory Council and submitted to the Board of Education for final approval. In order to be considered for implementation at the beginning of September, the Board must receive the proposal by no later than the last day of February.

Specialty Academy - An educational program, at the middle and secondary level, that emphasizes a particular sport, activity or subject area, and meets the prescribed criteria set out in the regulations (BC Ministry of Education Specialty Academy Criteria Regulation 219/08 dated September 30, 2016). Fees may be charged with respect to the direct costs incurred in providing the specialty academy which are above the costs of a standard educational program.

2.0 ADDITIONAL INFORMATION

In the Central Okanagan Public Schools, the following academies are currently being offered in the middle and secondary schools:

Secondary School Name	Academy Name 2019-2020	Total Enrollment
Middle Schools		
Canyon Falls	Hockey Skills Academy	21
CNB	Outdoor Education	110
DRK	Golf Academy 9	28
DRK	Soccer Academy 9	27
KLO	Hockey Academy	29
GMS	Hockey Academy	41
SMS	Outdoor Education Academy	39
Secondary Schools		
KSS	Academy of Indigenous Studies	26
RSS	Academy of Indigenous Studies 10-12	40
RSS	Pre Lifeguard Academy	27
RSS	Soccer Academy	53
RSS	Baseball	20
RSS	Hockey	27
OKM	Golf Academy	30
OKM	Hockey Canada Skills Academy	22
OKM	Hockey Academy - Advanced Skills	44
OKM	Hockey Academy 8-9	49
OKM	Soccer Academy	55
OKM	Swim Academy	30
MBSS	Academy of Indigenous Studies 9-12	143
MBSS	Baseball Academy	30
MBSS	Golf Academy	27
MBSS	Soccer Academy	52
MBSS	Hockey Academy	25
MBSS	Fire Academy	16
MBSS	Outdoor Education Academy 9	119
GESS	Hockey Academy 9-12	20

3.0 DEPUTY SUPERINTENDENT'S COMMENTS

With the intent to graduate each student with dignity, purpose, and options, the Board of Education's approved academies provides more opportunity for students to explore their interests, skills and passions while attending school.