

**BOARD OF EDUCATION OF SCHOOL
DISTRICT NO. 61 (GREATER VICTORIA)
EDUCATION POLICY DEVELOPMENT COMMITTEE
REGULAR MEETING
AGENDA**

Chairperson: Trustee Catherine Alpha

Monday, February 3, 2014 – 7:00 PM

Location: Boardroom - Administrative Offices, Tolmie Building

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

ITEM	PRESENTER	STATUS	ATTACH
1. Approval of Agenda			
2. Approval of Education Policy Development Committee Meeting Minutes – <i>January 6, 2014</i>			Pgs. 1-2
3. Business Arising out of the Minutes			
4. Public Request to the Committee			
5. Correspondence Referred to the Committee			
6. Motions Referred to the Committee			
7. General Announcements			
8. New Business			
A. <i>Rugby Academy at Esquimalt High School</i>	<i>Colin Roberts, Principal, Esquimalt High School</i>	<i>Action</i>	<i>Pgs. 3-19</i>
B. <i>Board Authority Authorized (BAA) Courses: Rugby 10, 11, 12</i>	<i>Colin Roberts, Principal, Esquimalt High School</i>	<i>Action</i>	<i>Pgs. 20-33</i>
C. <i>Foundation Skills Assessments</i>	<i>John Gajptman</i>	<i>Info</i>	
9. Adjournment			



Education Policy Development Committee
January 6, 2014 – Tolmie Boardroom

REGULAR MINUTES

Present: **TRUSTEES**
Catherine Alpha, Chair
Bev Horsman
Tom Ferris
Michael McEvoy
Diane McNally
Deborah Nohr
Peg Orcherton
Edith Loring-Kuhanga

Regrets: Elaine Leonard

ADMINISTRATION

John Gaipman, Superintendent
Sherri Bell, Deputy Superintendent
Seamus Howley, Director of Facilities
Jim Soles, Supervisor of Building Projects
Dave Thomson, Principal of Oak Bay High School
Janine Roy, District Principal of Learning Initiatives and Recording Secretary

The meeting was called to order at 7:03 p.m.

Chair Alpha recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

1. APPROVAL OF THE AGENDA

It was moved

That the January 6, 2014 regular agenda be approved.

Motion Carried

2. APPROVAL OF THE MINUTES

It was moved

That the December 2, 2013 combined Education Policy Development and Operations, Policy and Planning Committee Meeting regular minutes be approved.

Motion Carried

- 3. BUSINESS ARISING FROM MINUTES – none**
- 4. PUBLIC REQUEST TO THE COMMITTEE – none**
- 5. CORRESPONDENCE REFERRED TO THE COMMITTEE – none**
- 6. MOTIONS REFERRED TO THE COMMITTEE - none**
- 7. GENERAL ANNOUNCEMENTS - none**

8. NEW BUSINESS

A. The New Oak Bay High School

Superintendent John Gaipman introduced Oak Bay High School Project Designer Darryl Johnson and Project Architect Adam Fawkes with Hughes, Condon and Marler Architecture who are part of the Design/Build team of Farmer Construction and HCMA Architecture. Superintendent Gaipman also recognized District staff who have been responsible for the Oak Bay Design/Build project from the beginning, including Director of Facilities Seamus Howley, Supervisor of Building Projects Jim Soles and Principal Dave Thomson.

Director of Facilities Seamus Howley gave an overview of the project's history. Construction has been underway since August 2013 and the building contract was awarded to Farmer Construction. This 21st century facility is scheduled to be completed in September 2015. It was recognized that the last new high school constructed in the District was Spectrum Community School in 1976, so it has been a complex and exciting opportunity to develop this innovative facility to meet the needs of current and future students within the Oak Bay community.

Darryl Johnson provided a presentation on the planning and construction of the Oak Bay High School project. Sustainability is a fundamental component of this project by incorporating leading-edge environmental initiatives in relation to Bowker Creek, storm water management, cycling paths and pedestrian walkways. He described the facets of the Arrival Plaza, Student Plaza, Aboriginal Space and the four pillars of excellence of Oak Bay High School incorporated into the building's design: academics, citizenship, arts and athletics. The building will also include community integration: a Performing Arts Center including 430 seat theatre, multi-purpose spaces for learning, athletics areas including two gyms and a fitness facility open to the public after school hours, and a Neighbourhood Learning Centre. The Neighbourhood Learning Center will be open to the community and include a daycare and a teen center, There will be a wide variety of flexible multi-purpose spaces to accommodate learning both inside and outside of classrooms. An overview was given of the school's science wings, general instructional areas in both English and French Immersion, and a collection of classrooms called small learning communities.

Once the walls start to form the construction will happen quickly reported Director of Facilities Seamus Howley. Oak Bay High School Principal Dave Thomson reported that it is unfolding rapidly.

Trustees asked questions and commented on the progress. District staff and Oak Bay High School staff were congratulated for their work with the community to ensure that this is a facility which can be used by both students and community members. Teachers and staff at Oak Bay were recognized for their involvement in the planning from the initial stages, and it was reported that their input was key in many of the details incorporated into the building's design.

Chair Alpha thanked the presenters for their informative presentation. She recognized the importance of sustainability and creating an inclusive community by including a daycare center and a teen center into the design. Chair Alpha expressed appreciation for the work that everyone has done.

9. ADJOURNMENT

It was moved

That the meeting adjourn.

Motion Carried

The meeting adjourned at 8:23 p.m.



OFFICE OF THE DEPUTY SUPERINTENDENT

Sherri Bell, Deputy Superintendent
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4220 Fax (250) 475-4115

Date: February 3, 2014
To: Education Policy Development Committee
From: Sherri Bell
Deputy Superintendent
Re: Rugby Academy at Esquimalt High School

The following motion is being provided for your consideration:

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Rugby Academy at Esquimalt High School.

Esquimalt High Rugby Academy
A Proposal for District Program Status
February 2014

Respectfully Submitted by:

Colin Roberts, Principal & Chairperson

Ed Garlinge, Teacher & Program Coordinator

of the

Esquimalt High Rugby Academy Advisory Committee

Vision

The Esquimalt High Rugby Academy (EHRA) focusses on high caliber athletic participation, academic excellence and character development. The EHRA will provide a quality program that develops all athletes both physically and mentally to create active and well-rounded citizens. By providing a supportive and challenging environment with the help from Rugby Canada's elite athletes, the EHRA will help all athletes to achieve their full potential.

If approved, the program will begin in September of 2014 and will comprise of up to 30 students in grades 9 – 12.

Rationale

In September 2012, members of our community approached the school administration about the feasibility of starting a rugby academy at Esquimalt High. The approach was founded on the basis that although there is significant interest among youth for the sport of rugby, there are relatively limited opportunities for involvement in the sport in Victoria in comparison to other sports offered at the community level. This is particularly true for girls, as the community club system focusses primarily on boys.

The pursuit of athletic excellence serves to promote physical literacy and provide for a healthy active lifestyle, lifelong learning, and the skills and knowledge necessary to motivate students to be self-directed. The EHRA creates an appreciation for the personal benefits of high level training and physical fitness. It is paramount that students learn the principles of training and the specific methodologies that suit their individual development and needs to promote a lifetime of fitness. Although the game of Rugby is used as the primary mode to deliver all aspects and outcomes, the skills learned in the EHRA will be transferable to many life skills.

Goals

- Focus on high caliber athletic participation
- Academic excellence
- Provide a quality program that develops athletes both physically and mentally to their full potential
- Create active and well-rounded citizens

Curriculum

Framework of Instruction

The Academy class will be scheduled in the last block of the regular school day throughout the entire year. As a result, students in grades 10 through 12 will accumulate 8 credits each year. The designated courses in which students will enroll are:

Year One

Physical Education 9 and Athletic Leadership 9

Year Two

Physical Education 10 and Principles of Rugby 10

Year Three

Physical Education 11 and Principles of Rugby 11

Year Four

Physical Education 12 and Principles of Rugby 12

As the format of the Academy program will require that the students are scheduled into only one block in the timetable each semester, Academy students will be able to access specialized programs based on their educational goals.

Instructional Format

Students will be grouped according to grade level, skill level and gender for skills and tactics involving contact. All skills will be taught with appropriate progressions with an emphasis on safety and proper technique. The result will produce very skilled, technical, safety-conscious athletes.

Personal character development, development of excellent work ethic, teamwork, goal setting, increased awareness of social responsibility, and community service are interwoven through all four years of the program.

Admission Requirements

Upon Board Approval

Students will be expected to complete a school registration/application package and send it to the Esquimalt High School principal. Students will also complete school course forms, identifying the Rugby Academy and other academic selections. The following will serve as selection criteria:

1. Student must be in grade 9 – 12
2. Students must have the ability to balance a full-time educational program with a high performance training program
3. Students must have demonstrated responsible behaviour and positive attitude
4. Demonstrate determination, commitment and a desire to play at the competitive level
5. If accepted, students must register as a full-time student at Esquimalt High

Interested students must complete an application package consisting of:

- Application Form (Appendix 1)
- Player Statement (Appendix 2)
- Player Code of Conduct Form (Appendix 3)
- Parent Statement (Appendix 4)
- Teacher/Administrator checklist (Appendix 5)
- A copy of the most recent report card

In the case of oversubscription, admission will be based on the strength of the application and a wait-list will be established. Teacher references may be contacted and students may be interviewed. Upon acceptance to the program, students must adhere to the code of conduct form submitted with application.

Intake Process

Step 1

The Academy coordinator and school principal will contact applicants and families. The goal of this meeting will be to go over codes of conduct and general expectations of the program, assess the suitability of the student, and answer any questions, to support a smooth transition into the program.

Step 2

Academy staff will select applicants based on evidence of understanding of program goals, academic readiness, and motivation to commit to program. There needs to be 26-30 successful applicants for the program to be established.

Step 3

Students will come to school for transition meetings with staff and receive timetables for the following school year. Athletes will receive tours of the school and facilities at this time.

Program Administration

Staff

The principal of Esquimalt High School will be responsible for the administration of the Esquimalt High Rugby Academy. The day-to-day functioning will be assigned to the program coordinator, Mr. Garlinge.

Rugby Canada players and coaches with high levels of experience will form the coaching staff. The Esquimalt High Rugby Academy administrators will use Regulation 6145.02 as a guideline to ensure all community coaches meet or exceed district expectations. All coaches will be required to submit to a criminal record check and to sign the Coach's Code of Conduct (Appendix 7) in addition to the Community Coach Application Form and the Community Coach Commitment Form associated with Regulation 6145.02.

Facilities

The school's existing facilities will be used: school field, gymnasium, weight room, and class room. There is also a possibility of using local community parks such as Bullen Park. Some additional training may be done using local all-weather fields.

Financial Information

The Academy will not require any financial support from the School District and will be entirely self-supporting. Students/families will be expected to pay only for those aspects of the program that are considered to be enhancements over and above that which the school provides for students to meet the Ministry's learning outcomes.

The potential costs for the Academy will be in line with comparable academies on Vancouver Island. Appendix 6 outlines the expected financial commitments of each player. If there are overages at the end of the school year, families will be reimbursed or will have their fees offset for the following school year.

The program will include fundraising opportunities for all players, and that money will be used to offset Academy fees. No student will be denied the opportunity to join the Academy due to financial considerations.

An Annual General Meeting, open to all members associated with the Academy, will be held each November. An Annual Budget Meeting will be held each February. This meeting will also be a public meeting, open to anyone who has an interest in the financial operation of the Academy.

Benefits

Academy students will receive outstanding instruction that will provide them with the rugby skills to compete at the highest level of their potential. The EHRA will foster personal character development, excellent work ethic, teamwork, and goal setting skills in the students who enroll in the program. These students will demonstrate increased awareness of social responsibility, self-esteem, and connectedness to both school and community.

The Academy model is an extremely cost-efficient method of providing student athletes with the opportunity to benefit from high performance training within the public school environment. These highly committed student athletes will enhance many other existing programs and clubs in the school. We anticipate that the Academy students will be positive role models, setting a high standard of behavior and commitment to education.

In offering a new “program of choice” within our district, the range of educational pathways for students will be expanded and the capacity to meet individual student needs extended. The Academy will also make efficient use of local parks and facilities, and add to the array of opportunities available within the Esquimalt community.

We believe the impact on other secondary programs and secondary schools will be minimal because of the relatively small size of our program. We anticipate enrolling 30 students in grades 9 – 12 in the Academy’s first year, with a maximum of another 30 students in the following year, for a maximum total of 60 students in the program.

Community Support

The following groups have expressed their full support for the development of the Esquimalt High Rugby Academy: Township of Esquimalt; the Esquimalt High School Alumni Association; Rugby Canada; representatives of the Seaspan ULC (Victoria Shipyards); and representatives of the Esquimalt Rugby High Program Advisory Committee.

In September 2012 the Esquimalt High Parent Advisory Council (PAC) was informed of the approach from the community. The PAC Executive and members expressed immediate support for the concept. The PAC fully ratified the proposal later in the fall after a presentation from the Esquimalt High Rugby Academy Advisory Committee.

The school staff has expressed overwhelming support for the Academy and is eager to see the positive effects the Academy will have on both Esquimalt High and the community.

Similar Programs

Although there are successful school-based rugby academies on a global level (Ardmore Rugby Academy and Leicester Academy in England, New Zealand Rugby Academy), there are very few Canadian models. Currently there is the Upright Rugby Academy in the Toronto area and a school academy in Calgary. Shawnigan Lake School promotes itself as offering “rugby academy opportunities”. In the North Island, The Tsunami Academy promotes rugby development, but does it in support of school programs and clubs; it does not operate as a credit course in the school system.

In School District 61, there are six sport academies which are all operating successfully. The Rockheights Hockey Academy, the Soccer Academy at Reynolds, the Baseball/Softball Academy at Lambrick Park, the Hockey and Lacrosse Academies at Spectrum, and the Curling Academy at Esquimalt are all serving specific needs of students. If Esquimalt High were to be approved to operate a Rugby Academy it would be unique to the school district, and it would resonate with the community and our country’s commitment to athlete development.

Esquimalt High Rugby Academy Application Package and Checklist

1. Application Form (Appendix 1)
2. Player Statement (Appendix 2)
3. Player Code of Conduct (Appendix 3)
4. Parent Statement (Appendix 4)
5. Teacher/Administrator Checklist – to be completed by current teacher/administrator
(Appendix 5)
6. Copy of most recent report card

Students are responsible for ensuring that the above registration package is completed and submitted to the school by _____ 2014.

Incomplete applications will not be considered.

Appendix 1

Esquimalt High Rugby Academy Application Form

Complete the application package that follows and return it to Esquimalt High School by _____2014

Application Information:

Name: _____

Parent/Guardian Names: _____

Complete Mailing Address: _____

Home Phone: _____ Work: _____

Cell: _____

Parent/Guardian email address: _____

Current School: _____ Current Grade: _____

Athletic Achievements (and/or teams played for and positions played)

Academic Achievements (special acknowledgements, honour role, awards of merit, etc.)

References (coaches, supervisors, employers, teachers/mentors, etc.) Please list 3.

1. _____
2. _____
3. _____

Current Administrator (name, school, phone number)

Appendix 3

Esquimalt High Rugby Academy Player Code of Conduct

At the Esquimalt High Rugby Academy “Commitment” is regarded as central to all involvement in the Academy. Athletes show their commitment to their team and their school by regular, punctual attendance at all classes, training sessions, and games. In addition, athletes demonstrate respect by being properly prepared for all activities both in the classroom and on the field. The following code of conduct will be adhered to by all EHRA Athletes to ensure full participation and proper commitment:

EHRA Athletes will:

1. Attend all classes, practices and games on time.
2. Maintain at least a passing grade in all courses both academic and elective.
3. Be a good citizen both on and off the field. This means being respectful to all staff, students, and property at Esquimalt High.
4. Adhere to the Esquimalt High Student Code of Conduct.

While participating in rugby practice and play:

5. Be punctual for training and matches and keep your teacher informed if unavailable.
6. Remember that skill development, fun and enjoyment are the most important parts of the game.
7. Play to the laws of the game and accept without question, or comment, all the referee’s decisions.
8. Control your emotions. Verbal or physical abuse of team mates, opponents or match officials is not acceptable in any circumstances.
9. Always remember that you owe a duty of care to your opponents. Tackle hard but fairly; do not intend to hurt your opponent.
10. Listen and act on instructions given to you by your teacher, coach or any adult responsible for any activity you may be involved in.
11. Be a good sport - Winning and losing is part of sport: Win with humility – lose with dignity.
12. Recognize good play by ALL players on your team and the opposition.
13. Be responsible and safety conscious at all times.
14. At the end of the match thank your opponents and the referee for the match.
15. Respect other people and their possessions and report any damage to the teacher and/ or coach.
16. Treat all players as you would like to be treated. Do not interfere with, bully or take unfair advantage of any player.

Any breach of these conducts while on the school property (including behavior in the classroom) will be reported to an Academy teacher, administrator, or coach.

The range of consequences includes:

- Official letter of reprimand and contact of parent/guardian
- Suspension of match/game play
- In-school suspension
- Out-of-school suspension
- Letter of apology to be written by athlete addressed to all those affected
- Expulsion from the EHRA

In addition to the Code of Conduct, EHRA Athletes are encouraged to:

Understand that if an individual or group of young players believe that they are not being treated in an acceptable manner that they have the right to tell an adult – namely the teacher, coach, or the program administrator in the first instance.

While attending the Esquimalt High Rugby Academy whether in the classrooms, the hallways, on the fields, or on tour, your behaviour at all times reflects on you, your parents, the school, and everyone associated with you.

Athlete

By signing this document, I, _____ acknowledge all the above mentioned codes of conduct and vow to adhere to all codes. I am aware of the consequences should I breach any part of the code.

Signature: _____ Date: _____

Parent/Guardian

I, _____ am the lawful parent/guardian of the above mentioned athlete and am aware they are bound by the above mentioned code of conduct. I am also aware of the inherent risks of playing a contact sport and give full permission for my son/daughter to participate in all training and games.

Signature: _____ Date: _____

Appendix 5

Esquimalt High Rugby Academy Teacher/Administrator Checklist

Student Information

Name: _____

Current School: _____ Grade: _____

Teacher/Administrator Information

Name: _____

Email: _____ Phone _____

School at which you worked with the applicant: _____

Student Qualities

Academic Achievements: _____

Behaviour: _____

Attitude: _____

Dedication/Commitment: _____

Sportsmanship: _____

Leadership: _____

Other Comments: _____

Signature: _____

Date: _____

Appendix 6

Potential Budget

It is expected that students will need to pay approximately \$1000.00 a year, which could be lowered by funding sources such as Pacific Institute of Sport, Rugby Canada, Corporate Sponsorship, local businesses and team fundraising.

The student fees will be used to offset the following costs:

1. Honoraria (\$400.00)
 - Rugby Canada Coaches and Instructors

2. Supplies & Equipment (\$250.00)
 - Team uniform (socks, 2 jerseys, warm up top, track suit)
 - Rugby equipment such as balls, medical supplies, coaching equipment

3. Program Administration (\$50.00)
 - Office supplies
 - Creating Rugby Passport and monitoring progress

4. Facility Costs (\$150.00)
 - All weather field rentals
 - Officials fees
 - Van fee for transport to local games

5. Player Transport (\$150.00)
 - Tournament entry fees
 - Bus rental for out of town games

Yearly fundraising will be a part of the program to supplement the costs of the program

Appendix 7

The Esquimalt High Rugby Academy Coach Code of Conduct

Young people join the Esquimalt High Rugby Academy for a variety of reasons and it is the duty of the coach to recognize this and stimulate continued participation. Coaches have a responsibility to ensure that all youngsters are given the opportunity to fulfill their aspirations in a caring environment with the emphasis on:

FUN – ENJOYMENT – SATISFACTION – SKILL DEVELOPMENT

1. Recognize the importance of fun and enjoyment when coaching young players.
2. Appreciate the needs of the players before the needs of the sport; most learning is achieved through “doing”.
3. Be a positive role model – always lead by example.
4. Keep winning and losing in perspective – encourage young players to behave with dignity in all circumstances.
5. Provide positive verbal feedback in a constructive and encouraging manner to all young players both during coaching sessions and matches.
6. Plan and deliver sessions which are matched to the young players’ ages and abilities as well as their physical and mental development.
7. Ensure all young players are coached in a safe environment – adequate equipment, facilities and first aid equipment on hand.
8. Never allow a player to train or play when injured.
9. Ensure good supervision of young players, both on and off the pitch.
10. Recognize that young players should never be exposed to unacceptable risk of injury.
11. Ensure that your knowledge and coaching qualifications are in line with the Greater Victoria School District Regulations.

I agree to adhere to the principles outlined above.

Signature: _____ Date: _____



OFFICE OF THE DEPUTY SUPERINTENDENT

Sherri Bell, Deputy Superintendent
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4220 Fax (250) 475-4115

Date: February 3, 2014

To: Education Policy Development Committee

From: Sherri Bell
Deputy Superintendent

Re: Board Authority Authorized (BAA) courses: Rugby 10, 11, 12

The following motion is being provided for your consideration:

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the following Board Authority Authorized courses: Rugby 10, Rugby 11 and Rugby 12.

District Name: Greater Victoria

District Number: 61

Developed by: Ed Garlinge, Colin Roberts, Jen Chambers

Date Developed: February 2014

School Name: Esquimalt High

Principal's Name: Colin Roberts

Board/Authority Approval Date:

Board/Authority Signature

Course Name: Principles of Rugby 10 -12

Grade level of Course: 10 - 12

Fine Arts or Applied Skill: "FA" or "AS"

Number of Course Credits: 4 credits (per grade)

Number of Hours of Instruction: 100 (per grade)

Prerequisites: None

Course Synopsis

This course is designed to have students learn a variety of scientific principles, techniques and methodologies pertaining to the human body. Topics will include anatomy, physiology, biomechanics, care and prevention of athletic related injuries, sports nutrition, sports psychology, and team sport dynamics. The mode will vary from classroom studies to individual and team activities with a focus on the sport of rugby. Through these modes students will learn the practical use of these methodologies and principles. In addition to physical skills learned in this class, important life skills will also be covered. These skills include: goal-setting, leadership, time management, conflict resolution, communication, social responsibility, and community service.

Rationale

The pursuit of athletic excellence serves to promote physical literacy and provide for a healthy active lifestyle, lifelong learning and the skills and knowledge necessary to motivate students to be self-directed. This course creates an appreciation for the personal benefits of high level training and physical fitness. It is paramount that students learn the principles of training and the specific methodologies that suit their individual development and needs to promote a lifetime of fitness. Although the game of rugby is used as the primary mode to deliver all aspects and outcomes, the learned skills in this course will be transferrable to many life skills.

ORGANIZATIONAL STRUCTURE

- Three 80 minute blocks of rugby skills and fitness training per week will occur within the timetable. Students will be grouped according to grade level, skill level and gender for skills and tactics involving contact. All skills will be taught with appropriate progressions with an emphasis on safety and proper technique.
- Two 80 minute blocks of classroom instruction will occur per week within the timetable. All students will be grouped together for in-class game analysis and lessons pertaining to skills, tactics, and strategies.

The units that are found throughout all grades are not necessarily consecutive or limited to the section in which they are found. There are many cross curricular connections throughout the courses. The outcomes are designed to integrate the theory and practice of the game of rugby, deepening the students' understanding and skills as the grades progress.

Students in each grade will be evaluated and assessed using a similar framework to the board approved courses associated with the Reynolds Soccer Academy and the Spectrum Hockey Skills Academy. Some units will be taught concurrently (e.g. Fitness will be taught throughout the year with other units) while others will follow a natural order of progression (i.e. fundamental skills like passing and catching will be taught before support play and team patterns). All of the prescribed learning outcomes have been created in collaboration with Rugby Canada and the Esquimalt High Rugby Advisory Committee.

Grade 10

Unit	Title	Time
Unit 1	Fitness: Sports Injuries + Nutrition	20
Unit 2	Rules & Regulations: Variations + Referee Signals	20
Unit 3	Coaching Rugby: Pre-Season Programs	20
Unit 4	Support Play + Team Patterns	20
Unit 5	Introduction to Strategies and Tactics	20

Grade 11

Unit	Title	Time
Unit 1	Fitness: Biomechanics	20
Unit 2	Rules & Regulations: Specific Laws	20
Unit 3	Coaching Rugby: In-Season Programs	20
Unit 4	Defensive Strategies and Tactics	20
Unit 5	Offensive Strategies and Tactics	20

Grade 12

Unit	Title	Time
Unit 1	Fitness: Psychology of Sport	20
Unit 2	Rules & Regulations: Application & Clarification	20
Unit 3	Coaching Rugby: In-Season/Post Season Programs	20
Unit 4	Advanced Strategies and Tactics	20
Unit 5	Rugby Dynamics	20

LEARNING OUTCOMES

Grade 10

Unit 1: Fitness: Sports Injuries + Nutrition

20 hours

Students will become familiar with the principles of team-building. They will work together in a cooperative and collaborative environment developing the basic skills required to build connections and relationships with others. In addition they will learn about the care and prevention of athletic injuries and develop a sports nutrition plan for themselves.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of team/group dynamics through the application of collaboration skills
- Demonstrate an understanding of the value of interdependence through a variety of multi-disciplinary games
- Demonstrate an understanding of the common sports related injuries and how to care and prevent them
- Develop a nutritional plan specific for themselves and follow it for a period of 10 weeks
- Develop and maintain a fitness log for the duration of pre/in/post season (September to June)

Unit 2: Rules and Regulations: Variations & Referee Signals

20 hours

Students will add to their understanding of the basic laws of Rugby and learn the variations within the laws. They will also learn the conduct within the game and the appropriate methods of communication with a referee.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of U19 rules and how they are different from IRB League rules
- Demonstrate an understanding of 7 a-side Rugby and how the rules differ from 15 a-side
- Demonstrate an understanding of the primary, secondary, and tertiary hand signals a referee uses throughout a game
- Demonstrate an understanding of the touch judge signals and the role of the assistant referee
- Demonstrate appropriate communication and conduct with officials

Unit 3: Coaching Rugby: Pre-Season Programs

20 hours

Students will learn the basics of setting up and completing practices for pre-season programs. They will complete a 4 week pre-season practice plan including skills, fitness, and nutrition.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of pre-season practices by creating, implementing and evaluating a 4 week practice plan for a designated age group (age will depend on which group the athlete would like to work with: elementary, middle school, or high school. They also may create a pre-season program which they will run the following year as grade 11's for the younger players)
- Demonstrate an understanding of the role of fitness development in pre-season practices
- Demonstrate an understanding of the role of skill development in pre-season practices
- Demonstrate an understanding of the role of nutrition in pre-season practices

Unit 4: Support Play and Team Patterns

20 hours

Fundamental to the success of all team sports is the development of support play and team patterns. Students will demonstrate an understanding of basic support plays and team patterns such as supporting the ball carrier, rucking over, and deep, wide attack. In addition, they will increase their awareness as to when certain plays are appropriate.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of a ruck and a maul and when it is appropriate to do
- Demonstrate how to support the ball carrier and maintain an attacking position
- Demonstrate a basic understanding of the scrum and know when and where it is used
- Demonstrate a basic understanding of the line out and the various advantages to numbers and options
- Demonstrate a basic understanding of what constitutes a penalty and when/ what type of play to use

Unit 5: Introduction to Strategies and Tactics

20 hours

Students will become familiar with basic defensive and offensive strategies and tactics. A major factor in the game of Rugby is knowing when and where to execute certain team organized patterns. Students will learn how to recognize these opportunities and practice executing them in a variety of conditions.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of flow pattern while on offense
- Demonstrate an understanding of when we might use X pattern on offense
- Recognize how to respond when an attacking team has a one or more man advantage
- Demonstrate an understanding of person to person defense
- Demonstrate an awareness of what needs to happen at the break down

INSTRUCTIONAL COMPONENTS

Direct Instruction

Analysis of Self/Peer feedback/performance

Peer and Partner Instruction

Interactive Instruction

Experiential Learning

Modeling

Brainstorming

Guest Speakers

Indirect Instruction

Self-Evaluation

Rugby Theory and Resource Analysis

Portfolios

Group Work & Independent Study

ASSESSMENT

Assessment will follow the same standards for physical education and current board approved courses (Principles of Soccer at Reynolds and Principles of Hockey Skills at Spectrum)

ASSESSMENT COMPONENTS

Formative

Summative

Self and Peer Evaluation

Participation

Skills/Fitness

Portfolio/Passport

Grade 11

Unit 1: Fitness: Biomechanics

20 hours

Students will become familiar with the mechanics associated with the structure and function of the human body. Athletes will familiarize themselves with the laws of mechanics as they are applied in order to gain a greater understanding of athletic performance and to reduce sport injuries. In addition, a variety of team-building and cohesion activities will enable students to work together to solve problems associated with mechanical advantage and efficient human performance.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of basic energy transfer systems in the human body
- Demonstrate an understanding of how force vectors work in the human body
- Demonstrate an understanding of the Kinetic Chain Theory and how that effects strength, power, and endurance
- Demonstrate an understanding of how an increased awareness of biomechanics can increase the efficiency of human performance

Unit 2: Rules and Regulations: Specific Laws

20 hours

CURRICULUM ORGANIZER

Students will move from a general knowledge of general rules of rugby to more specific laws which will enhance their understanding of the game. This increased awareness will create clarity while on the field and improve decision making. The specific laws chosen are aspects of the game which can be confusing and are often highly subjective based on the referee's perspective.

It is expected that students will:

- Demonstrate an understanding of the Advantage law (#8) through proper positioning
- Demonstrate an understanding of the Offside/Onside law (#11) through proper positioning defensively and offensively
- Demonstrate an understanding of the Ball on Ground law (#14)
- Demonstrate an understanding of the Mark law (#18) by practicing a variety of situations
- Demonstrate an understanding of the Penalty and Free kicks law (#21) by practicing a variety of kicks

Unit 3: Coaching Rugby: In-Season Programs

20 hours

Students will learn the basics of setting up and completing practices for in-season programs. They will complete a 4 week in-season practice plan including skills, fitness, and nutrition.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of in-season practices by creating, implementing and evaluating a 4 week practice plan for a designated age group (age will depend on which group the athlete would like to work with: elementary, middle school, or high school. They also may create an in-season program which they will run the following year as grade 12's for the younger players)
- Demonstrate an understanding of the role of fitness development for in-season practices
- Demonstrate an understanding of the role of skill development for in-season practices
- Demonstrate an understanding of the role of nutrition for in-season practices

Unit 4: Defensive Strategies and Tactics

20 hours

Students will learn specific defensive strategies and tactics associated with the game of Rugby.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of ABC defense at the breakdown
- Demonstrate an understanding of proper defensive body position
- Demonstrate an understanding of player positional defense at the scrum
- Demonstrate an understanding of player positional defense during lineouts
- Demonstrate an understanding of player positional defense during penalties

Unit 5: Offensive Strategies and Tactics

20 hours

Students will learn specific offensive strategies and tactics associated with the game of Rugby.

It is expected that students will:

- Demonstrate an understanding of scrum plays, and the skills associated with executing those plays
- Demonstrate an understanding of line out plays, and the skills associated with executing those plays
- Demonstrate an understanding of free kick and penalty plays, and the skills associated with executing those plays

INSTRUCTIONAL COMPONENTS

Direct Instruction
Peer and Partner Instruction
Experiential Learning
Brainstorming
Independent Study
Analysis of Self/Peer feedback/performance
Rugby Theory and Resource Analysis

Indirect Instruction
Interactive Instruction
Modeling
Group Work
Guest Speakers
Self-Evaluation
Portfolios

ASSESSMENT COMPONENTS

Formative
Summative
Self and Peer Evaluation
Participation
Skills/Fitness
Portfolio/Passport

Grade 12

Unit 1: Fitness: Psychology of Sport

20 hours

Students will be introduced to theoretical, research, and applied issues in Sport and Exercise Psychology. Focusing on the inner athlete will provide the student with a broad understanding of the field of Sport and Exercise Psychology. Theories that have been developed to help understand behaviours related to sport and exercise participation will be covered. In addition, students will be working in a co-operative group setting where they will explore the effects of visualization and mental preparation on goal setting and human performance.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of the importance of evidence-based practice in the realm of Sport and Exercise Psychology
- Develop the ability to implement basic mental skill strategies
- Demonstrate an understanding of the applicability of Sport and Exercise Psychology
- Demonstrate the effectiveness of team cohesion through group goal setting and accomplishment

Unit 2: Rules and Regulations: Application & Clarifications

20 hours

CURRICULUM ORGANIZER

Students will continue to refine their understanding of the laws of Rugby by acting as officials for a variety of intramural game activities. Students will also be given the opportunity to take a referee's certification course offered over a weekend in the early Spring.

It is expected that students will:

- Demonstrate an understanding of the Rugby laws by officiating at least 4 intramural games
- Demonstrate an understanding of the laws of Rugby by completing a game analysis form outlining the major calls and events of an international Rugby match
- Demonstrate an understanding of the laws of Rugby by playing the game with focus and clarity

Unit 3: Coaching Rugby: In Season/Post Season Programs

20 hours

Students will apply the knowledge and experience they have gained by setting up and completing practices for in-season and post season programs. They will complete a 6 week in/post-season practice plan including skills, fitness, and nutrition.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of in/post-season practices by creating, implementing and evaluating a 6 week practice plan for a high school or club team
- Demonstrate an understanding of the role of fitness development for in/post -season practices
- Demonstrate an understanding of the role of skill development and refinement for in/post -season practices
- Demonstrate an understanding of the role of nutrition for in/post -season practices

Unit 4: Advanced Strategies and Tactics

20 hours

Students will learn the specific plays associated with the strategies both defensively and offensively. They will also learn the specific skills related to improve and further develop the tactics needed to execute the appropriate strategies.

CURRICULUM ORGANIZER

It is expected that students will:

- Demonstrate an understanding of the variety of plays from a scrum
- Demonstrate an understanding of the variety of line outs
- Demonstrate an understanding of the variety of penalty plays
- Demonstrate the necessary running skills, lines of attack, and lines of defensive pressure

Unit 5: Rugby Dynamics

20 hours

Students will learn about the variety of dynamic situations during a game of Rugby. They will be exposed to many situations where they will have to make fast decisions, communicate quickly and effectively execute tactical patterns.

It is expected that students will:

- Demonstrate a higher level of understanding of the game of Rugby through proper positioning and efficient ball movement
- Demonstrate a high level of situational awareness by effectively communicating plays and anticipating opponents' movements
- Demonstrate a high level of understanding of the game of Rugby by being able to play a variety of positions

INSTRUCTIONAL COMPONENTS

Direct Instruction
Peer and Partner Instruction
Experiential Learning
Brainstorming
Independent Study
Analysis of Self/Peer feedback/performance
Rugby Theory and Resource Analysis

Indirect Instruction
Interactive Instruction
Modeling
Group Work
Guest Speakers
Self-Evaluation
Portfolios

ASSESSMENT COMPONENTS

Formative
Summative
Self and Peer Evaluation
Participation
Skills/Fitness
Portfolio/Passport

LEARNING RESOURCES

Videos/YouTube streamed instructional videos
Resource Books
Conference Material
BCRU Newsletters/Website
IRB Newsletters/Website
Authentic Documents (magazines, newspapers, etc.)
PISE Journals and Periodicals
Rugby Canada (guest speakers, coaches, articles, etc.)

WORKS CITED

SD 61 BAA courses
Title: Principles of Soccer 10 and 11
Developed by: Dave Ravenhill/John Atterbury
School: Reynolds Secondary

Title: Spectrum Hockey Skills Academy
Developed by: Darren Smith
School: Spectrum Secondary

SD 73 BAA courses: <http://www3.sd73.bc.ca/education/content/board-authorized-authority-courses>

BC Gov. BAA approved list of courses and synopsis
https://dsweb.bcsta.org/docushare/dsweb/Get/Document-68860/2011-BAA_Database_Extract.pdf

The Association between School-Based Physical Activity, Including Physical Education, and Academic Performance

Date:

Thursday, April 1, 2010

Published By:

U.S. Department of Health and Human Services April 2010

Teaser:

There is a growing body of research focused on the association between school-based physical activity, including physical education, and academic performance among school-aged youth

Link:

http://www.cdc.gov/HealthyYouth/health_and_academics/pdf/pa-pe_paper.pdf

There is a growing body of research focused on the association between school-based physical activity, including physical education, and academic performance among school-aged youth.³⁻¹⁰ To better understand these connections, this review includes studies from a range of physical activity contexts, including school-based physical education, recess, classroom-based physical activity (outside of physical education and recess), and extracurricular physical activity. The purpose of this report is to synthesize the scientific literature that has examined the association between school-based physical activity, including physical education, and academic performance, including indicators of cognitive skills and attitudes, academic behaviors, and academic achievement.

SD 73 BAA list of courses

<http://www3.sd73.bc.ca/education/content/board-authorized-authority-courses>

Human Performance 11 (Brock Secondary School)

Human Performance 11 (Football)

Human Performance 10

Pride Rugby Academy

Dubai British School

Emirates Hills

Dubai

111 000

Tel: 00971554997426

<http://www.pitchero.com/clubs/priderugbyacademy/a/code-of-conduct-4258.html>

The High School Zion Road Rathgar Dublin 6

Tel: 01-4922611

Fax: 01-4924427

<http://www.hsdrugby.com/page11.php>

IRB Website

<http://www.irblaws.com/index.php?&language=EN>

<http://education2.uvic.ca/Faculty/thopper/Web/452/Units2003/Steph%20Hugh/introduction.htm>

Thomas, Russell W., New Zealand Rugby Football Union Skills and Drills Manual

Queen's University

School of Kinesiology and Health Studies

Dr. Amy Latimer

<http://www.queensu.ca/skhs/sites/default/files/PHED165CourseSummary.pdf>