

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

Chairperson: Trustee Catherine Alpha

Monday, April 7, 2014 – 7:00 PM

Location: Shoreline Middle School - 2750 Shoreline Drive

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>March 3, 2014</i>			Pgs. 2-5
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>	Action	Pgs. 6-24
B. <i>The Canoe Project: Sharing BCSTA Presentation on Structuring Schools to Improve Engagement and Wellness</i>	<i>Kim Strom, Principal Shoreline Middle School</i>	Info	
C. <i>Motion 1</i>	<i>Trustee McNally</i>	Action	Pg. 25
D. <i>Motion 2</i>	<i>Trustee McNally</i>	Action	Pg. 25
9. Adjournment			



**Combined Education Policy Development Committee
and
Operations, Policy and Planning Committee Meeting
March 3, 2014 – GVSD Board Office, Boardroom**

REGULAR MINUTES

Present:

Catherine Alpha, Chair, Education Policy Development Committee, Elaine Leonard, Chair, Operations, Policy and Planning Committee, Tom Ferris, Bev Horsman, Edith Loring-Kuhanga, Michael McEvoy, (arrived 7:25 p.m.), Diane McNally, Deborah Nohr, Peg Orcheron

Administration:

Sherri Bell, Acting Superintendent of Schools, Debra Laser, Secretary-Treasurer, Pat Duncan, Associate Superintendent, Katrina Ball, Associate Secretary-Treasurer, Kim Munro, Director of Human Resource Services, Doreen Hegan, Recording Secretary

The meeting was called to order at 7:05 p.m.

Chair Leonard 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 March 3, 2014 regular agenda be approved.

Motion Carried

2. APPROVAL OF THE MINUTES

It was moved:

That the February 3, 2014 Education Policy Development Committee Meeting regular minutes be approved.

Motion Carried

It was moved:

That the February 11, 2014 Operations, Policy and Planning Meeting regular minutes be approved.

Motion Carried

3. BUSINESS ARISING FROM MINUTES – None

4. EDUCATION POLICY DEVELOPMENT COMMITTEE - Trustee Alpha, Chair

A. Board Authority Authorized (BAA): History of Rock and Roll

Tammy Renyard, Vice Principal, Spectrum Community School and Chris Parker, Teacher, Spectrum Community School reviewed the components of a new BAA course: History of Rock and Roll. Trustees asked questions and provided comments.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: History of Rock and Roll.

Motion Carried Unanimously

5. OPERATIONS, POLICY AND PLANNING COMMITTEE – Trustee Leonard, Chair 7:45 p.m.

A. PRESENTATIONS - None

B. SUPERINTENDENT’S REPORT

1. Student Trustee

Acting Superintendent Bell informed the Committee that she has met with all secondary school Principals to review the selection process for a Student Trustee. She confirmed that each school will have its own selection process. Ms. Bell presented her plan to work directly with selected students in order to prepare them for the role and to inform them on topics such as governance, meeting structure, and policy and regulations. Ms. Bell advised that she would engage the students in designing the selection process. A Student Trustee/Representative could be in place by June 2014.

2. Sub-Committee on Public Engagement

Chair Leonard informed the Trustees that the format for approval of the remaining items in draft bylaw 9360.01 *Question Period During General Meetings of the Board of Education* will change to majority vote instead of consensus. At the May 2014 Operations, Policy and Planning Committee meeting, the draft Bylaw 9360 *General Meeting of the Board* and draft Bylaw 9360.1 *Question Period During General Meetings of the Board of Education* will be presented for final review. Chair Leonard led the discussion on items 5, 8, 9, 10, 11 and 12 of draft bylaw 9360.01.

The following items were agreed upon by Trustees:

Item 2 - remove

Item 5 - change wording from “may” to “will”

Item 8 - no changes

Item 9 - keep only the sentence “All questions will be included in the board minutes unless ruled out of order.”

Item 10 - no changes

Item 11 - change wording from “additional” to “inordinate”

Item 12 - remove

C. FINANCE AND LEGAL AFFAIRS

1. WorkSafeBC

Kim Munro, Director of Human Resource Services, reviewed the staff changes that took place in the Human Resource Services department in 2013 stating that Michael Colussi, Manager, Occupational Health and Safety, and Amanda Stuyt, Senior Occupational Health and Safety Advisor, both left the department and were not replaced. Christine Merner joined the department in October 2013 as Occupational Health and Safety Advisor. In December 2013, School District No. 23 (Central Okanagan) was contracted to monitor all WorkSafeBC claims and WCAT appeals.

Kim Munro, Director of Human Resource Services reviewed the types of WorkSafeBC accident claims between 2009 and 2013 for all employee groups combined, and the accident types and number of claims for CUPE 947, CUPE 382 and the GVTA in 2013.

D. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS - None

E. NEW BUSINESS/NOTICE OF MOTION

1. Trustee McNally - Student Action Plan

Trustee McNally requested that her motion be referred to the March 24, 2014 Board of Education meeting.

That the Board of Education of School District No. 61 (Greater Victoria) opt out of the BCSTA Stability for Students Action Plan and announce that decision publicly.

2. Trustee Nohr - Class Size and Composition

Whereas the 2002 legislated changes to class size and composition were not made at the specific request of trustees that the Board of Education of School District No. 61 (Greater Victoria) write a letter to the Premier and the Minister of Education requesting the following: withdrawal from the appeal, negotiating through the labour relations board a stay of implementation of the 2002 collective agreement provisions that would disrupt student learning in the current school year, provision for adequate funding to cover all costs relating to grievances and settlements arising from the judgment, provision for adequate funding to ensure that districts are able to return to compliance with the collective agreements that are now in effect and continue negotiations in good faith to achieve a new collective agreement prior to the beginning of the 2014-2015 school year.
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Chair Leonard ruled the motion out of order because two similar motions were debated at the February 11, 2014 Operations, Policy and Planning Committee meeting and were defeated.

Trustee Nohr challenged the Chair's ruling.

Chair Leonard called for a vote on the ruling of the Chair.

For: Trustees Horsman, Orcherton, Ferris, Leonard, and McEvoy

Against: McNally, Nohr, Alpha and Loring-Kuhanga

3. Trustee McNally - Needs Budget

Trustee McNally requested that her motion be referred to the March 24, 2014 Board of Education meeting.

That the Board of Education of School District No. 61 (Greater Victoria) submit to the Province only a needs budget that includes remedies as needed to cancel the ongoing structural deficit in SD61, and costs for implementing the retroactively restored language in the BCTF Collective Agreement.

4. Trustee Nohr - Department Expenses for 2013-2014

Trustee Nohr presented her motion and rationale. Discussion ensued amongst the Trustees.

Chair Leonard reminded Trustees that the 2014-2015 operating budget and the list of budget reduction options will be presented at the March 26, 2014 special board budget meeting.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) request the Secretary-Treasurer to provide a line item summary of each department's 2013-2014 expenses with a focus on specific projects, initiatives and district activities and excluding staffing as well as basic operational costs to be presented at the March 24, 2014 Board meeting.

Motion Defeated

For: Trustees Nohr, Alpha, Loring-Kuhanga, and McNally

Against: Trustees Orcherton, Horsman, McEvoy, Ferris, and Leonard

F. GENERAL ANNOUNCEMENTS - None

G. ADJOURNMENT

It was moved:

That the meeting adjourn.

Motion Carried

The meeting adjourned at 9:40 p.m.



Associate Superintendents' Office

556 Boleskine Road,
Victoria, British Columbia, V8Z 1E8
Fax 250-475-4115

Dave Pitre, Associate Superintendent 250-475-4133
Pat Duncan, Associate Superintendent 250-475-4117

Date: April 3, 2014

To: Education Policy Development Committee

From: Pat Duncan
 Associate 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
March 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. We will make an exceptional effort to include all athletes who want to be part of this program. By providing a supportive and challenging environment with the help from Rugby Canada's elite athletes (see Appendix 8 - letter from Rugby Canada), 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.

This program will provide an opportunity for students to achieve a positive attachment to both school and community, regardless of their socio-economic background. Students who are at risk of leaving the school system or are vulnerable to the social pressures that adolescents encounter will be able to access this program to help them develop physically, mentally, and emotionally.

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 (see Appendix 8); the Township of Esquimalt (see Appendix 9); 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 2

Esquimalt High Rugby Academy Player Statement Form

Please indicate your reasons for applying to the Esquimalt High Rugby Academy. Include your athletic and academic goals.

Name: _____

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: _____

Appendix 8



TO / À: Whom it May Concern.

FROM / DE: Gareth Rees

CC / CC: Tom Woods

DATE: Jan. 28, 2014

SUBJECT/OBJECT: Esquimalt Rugby Academy

To Whom it May Concern:

I have been asked by Mr. Tom Woods to provide a letter of support for the fledgling Esquimalt High School Rugby Academy. It is without hesitation that I do so.

Rugby Canada has recently established our National Team Headquarters at our Centre of Excellence in Langford and the close proximity to Esquimalt High School augers very well for our ability to support the Academy in many facets.

We have access to expertise in all areas of coaching in the sport of Rugby and provide specialized coaches for specific areas of the game such as forward and back play, kicking, scrimmaging and line-outs and general team play. Not only will our many men and women athletes be able to support and offer guidance to the academy athletes but some of our professional coaches will also be available on occasion to provide expertise and advice.

This support will also extend beyond the rugby field as we have a full Individual Support Team (IST) with expertise in sports psychology, strength and conditioning and nutrition. We are proud that all our athletes and coaches strive to be exceptional role models for younger students.

Rugby Canada does not charge for the support we provide for organizations in communities across Canada such as the Esquimalt High School Rugby Academy. The proximity of Esquimalt to our home base in Langford makes this opportunity all the more enticing, and we wish the Academy all the best in getting up a running as soon as possible.

Please do not hesitate to contact me directly if I can provide any further information.

Yours in Rugby,

Gareth Rees
National Program Manager Rugby Canada

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Appendix 9



CORPORATION OF THE TOWNSHIP OF ESQUIMALT

Municipal Hall, 1229 Esquimalt Road, Esquimalt, B.C. V9A 3P1
Website: www.esquimalt.ca Email: info@esquimalt.ca

Voice: (250) 414-7100
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Office of the Mayor

March 26, 2014

Colin Roberts, Principal
Esquimalt High School
847 Colville Road
Esquimalt BC V9A 4N9

Dear Principal Roberts:

The Township of Esquimalt lends its support, in principle, to your plans to develop a Rugby Academy at Esquimalt High School. We believe that this initiative further demonstrates the School District's commitment to provide local athletes with development opportunities that might otherwise not exist. These creative opportunities encourage increased enrollment in our schools and further supports our community development.

We wish you all the best with your plans to establish a Rugby Academy at Esquimalt High School.

Sincerely,

A handwritten signature in cursive script that reads "Barbara Desjardins".

Barbara Desjardins
Mayor

Motion 1

McNally: That all personnel accounted for (in addition to the proposed reduction in clerical support and reduction in Learning Mentor FTE) under “Learning Initiatives” be reassigned to appropriate positions in SD61, and the department “Learning Initiatives” be closed.

Motion 2

McNally: That SD61 halt implementation of wifi router installation and any related activity in schools immediately and for the 2014-15 school year, and apply the District’s share of material, bandwidth and labour savings to the 2014-15 budget plan, savings to be itemized and provided in a detailed spreadsheet to the Board.