1. CALL TO ORDER
   The Chair will call the meeting to order and recognizes that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

2. ADDITIONS TO THE AGENDA

3. DELETIONS TO THE AGENDA

4. CHANGE IN ORDER

5. APPROVAL OF THE AGENDA

6. APPROVAL OF THE MINUTES

   6.1 Minutes - January 13, 2013

      That the Minutes of the January 16th, 2013 Education Committee Meeting be approved.

7. PRESENTATIONS

   7.1 Amy Collum
       Little Ferns Young Parents Program

8. EDUCATIONAL UPDATE - Report from John Blain, Deputy Superintendent
Please note that the proceedings of this meeting are being recorded to assist in the preparation of the minutes of the meeting. The recording of this meeting are records of the School District, as defined in the Freedom of Information and Protection of Privacy Act, and as such may be the subject of access requests under the Act.

8.1 ERASE - Francine Frisson, Assistant Superintendent

8.2 Professional Learning Community/Staff Development

- Dave Street LSS
- Diane Goodman Brechin
- Jill Wilkie McGirr
- Susann Young FJN
- Trish McKay Chase River (PLC at Gabriola)
- Darren Brick Mt. View
- Peter Hewitt Quarterway
- Karen Proctor JBCS

8.3 Deputy Superintendent's Report

9. CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING

There was no correspondence referred from the January Board Meeting.

10. UNFINISHED BUSINESS

11. NEW BUSINESS

11.1 Beach Volleyball Academy at Woodlands Secondary

11.2 Baseball Academy at Wellington Secondary

12. QUESTION PERIOD

Questions from the audience must be submitted in writing and given to the Board’s Executive Assistant (Cathy Kelt) for submission to the Chair. The question period is intended to enable the public to obtain clarifying information regarding a current agenda item.

*Forms are available in the information rack near the entrance of the Board Room*
Please note that the proceedings of this meeting are being recorded to assist in the preparation of the minutes of the meeting. The recording of this meeting are records of the School District, as defined in the Freedom of Information and Protection of Privacy Act, and as such may be the subject of access requests under the Act.

13. ADJOURNMENT
THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
MINUTES OF EDUCATION COMMITTEE
HELD JANUARY 16, 2013

PRESENT:
Trustees
K. Howland, Chair
D. Allen
B. Bard
J. Brennan
D. Neary
T. Saunders
S. Welch

Staff
D. Hutchinson, Superintendent/CEO
J. Blain, Deputy Superintendent
S. Sproston, Manager of Information Systems
D. Reimer, Director of Communications
C. Kelt, Executive Assistant

ABSENT
N. Curley
B. Robinson

IN ATTENDANCE
J. Green, NDTA Rep
J. Smith, CUPE Rep
T. Watson, NSAA Rep
A. Cameron, DPAC Rep

CALL TO ORDER
The Chair called the meeting to order at 6:00 pm and recognized that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

ADDITIONS TO THE AGENDA
There were no additions to the Agenda this evening.

DELETIONS TO THE AGENDA
Chair Howland advised that the Anti-Bullying Erase presentation would be on the February Agenda.

CHANGE IN ORDER
There was no change in order to the Agenda this evening.

APPROVAL OF THE AGENDA
IT WAS MOVED BY Trustee Brennan
IT WAS SECONDED BY Trustee Bard

Folio
E13/01/16-01

That the Agenda be approved as amended.
CARRIED UNANIMOUSLY
APPROVAL OF THE MINUTES

IT WAS MOVED BY Trustee Neary
IT WAS SECONDED BY Trustee Allen

Folio E13/01/16-02

That the Education Committee Minutes from the December 5, 2012 meeting be approved.
CARRIED UNANIMOUSLY

PRESENTATIONS

There were no presentations this evening.

EDUCATIONAL UPDATE – Report from Mr. John Blain

John Blain reported on the following:

- Organization and Operations
  - Review of LIF fund for Secondary semester staffing
  - Secondary Exam Week Proposal
  - Liaising with the Ministry on the ERASE program and Threat Assessment
  - Coordinate “Success for All”
  - Coordinate FSA process in Schools

- Human Resources
  - Interviewed 32 TTOC candidates
  - Developing guidelines for investigations
  - Future principal and vice-principal assignments to District pool
  - Hiring an Instructional Coordinator

- Board
  - Continue to work on Strategic Plan
  - Communications
  - developing communication plan for “Success for All”
  - continued support for Self-Regulation and Response to Intervention Learning Project

- Secondary School Semester End Assessment Guidelines and Schedule

CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING

There was no correspondence referred from the November Board Meeting.
UNFINISHED BUSINESS

WIFI Update - S. Sproston
Manager of Information Systems

Mr. Sproston joined the Committee members at the table. Mr. Sproston said that WIFI has a tendency to be an emotional item. Mr. Sproston said he was not an expert on WIFI safety and that he relied on the information provided by the BC Provincial Health Officer. He has stated that there is no convincing evidence that WIFI exposure constitutes a threat to the health of BC residents. Mr. Sproston said, that as part of our on-going commitment to student safety, the district will review the guidelines as set out by Health Canada on an ongoing basis.

Trustees asked that the link to BC Provincial Health Office website be added to the document prior to being posted on the website.

NEW BUSINESS

Anti-Bullying ERASE
F. Frisson, Asst. Superintendent

Deferred to the February Education Committee Agenda

Student Presentations at Board Meetings - Trustee Saunders

Trustee Saunders presented the following motion for consideration.

IT WAS MOVED BY Trustee Saunders
IT WAS SECONDED BY Trustee Brennan

That the Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) that students of individual schools be encouraged to make presentation at Regular Board Meetings to inform the Board Trustees of events and/or any other events occurring in their schools.

Motion to Amend

IT WAS MOVED BY Trustee Allen
IT WAS SECONDED BY Trustee Welch

That the motion be amended by replacing the word "encourage" with "invited".

CARRIED UNANIMOUSLY
IT WAS MOVED BY Trustee
IT WAS SECONDED BY Trustee

Folio
E13/01/16-05

That the Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) that students of individual schools be invited to make presentations at Regular Board Meetings to inform the Board Trustees of events and/or any other events occurring in their schools.

CARRIED UNANIMOUSLY

QUESTION PERIOD

There were no questions this evening.

ADJOURNMENT

IT WAS MOVED BY Trustee Neary
IT WAS SECONDED BY Trustee Brennan

Folio
E13/01/16-04

That the meeting be adjourned.

CARRIED UNANIMOUSLY

The meeting adjourned at 7:20 pm.
LITTLE FERNS
EARLY LEARNING CENTRE

YOUNG PARENT PROGRAM
of SD# 68
Who:
The Ferns Association for Young Children and Families, non-profit Society and Board of Directors, with AMY COLLUM, M.A.Ed., E.C.E, Executive Director, partnered with SD# 68 to successfully apply for a $500,000.00 grant from the Ministry of Children and Family Development (MCFD).

When:
a new Y.P.P. program for B.C.!
In September 2007, Little Ferns Early Learning Centre was built and opened to teen/young adult parents and their infants and toddlers, on the grounds of John Barsby Community School. The second classroom in the centre offered early learning programs for 3-5 year olds.

What is a Y.P.P. program?
Young Parents Programs are legislated by MCFD to be built at a secondary school, offering childcare and early learning programs to children infants – age 5 yrs. while their teen/young adult parent(s) attend an academic program towards graduating grade 12. Their fees are paid by MCFD. Young parents are ages 14-24 years. There are 39 “YPP”s in B.C.

A 10 year agreement with MCFD that gave SD# 68 a mortgage-free centre with 2 classrooms.
What Does THE FERNS believe?

F: family needs in a family centre program.
E: early education and graduation outcomes.
R: resources in partnership with the Community High School and its community groups.
N: nurturing parents in the education and care of their infants, toddlers and preschoolers.
S: services and support.

Society's grow best when the youngest and oldest, most fragile and most strong come together in caring relationships.

Little Ferns Early Learning Centre provides teen parents the right to graduate, seniors the right to participate and infants, toddlers and preschoolers the right to grow and learn.
What does Little Ferns Do?

Little Ferns employs 6 fulltime Early Childhood Educators, 1 half day cook, a program co-facilitator, an office assistant and the Executive Director, Amy Collum.

When:
Little Ferns is open year round, Monday–Friday, 7:30-5:15...
Offering exceptional early years programming.

What else does LITTLE FERNS DO?

Partners with John Barsby Community School:

- Family Studies- guest presenter,
- Art, Drama, Music class participation!
- Junior Leadership-students gr 9-12

Partners in the School District:

- Supporting young parents in returning to school!
- Counseling pregnant and parenting teens,
- Meeting with administration and student support teams in all district programs including VAST, Learn@ Home re/registered students.
- Supporting academic outcomes and graduation transitions!
- Part of the EARLY YEARS programs.
And more...

Programs that support Teen Parents personal development:

- **Nobody’s Perfect Parenting Group**
  - A ten week parenting group that looks at child development from birth to age 5 years and what is typical behavior!
  - Participants will explore positive, nurturing and effective parenting techniques to use with their own child(ren).
  - Open to SD# 68 teen parents and community parents.

- **PIVOT- girls program**
  - Throughout this ten week program participants will be provided with many valuable life skills, hands on experiences and group interactions.
  - Participants will be challenged to *think another way* to examine any limiting beliefs they may hold them back from achieving, having and being what they want most in their life.
  - Open to SD# 68 students ages 16-18 yrs
Programs that support teen parents and their child ....

**Parent Child Mother Goose**

A 10 week group experience for parents and their babies and young children which focuses on rhymes, songs, and stories.

Parents gain skills and confidence which can enable them to create positive family patterns during their children's crucial early years, and give their children healthy early experiences with language and communication.

**Food Security**

- Little Ferns offers snacks and hot lunches daily for the children and any teen parent helpers.
- Little Ferns provides every teen parent with a Quality Foods Grocery Certificate each month they are attending school!

**Transportation Security**

Little Ferns provides every teen parent with a monthly bus pass while attending school!
Grandmas and Grandpas Club

Senior Volunteers coming into the early years classes weekly for early literacy, fine arts and rocking babies!

“Older persons can serve as resources and role models to children. They can help children explore and build necessary developmental skills for scholastic achievement and self-esteem” (Carbonell, 2003)

Play Therapy and working with MCFD

“Children’s relationships influence their well-being, development, and learning. Trusting, loving, two-way relationships with adults...in their families and in the wider community are essential to early learning”

(British Columbia Ministry of Education, Early Learning Draft 2007).

- Family Court appearances
- Family Case Conferences and Team Meetings
- Working with Family reunification plans
- Play therapy for traumatized young children.
- HOME VISITING program
- Child in Care
Additional Community Partners...

Nanaimo Child Development Centre
- Working with families with children in need of supports.
- Speech Therapy
- Occupational and Physiotherapy
- Behavioral Supports
- Classroom Support Workers
- Team/Family Meetings

- V.I.H.A. Vancouver Island Health Authority
- Lunchtime Info Sessions for Teen Parents (Dental, Car Seat Safety, Nutrition)
- CLASSROOM programs: Dental Kit for preschoolers, Fluoride Treatments and Dental Screening for infants and toddlers.
What does The Ferns and Little Ferns give to SD# 68 and the Greater Community?

**SD# 68 Nanaimo Ladysmith**

- **Increased Enrollment**, resulting in increased Min.Ed. funding, per student, per year since 2007.
  - *to date approx $442,500.00 @ avg. $7500.00/per student ($73,750.00/yr)
- Counseling time, lessening workload.
- Student Academic Program Support re attendance, course adjustment, graduation transitions.
- Family Studies class presentations re/ sexuality, child development, family budgeting.
- Exceptional quality Early Years programming.
- Placement for Jr.Leader volunteer hours.
- Participation in Healthy Start and Parent Night Out events.

**Greater Community**

**V.I.U. Vancouver Island University**

Mentoring Students on practicums:
- Early Childhood Education,
- Nursing,
- Child and Youth Care

**Dad’s Day Out and Man in the Moon- Teen and community Dads events.**

**Vancouver Island Regional Library**

- Facilitated Parent Child Mother Goose

**2010 per student funding**

$8341.00

* to date: 57 F.T. students returned/continued in SD# 68 and 4 part-time (1/2 way through year). *
And Little Ferns Young Parents Program means teen parents in SD# 68 Nanaimo, Ladysmith can become strong, independent, well educated parents, with the support of our partnership!

An investment in knowledge pays the best interest.  
Benjamin Franklin

Education is the most powerful weapon which you can use to change the world.  
Nelson Mandela

Thankyou, Amy Collum
Little Ferns is proudly a Partner of SD# 68 EARLY YEARS programs and student supports,
http://www.sd68.bc.ca/EarlyYears/index.html

- Licensed by the Ministry of Health
- The Ferns Association for Young Children and Families,

![Certification Documents]

- Downtown Rotary, Zonta Club, Elks, VIU Secret Santas
- Community funding by:
  - M.C.F.D.
  - Downtown Rotary, Zonta Club, Elks, VIU Secret Santas

Amy Collum
Little Ferns Young Parents

Page 18 of 136
Web: www.erasebullying.ca

IF THIS IS AN EMERGENCY CALL 911 NOW! (or your local police authority, if you do not have 911).

You deserve to feel safe, respected and welcome at your school.

Are you being bullied? Witnessed someone else being bullied?

Are you, or someone you know, at risk of hurting yourself or someone else?

Despite how you might feel, you aren’t alone. ERASE is an anonymous and confidential online reporting tool for students.

Report it.

REPORT NOW

[ FEEDBACK ] [ PRIVACY POLICY ] [ ABOUT ERASE ]

Supported by:
IF THIS IS AN EMERGENCY CALL 911 NOW!
(or your local police authority, if you do not have 911).

What city or town are you in? [required]

What school do you go to? [required]

Continue
Report it.

IF THIS IS AN EMERGENCY CALL 911 NOW!

DON'T WORRY! no personal information about you will be reported unless you choose to provide additional details or unless it is necessary to enable the Board of Education and school staff to appropriately respond to your bullying report.

Fields marked with an asterisk (*) are required.

*What type of bullying are you reporting?

_________

* What happened?

Continue
There have been 6 reports in total since Erase launched in November 2012.

<table>
<thead>
<tr>
<th>School</th>
<th>Date</th>
<th>Behaviour (H.I.B.)</th>
<th>1) Student Reports to Erase</th>
<th>2) Erase Sends Report to DAC</th>
<th>3) DAC sends report to School</th>
<th>4) AO Intervenes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Alt</td>
<td>Nov 16-2012</td>
<td>Parent Concern, re: Bullying Issue</td>
<td>-Yes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Barsby</td>
<td>Nov 16-2012</td>
<td>Gr 8 Female reported ‘teasing’</td>
<td>-Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodlands</td>
<td>Dec 3-2012</td>
<td>AO testing Erase reporting system</td>
<td>-Yes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fairview</td>
<td>Dec 12-2012</td>
<td>Gr 6 Girls - Teasing</td>
<td>-Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NDSS</td>
<td>Jan 19-2013</td>
<td>Gr 8 Female – Cyber Issues</td>
<td>-Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McGirr</td>
<td>Feb 12-2013</td>
<td>Gr 3 Girls Conflict – Parent Report</td>
<td>-Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
E.R.A.S.E

- Overview – Francine Frisson, Assistant Superintendent
- Reporting Tool – Tom Piros
- School Example – Cathal Walsh, Ladysmith Intermediate School
E.R.A.S.E

Anti-Bullying Training

- For Elementary Schools
- One full day of training
- One administrator, one lead staff member
- Qualicum
- March 11, 2013
- Shared with Parksville-Qualicum

Threat Assessment Training

- For Secondary Schools
- Two full days of training
- One administrator, one lead staff member
- Qualicum
- March 12 and 13, 2013
- Shared with Parksville-Qualicum
The goal of ERASE Bullying is to ensure that every child in B.C. feels safe, accepted and respected regardless of their gender, race, culture, religion or sexual orientation.

This strategy will help prevent, identify and stop harmful behaviours by children and adults – whether online, at school or in the community. It ensures consistent policies and practices across all 60 school districts, backed by strong community partnerships.
E.R.A.S.E.
Anti-Bullying Initiative

- Codes of Conduct
- Connectedness
- School Culture
- Ideas to Create Safe Discussions
- Ideas to Promote and Strengthen Diversity
- Bullying
- The Bully, Bystanders, Upstanders
- Managing Social Media and Technology
E.R.A.S.E.
Threat Assessment Training

- Renamed as Level II
- 100% of our administrators are trained
- Many counsellors, teachers, RCMP officers, Community Partners are trained
- Assessing Threats
- Multi-disciplinary Assessments
- Offender Typologies
- Fluidity
E.R.A.S.E.
Threat Assessment Training

- Human Systems Theory
- Open/Closed Systems
- Human Target Selection
- Other potential Warning Signs
- Assessment Model:
  - Personality of student
  - Family Dynamics
  - School Dynamics
  - Social Dynamics
E.R.A.S.E
Continuum

- Preventing Bullying and Ensuring Safe School Communities
- Basic Threat and Risk Assessment
- Advanced Threat and Risk Assessment
- Train the Trainer Threat and Risk Assessment

(Next year there will be more training offered but it will be reversed: Elementary will do the TAT and Secondary will be attending the Preventing Bullying and Ensuring Safe School Communities.)
Professional Learning Communities (PLCs)
The BIG IDEAS of a PLC –
Karen Proctor

• We accept **learning** as the **fundamental purpose** of our school and therefore are willing to examine all practices in light of their impact on learning.

• We are committed to **working together** to achieve our collective purpose. We cultivate a collaborative culture through development of high-performing teams.

• We assess our effectiveness on the basis of **results** rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote **continuous improvement**.
PLCs focus on the Critical Questions of Learning

1. What is it we expect them to learn?
2. How will we know when they have learned it?
3. How will we respond when they don’t learn?
4. How will we respond when they already know it?
The BIG IDEAS of a PLC

• We are committed to working together to achieve our collective purpose.

• We cultivate a collaborative culture through development of high-performing teams.
Need for a Collaborative Culture

“Through our ten-year study, whenever we found an effective school or an effective department within a school, without exception that school or department has been a part of a collaborative professional learning community.”

-- McLaughlin and Talbert (2001)
Professional Learning Communities (PLCs)
Barbsy: Professional Learning Communities (PLCs)

- all staff involved in collaborative team meetings for the last 4 years
- structure changing from year to year. . . “Learning By Doing”
- one year PLC release was provided by admin during assemblies,
- past 3 years: half of teachers supervise groups, other half collaborates
- this year staff is asked to develop an inquiry question or a list their goals (e.g. core learning outcomes and common formative assessments)
Barsby staff works hard to support student learning through collaboration
Some Examples of Past PLC Teams

Science

Technology

Health and Fitness

Social Studies

Mathematics

English and Languages

Student Support Services

Soloists
Professional Learning Communities (PLCs) – *Fledgling*

- **Inquiry is the foundation** of LSS’s PLC, the goal of which is:
  
  ...Valid knowledge relevant to educational activities and programs...

- **Needs to be** - Something of interest, open to being explored, don’t know the answer, clear focus – question

  ...*drive our decision making* rather than:
  - Mindless precedent – the way we’ve always done it
  - Personal precedent – the way I like to do it

- **Of Note:**
  - Assessment in Practice – English Department
  - Vulnerable Learners – Bridges Program / Intro to Math / NWEA

- **Investment:**
  - Time
  - Resources
Brechin PLC: Diane Goodman

- Established 4 years ago
- Provide collaborative time for staff to work together in Professional Learning
- Principal releases staff –students are engaged in DPA activities
- Allowed for school-wide initiatives to be planned and undertaken
- Weak link – Principal guides but is not part of the conversation
- Professional learning, not professional development
- Accountability framework built in
Peter Hewitt - PLC

- all teachers join either “Social Responsibility team” or “Literacy team” aligned with school goals
- teacher-driven, teacher-chaired, admin attends
- meet monthly after school for 30-45 minutes
- staff meeting has “goals” item; PLC time is embedded
- book study groups (after school, sometimes off-site)
- professional learning is valued
- PLC promotes teamwork, problem solving and sharing what works
McGirr PLC - Jill Wilkie

- meetings every Thursday after Big Recess while students eat
- Alternating weeks: Intermediate, then Primary teachers
- Noon Hour Supervisors supervise, Principal and VP also Supervise.
- school plan/initiatives, assessment, Community of Learners, Reading Power, Daily 5, reflection journals, developing student friendly rubrics, etc.
- really productive and professional conversations around teaching, instruction, assessment and evaluation
Professional Learning Communities (PLCs)

Patricia McKay

PLCs + the Strategic Plan:

- Unique needs; Success for All
- RTI
- self-regulation
- Assessment/instruction
- Learning for the 21st Century
Professional Learning Communities (PLCs)
Professional Learning Communities (PLCs)
School District 68 (Nanaimo-Ladysmith)
DEPUTY SUPERINTENDENT'S REPORT

Learning Services
Education Committee Meeting
February 2013

1) Organization and Operations:
   - Coordination of “Success for All”
   - Working with the unions on “Success for All” attendance and communications
   - Coordinate FSA process in schools
   - Beginning to create Budget Strategies
   - Observed French Immersion Registration
   - Implemented a high level district “Threat Assessment” process

2) HR
   - Completed hiring new 22 TTOC’s
   - Continued meetings and discussion with unions on “Success for All” days
   - Communicating with Principals for Return from leave, retirements and transfers

3) Board
   - Continued work for the Strategic Plan
   - Continued work and coordination of the future vision and plan for the next 10-15 years

4) Communications
   - Continued dialogue with unions to promote positive/open dialogue.
   - Coordinate Communication for District Threat Assessment

5) Attachment and Board Requests:
   - Peter Skipper Articles
   - PLC Presentations from School Principals
   - Erase Presentation

John Blain
Deputy Superintendent of Schools
Hello,

It seems great minds think alike and have the same start-up challenges - see article link below. If through collaborative professional learning, we enhanced our judgment, practices and expertise, I think the efficiencies and effectiveness of the remaining time in the classroom would more than make up for the hour lost. Over the course of a week, much instructional time is "lost" with other distractions, most notably behavior management with time on task. If student learning could be made more personalized and engaging, I am sure this investment in research and innovation collaborative time would be more than made up in the quality of instruction and focused learning. If you want to go far, go together. It just seems to make sense. Common sense.


Peter G. Skipper
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School Secretary – Ms. Kim Freer
Phone: (250) 722-2722
Fax: (250) 722-2055

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John,

The Case for Embedded Professional Learning Time

I admire your willingness to run where the brave dare not go because it is the right thing to do. I believe your proposal to create weekly time for staffs to engage in professional learning communities, or whatever name you place upon it, like lesson study, will eventually result in better informed teaching and ultimately more success for more students. The research is quite clear on two things: one is that teachers do make a difference in relative levels of student performance and two is that the right kind of continuous structured teacher collaboration improves the quality of teaching. The weekly collaboration time you propose with the guidance of insightful and skilled leadership will be the tool to engage and merge these facts of teaching life.

Small, incremental refinements of instruction, over time, may result in amplified long term continuous improvement. Little things build to big things so really there are not little things. Teaching as a cultural activity does not change quickly or drastically as it is “emphatically not a reform like process (Stigler & Hiebert, 1999, p. 121)” Small evolutionary changes in practice are much better accommodated as they are built on existing patterns of instruction.

Furthermore, despite the usefulness of research generated by specialists outside the classroom, it has been “notoriously difficult to bridge the gap separating researchers and practitioners” (Stigler & Hiebert, p. 122, 1999). Translating research from one scholarship context into a practical another has proved to be a frustrating challenge based upon my and other principals’ personal experience with staffs. Rosenholz (as cited in Schmoker, 2006, p. 118) found that “teachers learn best not from outsiders but from one another”. Team “internal expertise” was more trusted and provoked less resistance. Dufour (as cited in Schmoker, 2006, p. 125) says that, “teachers learn more from one another, working in teams, than from a single harried supervisor”.

“What teachers know and can do makes the crucial difference in what children learn. And the ways school systems organize their work makes a big difference in what teachers can accomplish (National Commission on Teaching & America’s Future, 1996, p. 5).” The key determinate in student experiences and schooling outcomes is what teachers’ know and do (Rowe, 2003; Darling-Hammond, 1999). “What matters most is quality teachers and teaching, supported by strategic teacher professional development (Rowe, ibid, p.1, italics added).” When researchers ran the numbers in dozens of different studies, every factor under a school’s control produced just a tiny impact, except for one: which teacher the student had been assigned to (Green, 2010, as cited in Sumara & Davis, 2010, p. 4).” Hattie (2009) in a
synthesis of over 800 meta-analyses of what influences student achievement found what teachers do in the classroom account for two-thirds of the top 30 variables.

The Commission (1996) argues that most teachers do not know how nor does the system support them in producing the kind of learning needed for more student success. Bruner (1996) laments at how little attention is paid to the means teachers go about teaching at the expense of emphasizing performance targets and higher standards. The need for a focus on the study of instructional methods to change student achievement is also a concern of Slavin (2002, 2004). Isolating and focusing exclusively on individual teacher quality however, without examining the context of their work, is problematic. District and school cultures are complex and tend to promote certain actions while hindering others (Sparks, 1995). Organizational influences impact the behavior of individuals.

A frequent theme in the research emphasizes the problem of teacher isolation as hindering collaboration to talk about teaching and collaborative ways to improve it. Rarely do teachers have an opportunity to jointly teach with or observe a colleague teach. Teaching is considered a private rather than a public activity. With little direct teaching contact with others, teachers rarely have a reference point upon which to benchmark their own skills. Professional study increases professional interaction and reduces isolation among teachers who collaboratively become their own experts through study and reflection, by action and conversation. This facilitates more confidence in believing in the wisdom of their practice and in their own expertise to solve problems.

Schmoker (2006) states that, “Unlike other professionals, and despite near universal agreement on the importance of teaming, teachers do not work in teams. They do not prepare lessons and assessments together, and they do not test and refine their lessons regularly on the basis of assessment results”. This harmful impact of teacher isolation upon student achievement and success has been widely documented (Wagner, 2004; Schmoker, 2006; Marzano, 2003; Elmore, 2000; Reeves, 2001; Lortie, 1975; Dufour, 2005, Little, 1990; Fullan, 2000). Twenty one researchers (Barth et al, 2004) signed a call for concerted action, which stated in part:

if there is anything that the research community agrees on, it is this: the right kind of continuous, structured teacher collaboration improves the quality of teaching and pays big, often immediate dividends in student learning and professional morale in virtually every setting. Our experience with schools across the nation bears this out unequivocally.
In my personal professional experience I have tried various times to create professional embedded, continuous, collaborative learning communities with adult motivation in mind that involved some choice, interest in getting better at something you value and contributing to the greater good as both a personal and social benefit. I started out with using staff meetings for that purpose, although they were not frequent enough to build a critical mass. I tried covering classes and holding assemblies to free teachers up to collaborate, although they often were hindered by lack of teacher cohesion or leadership without my presence. Other colleagues have offered DPA to the whole school or parts thereof so teachers would get time to collaborate. Most people do not get involved by invitation as there are so many other demands and obligations on their time during a school day. I have found making professional communities work by having the principal on the outside (doing all these things to facilitate it) is distressingly not optimal and hinders embedding the practice as a systemic staff activity. It takes some shaping and leadership to get the job done. You cannot do that as a principal while doing other things if strong teacher leaders are not in your building doing this task while you are engaged elsewhere.

Your proposal to this end is a step in the right direction to scaffold and support greater success for student learning with all staff engaged on a weekly basis. It is an RtL as the process as such is embedded on the premise of teachers knowing how to differentiate instruction or personalize instruction for success for all. I support this initiative as it will provide the frequency and intensity to enhance our practice as learning and then applying and reflecting. We are all learners. Sometimes it takes the support of social and organizational suasion to take the plunge. It is a cultural shift and needs the time to instill it as a habit of mind. Furthermore, with appropriate formative student assessment tools, principals then have the professional learning engine to support teachers and students.

References:


Vancouver Island Beach Academy at Woodlands Secondary

Presented By: Stephen Epp and Ryan Orton
Presented to: Education Committee Members
Nanaimo Ladysmith Public Schools
Date: February 13, 2013
Re: Beach Volleyball Academy Proposal

Thank you for taking the time to hear our presentation. We are excited about the opportunity
to develop this valuable educational program and experience for students in Nanaimo
Ladysmith Public Schools. We are submitting this proposal following the guidelines and
expectations as presented in Nanaimo Ladysmith Public Schools Policy No. 3870. Some of these
components are as follows:

1. It is the goal of the Board to offer programs that promote excellence in instruction and
   optimal achievement for all students.
2. The Board may support community or district initiated programs that bring a particular
   education emphasis to student talents or to particular student needs, within the
   parameters of provincially prescribed and/or locally developed curriculum.

We believe the educational value of a Beach Volleyball Academy at Woodlands Secondary
School will extend beyond the ministries prescribed physical education curriculum. We also
believe that the Beach Volleyball Academy meets the criteria set out in Nanaimo Ladysmith
Public Schools Procedure No. 3870P.

1. It has a clearly articulated program rationale.
2. It acknowledges parental desire for programs with a particular educational emphasis.
3. It fulfills a recognized educational need separate from existing programs and services.
4. (It will) Be funded at the same levels with respect to resources and staff, as those
   established for current grades and program. Any additional costs for establishing or
   maintaining the program will be the responsibility of the school.

School District #68 (Nanaimo-Ladysmith)
The Beach Volleyball Academy will also educationally align itself with the three Prescribed Learning Outcomes (PLO's) for Physical Education 8-10, and the four PLO's for Physical Education 11-12 as prescribed by the ministry of Education. PLO's are defined by Active Living (Grade 8-12), Movement (Grade 8-12), Safety, Fair Play, and Leadership (Grade 8-10) and Personal / Social Responsibility (Grade 11-12). Within each of these outcomes are numerous requirements and expectations, the majority of which will be taught either on the beach courts or in the classroom. Students would also receive four credits from Leadership 9-12 or Life Skills 8.

We feel that this program will also fall under the following school district goals:
1. Meeting each student's unique needs
2. Continuous improvement of instruction and assessment
3. Enhanced facilities for learning

As of July 2010 there were 72 sport speciality academies in British Columbia. In September of 2012, the Southerland Indoor Volleyball Academy, in partnership with Volleyball Canada, opened up with 86 students registering. This number speaks volumes of the demand that exists for these types of educational offerings.

We understand that in order to offer an academy it will necessitate charging a monthly fee to cover costs (beach court costs, instructor fees, transportation, etc.). However, after discussions with our staff committee, parents, students, provincial sport organization, community members and colleagues (that are currently running sports academies) we believe that the desire to run this program will outweigh these costs. The parents and students we have made contact with throughout our community are excited, and supportive of our program’s potential. When looking at the fees for other academies closely related to our proposed academy we found that we have budgeted for one of the lower monthly fees. When looking at other academies within our district we are either on par or below in terms of cost to the students. We will also ensure that no student will be denied entrance into the Beach Volleyball Academy because of financial need. We have set aside financial support within our budget and will be looking for sponsorship for such students.

We believe through conversation and research, a Beach Volleyball Academy at Woodlands Secondary School is desired by parents, students, and community members. A program like this will attract and engage students, has the support of teachers, parents and other community members. We sincerely hope that it will be given the opportunity to fulfill these wants and needs of students for the 2013-2014 school year.

Respectfully submitted,

Ryan Orton  
Teacher

Stephen Epp  
Teacher

Dave Stupich  
Principal

Lorna Riddell  
Teacher / Staff Committee Chair

Beach Volleyball Academy at  
Woodlands Secondary
Letters of Endorsement

1. Mrs. Lorna Riddell, Woodlands Staff Committee Chair

2. Mr. Dave Stupich, Woodlands Principal

3. Mrs. Rhonda Bell, District Principal International Education

4. PAC executive

5. Mr. Chris Densmore, Executive Director Volleyball BC

6. Mr. Rick Bevis, Volleyball B.C., High Performance Committee
   Member and Team Canada Men’s Beach Volleyball Coach, Canadian
   Deaf Sports Association

7. Mr. Maverick Hatch, Team Canada Beach Member and 2016 Olympic
   hopeful

8. Shane Hyde, VIU Campus Recreation Programmer and Varsity
   Women’s Volleyball Head Coach

9. Mrs. Jane Christensen, Parent of a student at Woodlands Secondary
   School
To Whom It May Concern:

It is my pleasure to write this letter in support of developing a Beach Volleyball Academy at Woodlands Secondary.

Ryan Orton and Stephen Epp made a well-organized and informative presentation at our January Staff Committee Meeting. Staff Committee members are supportive of this unique and exciting opportunity for students in our District.

Ryan and Stephen are both well-qualified and enthusiastic about the opportunity to provide another educational alternative for students.

Yours truly,

Lorna M. Riddell

Lorna Riddell

Staff Committee Chair

Woodlands Secondary

liddell@sd68.bc.ca

250-753-2271
February 6, 2013

To whom it may concern:

This letter provides my endorsement of the work to build a beach volleyball academy at Woodlands Secondary School. This potential of a new academy in the Nanaimo Ladysmith Public Schools is an exciting opportunity for students. I fully support the teachers preparing the work for this academy and will be willing to assist them in any possible manner. Thank you for considering this opportunity for the students, coaches, and staff of the District.

Yours truly,

Dave Stupich-Principal of Woodlands Secondary
February 6, 2013

To Whom It May Concern:

Re: Vancouver Island Beach Academy

I am writing this letter in support of the proposed Vancouver Island Beach Academy at Woodlands Secondary School.

As the District Principal for the International Student Education program for the Nanaimo Ladysmith Public Schools, I recruit students from all over the world to attend high school in our district. The four specialized academies that we currently offer in our district are an attractive choice for many students.

We have a number of Mexican, Brazilian and Spanish students who specifically choose to attend Woodlands for the Soccer Academy and in the past, we have had a couple of students from France who also chose Woodlands because they wanted to participate in the Hockey Academy.

The Jazz Academy at Wellington and the Performing Arts Academy at Dover Bay have also been very successful and students who have been a part of these academies have recommended these high schools to many of their friends from their home country.

The recruitment of students to study in BC is very competitive as there are many school districts that have International Student Education programs. I am not aware of any other program who offers a Beach Volleyball Academy and with the increase in interest and the growth in the sport, I believe that presenting this academy to our existing and emerging markets will give us a competitive edge over other school districts and will encourage more students to Nanaimo-Ladysmith Public Schools.

I also believe that any International student who participates in this academy will bring a new “culture” to the classroom adding to the diversity and school environment. This academy will develop positive role models, instill a healthy lifestyle and create leaders not only in Nanaimo but around the world.

I ask you to please consider the development of the Vancouver Island Beach Academy at Woodlands Secondary School.

Sincerely,

Ronda Bell

District Principal - International Student Education.
Woodlands PAC
Chair Al Blake
Secretary Mary Vassilopoulos
Treasurer Janeane Coutu

To whom it may concern,

Please accept this email/letter in support of the proposed Beach Volleyball Academy at Woodlands Secondary.
The Beach Volleyball academy will enhance the Woodlands scope of activities offered in secondary education, and with this in mind we support the proposal submitted by Mr Epp, and Mr Orton.

Thank you,
PAC executive
Re: Vancouver Island Beach Volleyball Academy

To whom it may concern:

I am writing this letter on behalf of Volleyball BC in support of the proposed Vancouver Island Beach Volleyball Academy. In the past few years, more and more volleyball specific programs are appearing in high schools. These programs vary from specialized volleyball PE classes to Volleyball Centre for Excellence programs organized before school. The emergence of these specialized programs has contributed to the continuing growth and development of volleyball in BC.

Since taking over as Executive Director of the organization in May 2012, beach volleyball has been one of the primary focuses with a goal of increasing the overall skill development of the volleyball athletes in the province. The game of beach volleyball offers a unique training environment compared to indoor volleyball. With only two players on the court, the number of contacts that each athlete is receiving increases significantly. There has been lots of recent research around mastery of skill. One of the most talked about philosophies lies in the 10,000 hour rule. Another interpretation of this can be number or repetitions. Beach volleyball offers a unique training and competing environment that will help all volleyball athletes improve their overall skills at a quicker rate than just training indoor volleyball.

In addition to the number of repetitions that athletes receive, beach volleyball is also known for developing athletes that can do every skill. With only two players on the court, if an athlete has a weakness, it will get exposed as players can tactically be forced to perform their weakest skills. Taking this into consideration, beach volleyball coaches train every skill with every athlete. Indoor volleyball offers more specialization into positions, but this can result in athletes not training and being able to execute certain skills. Overall, the more beach volleyball programs that are created across the province will result in improved development of athletes.

In conclusion, Volleyball BC truly supports the initiative of developing a beach volleyball academy in the Nanaimo School District. This amazing program will be a huge benefit to all participants. If any other information is required from Volleyball BC, please do not hesitate to contact myself at executordirector@volleyballbc.ca or by phone at 604-291-2007 ext. 223.

Yours in Sport,

C. Densmore

Chris Densmore
Executive Director

Harry Jerome Sports Centre
7554 Barnet Highway
Burnaby, BC
Canada, V5A 1E7

Telephone: 604.291.2007
Fax: 604.291.2602
E-Mail: contact@volleyballbc.ca
www.volleyballbc.ca

Beach Volleyball Academy at Woodlands Secondary
February 4, 2013

To Whom It May Concern:

I am pleased to offer my support for a Beach Volleyball Academy at Woodlands Secondary in Nanaimo. From the perspective of elite athlete development, Vancouver Island has proven to produce National and International calibre athletes. High quality coaching, climate, beach volleyball facilities and a stable competition calendar have all played a role in Island athlete’s success.

The start-up in 2012 of the Vancouver Island Beach Volleyball Club based in Nanaimo has and will provide further opportunity for elite athlete development. In its first year of training, VIBVC athletes won two Provincial Championships as well as several other Provincial Medals and Top 4 National Championship finishes. I anticipate that many of these athletes will be very interested in attending the Woodlands Academy.

For the past few years, Volleyball B.C.’s Provincial Team program for Beach athletes has been transitioning and is poised to further solidify its role in developing international caliber beach athletes. The Volleyball B.C. High Performance Committee is committed to developing and refining a fully integrated Provincial Team pathway (beach and indoor) with guidance from the CS4L Long Term Athletic Development Model to maximize the potential and opportunities for B.C. athletes. I anticipate that we will continue to place Island and BC Athletes into our Beach Volleyball National Team program.

The opportunity for Nanaimo students to have increased technical, tactical and physical training hours through the Woodlands Academy, will obviously provide the students with a distinct advantage in their development. The recent addition of athletic scholarships for Beach Volleyball in the NCAA has also increased the opportunities for elite student-athletes. This would be an inspiring outcome goal for an Academy participant.

I believe that the Beach Volleyball Academy at Woodlands Secondary, with its central location in Nanaimo, and its proposed full and hybrid model will support SD #68 Strategic Plan and Operational Goals, particularly if they can also build Beach Courts on site.

Yours truly,

Rick Bevis
Volleyball B.C., High Performance Committee Member
Team B.C., Beach Volleyball Coach
Team Canada, Men’s Beach Volleyball Coach, Canadian Deaf Sports Association

Rick.Bevis@vuca.ca
To whom it may concern,

My name is Maverick Hatch. I have been a member of Canada’s beach volleyball National Team since 2009 and am the current National Champion. I first started playing beach volleyball in my second year of post secondary education at VIU – in comparison to my current international competition I got an extremely late start in the sport.

Since beach volleyballs Olympic inception in 1996 (Canada’s first and only beach volleyball Olympic medal) the sport has grown exponentially – more athletes are attending National Team tryouts and the focus is turning to younger athletes in order to develop international success.

Personally, I believe beach volleyball (in comparison to indoor volleyball) develops an athlete’s all-around game to a much higher level. The reason being that athletes must perform every skill within the game of volleyball while on a soft surface, improving the athletes body awareness and movement patterns.

BC produces some of the best athletes in all sports; this is no different within the Beach National Team. However, athletes in other provinces are mainstreaming in beach volleyball at much younger ages allowing for earlier identification for youth, junior, and senior level selections and world championship events.

I never knew what the Olympic sport of beach volleyball was until University. When I decided to push for the Beach National Team I was up against athletes my age who had 2-7 years experience on me. Luckily, I made the team based on my physical characteristics while others in my position were overlooked based on sub-par performances and undertrained skills.

A program like this is the first step towards producing world-class athletes, community leaders, and strengthening the opportunities for BC athletes to find their niche within athletics. My experience with beach volleyball has provided me with more learning opportunities than I could imagine. I’ve developed great time management and communication skills, I’ve become an entrepreneur and successful business person, and discovered more about myself than ever possible had I decided to stick with indoor volleyball.

I can confidently say that because a beach athlete is forced to identify and overcome their on court weaknesses; while an indoor athlete has five other players on court to hide behind a beach athlete has only one. The process of this has a direct influence on an athlete’s ability to evaluate life situations and find success off the court as they do on it.

Sincerely,

Maverick Hatch
Team Canada – 2012 National Champion
www.maverickhatch.com
To Whom it May Concern

My name is Shane Hyde and I hold a few responsibilities in Nanaimo. I am the Owner of Oceanside Outdoor Sport, the largest beach volleyball company on Vancouver Island and one of the largest beach volleyball companies in BC. I am also the Vancouver Island University Women’s Volleyball head coach and the head of Intramural Programming at Vancouver Island University. It was brought to my attention that there is some interest in creating a Beach Volleyball Academy at Woodlands Secondary. The creation of such a program would be extremely beneficial for both male and female students.

As a high performance coach in this field I am always looking for athletes that have the opportunity to play volleyball all year round. The beach volleyball game has adapted into one of the most beneficial tools for the development of youth volleyball both in the gym and out on the sand. The ability to train in this type of Beach Academy setting would give the students involved a greater chance to achieve success at the youth and adult levels. The students would have a better chance at becoming elite players who could go on to receive scholarships both in Canada and the United States. The USA has included Beach Volleyball into the regular NCAA varsity sport programs. Being part of a Beach Academy program would strengthen the chances of being selected to a NCAA Beach volleyball team.

I would fully endorse any program of this kind. I would love to guest coach, promote to future players of mine and help in anyway with connections from my company. I have connections with all types of suppliers that I would gladly pass on to you.

Please feel free to include me in any discussions as this idea moves forward.

Sincerely,

Shane Hyde

Shane Hyde
Vancouver Island University – Campus Recreation Progammer
Vancouver Island University – Varsity Women’s Volleyball Head Coach
Oceanside Outdoor Sport – Owner/Operator
250-740-6405
Shane.Hyde@viu.ca
February 3, 2013

To Whom It May Concern:

Re: The beach academy at Woodlands

My daughter, Keira, is a grade nine student at Woodlands Secondary. Her passion is volleyball. A beach volleyball academy at Woodlands would be a dream come true for her. She is striving toward achieving a scholarship in volleyball and a beach academy at Woodlands would further help her reach her goal.

Even though my daughter already attains A’s and B’s in her academic studies, she actually does better at school when she is playing volleyball.

Keira played beach volleyball last year. She and her partner came seventh in the province. If there had been a beach academy at Woodlands last year, perhaps she and her partner may have placed higher.

As a parent, I want to give my child every opportunity to attain her desires to be the best she can be. Volleyball is her desire. Please grant the proposal for a beach volleyball academy at Woodlands and be a part of my daughter’s dream.

Sincerely,

Jane Christensen

Ph: 250 722 4626
Program Overview

1. Financial
2. Setting and Structure of Beach Volleyball Academy
3. Marketing and promotion program
4. Description of student athletes proposed for the program
Financial

This program will follow the guidelines and principles set out by Nanaimo Ladysmith Public Schools financial policies. We will ensure that all students have access to this program regardless of financial ability. We will not prevent a student-athlete from participating in a school activity due to financial need. Students, as is standard within the district and our school, will be able to fundraise through volunteer work at the school or within the community. Students will also be given the opportunity to find sponsorship within the community.

We will be working with the corporate community to try and find sponsorship for the Beach Volleyball Academy and for individual students. These funds will help reduce the cost of fees for not only students in need, but for all athletes enrolled in the program.

The cost of the program for students will be $600 for the year. They will be required to pay a $200 deposit in May of 2013 to hold a spot in the program. They will then pay $200 in September of 2013 and February of 2014.
Setting and structure of the Beach Volleyball Academy
at Woodlands Secondary School

1. School Board
   Nanaimo Ladysmith Public Schools Board Office
   Superintendent / CEO of Schools: Mr. Dave Hutchinson
   395 Wakesiah Avenue
   Nanaimo, BC
   V9R 3K6
   Phone: 250-741-5335
   Fax: 250-741-5334

2. Contact Information of local school
   Woodlands Secondary School
   Principal: Mr. Dave Stupich
   1270 Strathmore Street
   Nanaimo, BC
   V9S 2L9
   Phone: 250-753-2271
   Fax: 250-753-5429
   Email: dstupich@sd68.bc.ca
   Teacher: Ryan Orton
   Email: rorton@sd68.bc.ca

3. Volleyball BC
   Executive Director: Chris Densmore
   7564 Barnet Hwy
   Burnaby, BC
   V5A 1E7
   Phone: 604-291-2007
   Fax: 604-291-2602
   Email: contact@volleyballbc.ca

4. Volleyball BC — Vancouver Island Region
   Vancouver Island Regional Coach: Stephen Epp
   610 Hillcrest Ave.
   Nanaimo BC,
   V9R 3M7
   Phone: 250-713-1433
   Email: island@volleyballbc.ca
Marketing and Promotion Program

1. Sponsors

We will be approaching community businesses and individuals who support athletic programs within Nanaimo. We have been in contact with the city about developing a partnership with creating beach volleyball courts at Woodlands Secondary School.

2. We have a great working relationship with these media outlets:
   a. Nanaimo Daily News
   b. Nanaimo News Bulletin
   c. The Wave Radio Station
   d. VIU athletics
   e. Volleyball BC
   f. Volleyball BC — Vancouver Island

   • We will promote the program through the Nanaimo Ladysmith Public Schools news.
   • We will be holding a parent information session at Woodlands Secondary once we have received board approval. At this information session we will present the program outline to parents.
   • The Daily News, Nanaimo News Bulletin, and the Wave radio station have agreed to run news releases once the program is approved.
   • We will be creating posters and brochures that will be emailed by Volleyball BC to its members living in the Nanaimo area.
   • We will have posters and brochures available for students at all Volleyball BC run events in Nanaimo.

3. Within the School

   • This will be promoted to all students who are currently attending Woodlands Secondary School.
   • We will also be promoting this program to students who are in the grade 7 at our feeder schools when our counsellors visit the schools.
   • We will hold a parent information session for any parents and students who are interested in participating.
   • We will create brochures and posters to hang up in the career and counselling areas.
   • We will promote the program through our Woodlands Secondary School Website.
Description of student athletes proposed for the program

1. Age classification

The type of program we will be running will be based on the number of students who enrol in the program. Although the program will be open for students in grades 8-12 our key focus for the first year will be on the students in grades 8-10. If enough interest is shown we hope to create a second program and break the students into age groups of 8-10 and 10-12. *Grade 10s will depend on the timetable needs.

We would also like to discuss the possibility of students who are in grade 11 and 12 cross enrolling with Woodlands Secondary and their home school.

2. Ability Classification

Our program will be open to any students of all ability levels who wish to participate. Our focus will be on attracting students who are passionate about beach volleyball and who wish to continue to improve to their maximum potential. Students will also be required to maintain quality academic standards within the classroom. This program is not designed for only the elite athletes, but for everyone who enjoys playing the sport of beach volleyball.

3. Gender classification

This program will be open to both males and females in Nanaimo Ladysmith Public Schools.
Budget
### Projected 2013-14 Yearly Beach Volleyball Academy Budget

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<th>Beach Volleyball Academy</th>
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<th>Expense</th>
<th>Actual</th>
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Personnel
Coaching Resume of Ryan Orton

NCCP Level 2 Volleyball Coach
2012 - Present: Vancouver Island Beach Club Coach
1999 - Present: SD 68 Coach Woodlands
2004 - 2012 BC School Sports Girl Volleyball Zone Director- VI
1999 - 2006 Community Volleyball Coach
2006 - Vancouver Island Volleyball Coach of the Year
1998 - 1999 University of Victoria Volleyball Men’s Head Coach
1998 - University Of Victoria CIS Athlete Men’s Volleyball
1995 - 1997 Camosun College Assistant Coach
1994 - 1999 Labatt’s Tour – Canadian Pro Beach Events
1994 – Malaspina University College “College of Champions” Athlete of the Year.
1994 – Malaspina University College Academic All Canadian
1991 - 1994 Malaspina University College Men’s Volleyball Captain
1988 - 1991 Team BC Volleyball Athlete
Coaching Resume of Stephen Epp

Fully Certified NCCP Level 2 Indoor and Beach Coach
2012 – Present - Vancouver Island Regional Coach for Volleyball BC
2012 - Founder of Vancouver Island Beach Volleyball Club
2007 – Present - Coached within School District #68
2004 – 2011 - Community Volleyball Coach
2011 - Team BC 18U Indoor Coach
2010 - Volleyball BC 14U Coach of the year
2010 - Nanaimo Sport Achievement Awards Finalist High Performance Coach of the Year
2009 - Volleyball BC Athlete Development Coach of the Year
2008 - BC Summer Games 17U Coach Beach
2007 - Team BC 16U Beach Coach
2004 – 2008 - Men’s Assistant Coach at Malaspina University College
2006 – BC Summer Games 15U Coach Indoor
2003 – 2004 – Volleyball Athlete at Malaspina University College
Coaching Resume of Rick Bevis

Fully Certified Level 3 indoor coach and level 2 beach coach
2013 Team Canada Deaf Games Beach Head Coach
2012 Head Coach of the Vancouver Island Beach Academy
2011 Western Canada Games Beach Head Coach
2010 BC Summer Games Beach Head Coach
2009 Team BC Indoor Head Coach - National Team Challenge Cup Champions
2006 BC Summer Games Beach Head Coach
Former Malaspina University College Head Coach
Three CCAA Coach of the Year awards
Coaching Resume of Shane Hyde

Fully Certified Level 2 Beach Coach
2012 Vancouver Island Beach Club Coach
2001-Present – Head Coach of the Vancouver Island University Women’s Program

Accomplishments include:
- Two National Championships
- Five National Silver Medals
- Two National Bronze Medals
- Seven Provincial Gold Medals
- Two Provincial Silver Medals
- One Provincial Bronze Medal
- Three Coach of the Year Awards

1992-Present – Founder of Ocean Side Outdoor Sport (Beach Volleyball Camps and Leagues)
Current Sport Specific Academies in British Columbia
## Appendix 5: Inventory of Sport Schools and Sport Specialty Academies in BC

<table>
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<tr>
<th>School</th>
<th>Sport</th>
<th>City</th>
<th>District</th>
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<td>Hockey*</td>
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### Sport Schools in Canada

35
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**Sport Schools in Canada**

36
<table>
<thead>
<tr>
<th>School Name</th>
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<td><a href="http://students.sfu.ca/recreation/youth_program/sportacademy">http://students.sfu.ca/recreation/youth_program/sportacademy</a></td>
</tr>
<tr>
<td>South Delta Secondary</td>
<td>Hockey</td>
<td>Delta</td>
<td>37</td>
<td><a href="http://www.deltasd.bc.ca/sd">http://www.deltasd.bc.ca/sd</a></td>
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<tr>
<td>South Delta Secondary</td>
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<td>Delta</td>
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</tr>
<tr>
<td>Spectrum Secondary</td>
<td>Hockey</td>
<td>Victoria</td>
<td>63</td>
<td><a href="http://www.spectrumhockey.com">http://www.spectrumhockey.com</a></td>
</tr>
</tbody>
</table>

**Sport Schools in Canada**

Page 33 of 136
<table>
<thead>
<tr>
<th>#</th>
<th>School Name</th>
<th>Sport</th>
<th>City</th>
<th>Zip</th>
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<tbody>
<tr>
<td>64</td>
<td>Spencer Middle School</td>
<td>Hockey*</td>
<td>Sooke</td>
<td>62</td>
<td><a href="http://www.spencernockeyacademy.com/">http://www.spencernockeyacademy.com/</a></td>
</tr>
<tr>
<td>65</td>
<td>Springvalley Middle School</td>
<td>Hockey*</td>
<td>Kelowna</td>
<td>23</td>
<td><a href="http://www.cohockeyskills.ca/">http://www.cohockeyskills.ca/</a></td>
</tr>
<tr>
<td>66</td>
<td>Summerland Secondary</td>
<td>Hockey*</td>
<td>Summerland</td>
<td>67</td>
<td><a href="http://sd67.bc.ca/schools/ass/">http://sd67.bc.ca/schools/ass/</a></td>
</tr>
<tr>
<td>67</td>
<td>Vernon Secondary</td>
<td>Any sport</td>
<td>Vernon</td>
<td>22</td>
<td><a href="http://vss.sd22.bc.ca/">http://vss.sd22.bc.ca/</a></td>
</tr>
<tr>
<td>67</td>
<td>Vernon Secondary</td>
<td>Freestyle Ski</td>
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<td>22</td>
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</tr>
<tr>
<td>67</td>
<td>Vernon Secondary</td>
<td>Hockey*</td>
<td>Vernon</td>
<td>22</td>
<td><a href="http://vss.sd22.bc.ca/">http://vss.sd22.bc.ca/</a></td>
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<tr>
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<td>22</td>
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</tr>
<tr>
<td>68</td>
<td>WA Fraser Middle School</td>
<td>Hockey</td>
<td>Abbotsford</td>
<td>34</td>
<td><a href="http://www.fmshockey.com/academy/home.aspx">http://www.fmshockey.com/academy/home.aspx</a></td>
</tr>
<tr>
<td>69</td>
<td>Whistler Secondary School</td>
<td>Mountain Biking</td>
<td>Whistler</td>
<td>48</td>
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</tr>
<tr>
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<td>Whistler</td>
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</tr>
<tr>
<td>70</td>
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<td>North</td>
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<tr>
<td>71</td>
<td>Woodlands Secondary</td>
<td>Hockey*</td>
<td>Nanaimo</td>
<td>68</td>
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<tr>
<td>71</td>
<td>Woodlands Secondary</td>
<td>Soccer</td>
<td>Nanaimo</td>
<td>68</td>
<td><a href="http://schools.sd68.bc.ca/wdfs/">http://schools.sd68.bc.ca/wdfs/</a></td>
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<tr>
<td>72</td>
<td>Yale Secondary</td>
<td>Hockey*</td>
<td>Abbotsford</td>
<td>34</td>
<td><a href="http://www.yalesecondary.com/">http://www.yalesecondary.com/</a></td>
</tr>
<tr>
<td>72</td>
<td>Yale Secondary</td>
<td>Baseball</td>
<td>Abbotsford</td>
<td>34</td>
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<tr>
<td>72</td>
<td>Yale Secondary</td>
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<td>Abbotsford</td>
<td>34</td>
<td><a href="http://www.yalesecondary.com/">http://www.yalesecondary.com/</a></td>
</tr>
</tbody>
</table>

Hockey*: Hockey Canada Skills Academy
Miscellaneous
THE BOARD OF SCHOOL TRUSTEES OF SCHOOL DISTRICT NO. 68

ACTION SHEET

TO: The Education Committee

FROM: Ryan Orton and Stephen Epp

DATE: February 13, 2013

SUBJECT: Proposed Beach Volleyball Academy at Woodlands Secondary School

Background:

We are excited about the opportunity to develop this valuable educational program and experience for students in Nanaimo Ladysmith Public Schools. We are submitting this proposal following the guidelines and expectations as presented in Nanaimo Ladysmith Public Schools Policy No. 3870. Some of these components are as follows:

1. It is the goal of the Board to offer programs that promote excellence in instruction and optimal achievement for all students.
2. The Board may support community or district initiated programs that bring a particular education emphasis to student talents or to particular student needs, within the parameters of provincially prescribed and/or locally developed curriculum.

We believe the educational value of a Beach Volleyball Academy at Woodlands Secondary School will extend beyond the ministries prescribed physical education curriculum. We also believe that the Beach Volleyball Academy meets the criteria set out in Nanaimo Ladysmith Public Schools Procedure No. 3870P.

1. It has a clearly articulated program rationale.
2. It acknowledges parental desire for programs with a particular educational emphasis.
3. It fulfills a recognized educational need separate from existing programs and services.
4. (It will) Be funded at the same levels with respect to resources and staff, as those established for current grades and program. Any additional costs for establishing or maintaining the program will be the responsibility of the school.

The Beach Volleyball Academy will also educationally align itself with the three Prescribed Learning Outcomes (PLO’s) for Physical Education 8-10, and the four PLO’s for Physical Education 11-12 as prescribed by the ministry of Education. PLO’s are
defined by Active Living (Grade 8-12), Movement (Grade 8-12), Safety, Fair Play, and Leadership (Grade 8-10) and Personal / Social Responsibility (Grade 11-12). Within each of these outcomes are numerous requirements and expectations, the majority of which will be taught either on the beach courts or in the classroom. Students will also receive four credits from Leadership 9-12 and Life Skills 8.

We also feel that this program will fall under the following school district goals:
1. Meeting each students unique needs
2. Continuous improvement of instruction and assessment
3. Enhanced facilities for learning

➢ Staffing and Human Resources:

We believe that both teachers, Mr. Ryan Orton and Mr. Stephen Epp, are fully qualified and trained to provide the instruction needed for such a Choice program to be run, while meeting the Ministry guidelines for Physical Education and Leadership.

Both are experienced teachers and have an extensive background in both indoor and beach volleyball.

➢ Direct Staffing impacts:

We do understand that the creation of the beach academy would likely have an impact upon other physical education courses and/or elective course currently offered. However, we have a number of other academies and sport specific courses already in place. This is giving the students more choice in their educational path.

It is not anticipated that a large number of out-of-catchment students will apply for the beach academy. However, after discussion with Ronda Bell (District Principal of International Student Education) believe that such a program will have a great impact on the recruitment of international students to Nanaimo Ladysmith Public Schools. We have seen this impact with both our Soccer and Hockey Academies in the past.

We believe that should the program be approved and students register in this Choice Program and leave their catchment area school, it is expected that the staffing impact will be very small both at the receiving school and at other secondary schools these students leave. We are investigating the option of cross enrolling students as well.

➢ Facilities Impact:

With the current space available at Woodlands Secondary the facilities impact would be minimal. For the majority of Physical Education time the students will be off-site at the community beach volleyball courts. There are plenty of classrooms available for the Leadership and Life Skills portion of the program.
We would also like to look at the possibility of developing four beach volleyball courts on side at Woodlands Secondary School. This would not only benefit the students involved in the program, but also the other physical education programs within the school.

➢ Program Development and Implementation:

We believe that the beach volleyball academy will result in the creation of one additional block of Physical Education and Leadership (Grade 8’s – Life Skills). We expect the course to fill at 30 students. If we have a large number of students applying, we would re-evaluate increasing the program blocks to accommodate additional students.

Because the program would be a linear course (due to climate and weather for beach academy), the creation of a timetable with appropriate courses will need to be created by Woodlands administration, staff and families of the students in the program. There will also be three phases to the program.

The tables below outline the proposed schedule of the beach academy and the time tables for each grade. *Note these are examples. Academy has been placed in A-block for example purposes.

**Phase 1 Calendar:** September / October (*Depending on the block designation and weather*)

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<thead>
<tr>
<th>Monday</th>
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<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>A: 8-9:30 Bowen Beach Courts</td>
<td>A: 11:45- 1:00 Bowen Beach Courts</td>
<td>A: Leadership / Life Skills 8 Bowen Beach Courts</td>
<td>A: 1:30- 3:00 Bowen Beach Courts</td>
<td>A: Leadership / Life Skills 8 Bowen Beach Courts</td>
</tr>
</tbody>
</table>

* Ongoing Athletic Leadership Projects

**Phase 2 Calendar:** November/December/ January/ February/ March. (*Depending on the block designation and weather*)

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<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indoor Train GYMNASIUM Or Weight</td>
<td>Leadership / Life Skills 8 GYMNASIUM Or Weight</td>
<td>Indoor Train GYMNASIUM Or Weight</td>
<td>Leadership / Life Skills 8</td>
<td>Leadership / Life Skills 8</td>
</tr>
</tbody>
</table>

* Ongoing Athletic Leadership Projects

**Phase 3 Calendar:** March / April/ May/ June (*Depending on the block designation and weather*)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Friday</th>
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<tbody>
<tr>
<td>A: 8-9:30 Bowen Beach Courts</td>
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<td>A: Leadership / Life Skills 8 Bowen Beach Courts</td>
</tr>
</tbody>
</table>

* Ongoing Athletic Leadership Projects

** Ongoing Leadership projects will be outside of class time. There will be both an in and out of class component to comprise the hours of theory and practical in and out of the school.
Grade 8

A. PE (Academy)  
B. English  
C. Science  
D. French

A. Life Skills (Academy – to include CAPP 8 Outcomes)  
B. Math  
C. Fine Arts  
D. Social Studies

Grade 9

A. PE (Academy)  
B. English  
C. Science  
D. Social Studies

A. Leadership (Academy)  
B. Math  
C. H & C / Option  
D. Option

Grade 10

A. PE (Academy)  
B. English  
C. Science  
D. Social Studies

A. Leadership (Academy)  
B. Math  
C. Planning 10  
D. Option

Grade 11

A. PE (Academy)  
B. English  
C. Science  
D. Option

A. Leadership (Academy)  
B. Social Studies  
C. Option  
D. Option

Grade 12

A. PE (Academy)  
B. English  
C. Option  
D. Option

A. Leadership (Academy)  
B. Career Explorations  
C. Option  
D. Option

Sources of Funding:

The teacher allocated blocks will fall under Physical Education 8-12, Leadership 9-12 and Life Skills 8. Because these are Ministry approved courses, there should be no additional cost to the school or district.

We understand that in order to offer an academy it will necessitate charging a monthly fee to cover costs (beach court costs, instructor fees, transportation, etc.). However, after discussions with our staff committee, parents, students, provincial sport organization, community members and colleagues (that are currently running sports academies) we believe that the desire to run this program will outweigh these costs. The parents and students we have made contact with throughout our community are excited, and supportive of our program’s potential. When looking at the fees for other
academies closely related to our proposed academy we found that we have budgeted for one of the lower monthly fees. When looking at other academies within our district we are either on par or below in terms of cost to the students. We will also ensure that no student will be denied entrance into the Beach Volleyball Academy because of financial need. We have set aside financial support within our budget and will be looking for sponsorship for such students.

This program will follow the guidelines and principles set out by Nanaimo Ladysmith Public Schools financial policies. We will ensure that all students have access to this program regardless of financial ability. We will not prevent a student-athlete from participating in a school activity due to financial need. Students, as is standard within the district and our school, will be able to fundraise through volunteer work at the school or within the community. Students will also be given the opportunity to find sponsorship within the community.

We will be working with the corporate community to try and find sponsorship for the Beach Volleyball Academy and for individual students. These funds will help reduce the cost of fees for not only students in need, but for all athletes enrolled in the program.

The cost of the program for students will be $600 for the year. They will be required to pay a $200 deposit in May of 2013 to hold a spot in the program. They will then pay $200 in September of 2013 and February of 2014.

**Implementation timeline:**

Should the Board of School Trustees approve this Choice program, information will be provided to other schools. Sign-up will be at a special advertised time additional to the usual student course sign up. We will also be informing the community and our students within the school in the following ways:

In the Community
- We will promote the program through Nanaimo Ladysmith Public Schools news.
- We will be holding a parent information session at Woodlands Secondary once we have received board approval. At this information session we will present the program outline to parents.
- The Daily News, Nanaimo News Bulletin, and the Wave radio station have agreed to run news releases once the program is approved.
- We will be creating posters and brochures that will be emailed by Volleyball BC to its members living in the Nanaimo area.
- We will have posters and brochures available for students at all Volleyball BC run events in Nanaimo.

Within the School
- This will be promoted to all students who are currently attending Woodlands Secondary School.
- We will also be promoting this program to students who are in the grade 7 at our feeder schools when our counsellors visit the schools.
- We will hold a parent information session for any parents and students who are interested in participating.
- We will create brochures and posters to hang up in the career and counselling areas.
- We will promote the program through our Woodlands Secondary School Website.

**Effects upon other schools:**

As stated above, it is anticipated that a small number of students from other schools may choose to attend the Woodlands program.

We would also like to look at the option of cross-enrollment for student who do not want to leave their catchment schools, but still want to participate in this specialized program.

**Other considerations:**

Support from the staff, parents and the community for the beach volleyball academy at Woodlands Secondary School is strong. As of July 2010 there were 72 sport specialty academies in British Columbia. In September of 2012, the Southerland Indoor Volleyball Academy, in partnership with Volleyball Canada, opened up with 86 students registering. This number speaks volumes of the demand that exists for these types of educational offerings.

**Summary**

We believe through conversation and research, a Beach Volleyball Academy at Woodlands Secondary School is desired by parents, students, and community members. A program like this will attract and engage students, has the support of teachers, parents and other community members. We sincerely hope that it will be given the opportunity to fulfill these wants and needs of students for the 2013-2014 school year.

**Recommendation**
Vancouver Island Beach Volleyball Academy
At Woodlands Secondary School

Beach Volleyball Skills Academy Application Form

Please submit the following information along with your completed application form:

1. A minimum 1-page personal letter in support of your application explaining:
   - Your commitment to the program
   - Your athletic goals
   - What you hope to accomplish by participating in the Beach Volleyball Academy

2. Attach the following documents:
   - A record of marks and attendance for the past school year (academic history will be a consideration in the selection process)
   - A copy of your birth certificate

Upon review of your application, you will be notified if you have been selected for entry into the Beach Volleyball Academy. An interview may be required.

**Tuition**

Upon acceptance into the program students will need to pay a $200 deposit. They will also need to pay another $200 by September 6th, 2013 and February 7th, 2014. (For students in need we can set up a payment plan.

The tuition covers all costs associated with court rentals, transportation, uniform/clothing, guest coaching, and equipment. The tuition does not cover the salary of the School District teacher associated with the program.

Application deadline: TBA
Vancouver Island Beach Volleyball Academy
At Woodlands Secondary School

Last Name: ___________________ First Name: __________ Gender: ______

Address: ___________________ City: ___________________

Postal code: __________ Phone#: ___________ Birthdate: __________

Parent(s)/Guardian(s) 1. ___________________ Phone: __________

2. ___________________ Phone: __________

Email Address: __________________________

Emergency Contact: ___________________ Relationship: __________

Phone#: (Home) ___________________ (Business): __________

Current School: ___________________ Current Grade: ______

School Next Fall: ___________________ Grade Next Fall: ______

PARENT/STUDENT AUTHORIZATION

I/we certify the information given in this application is true and complete and understand that,
if selected for the BVA program, falsified statements may be reason for removal.

I authorize investigation of all information contained within this application.

The BVA will be a high profile program. Pictures of your son/daughter in program-related
activities may be used for the purpose of promotion and communication for the program.

Student Signature: ___________________ Date: __________

Parent/Guardian Signature: ___________________ Date: __________
Vancouver Island Beach Volleyball Academy  
- At Woodlands Secondary School -

The Vancouver Island Beach Academy at Woodlands Secondary School will run from September 2013 to June 2014. This academy will focus on both technical and tactical skill development of individual athletes in the sport of beach volleyball. It will be open to any students of all ability levels who wish to participate. This is also a great way for all students interested in high performance training in beach volleyball as students will train and compete against students of the same ability level.

Teacher Coaches

Ryan Orton – Former Camosun College Men’s assistant coach, former UVIC Men’s Volleyball Coach, former Canadian Tour Beach Pro, former CIS Volleyball Athlete, fully certified Level 2 coach.
Stephen Epp – Former Malaspina University College Men’s assistant coach, 2011 NTCC National Champion, former BC Summer Games Beach Coach, former Team BC Beach Coach, fully Certified Level 2 coach.

Guest Coaches

Rick Bevis – Former Malaspina University College Women’s head coach, 3-time CCAA Coach of the Year, 2009 Team BC NTCC National Champion, and former Team BC Beach head coach, fully Certified Level 3 coach.
Shane Hyde – Currently VIU Women’s Head coach, 2-time CCAA National Champion, 2008 CCAA Coach of the year, 3-time BCCAA coach of the year, fully Certified Level 3 coach.

Where: Woodlands Secondary School / Nanaimo Beach Volleyball Courts
Information Session: TBA
Registration: TBA
Deadline: TBA

For more info contact Ryan Orton at rorton@sd68.bc
Vancouver Island Beach Volleyball Academy at Woodlands Secondary School

Beach Volleyball Academy Overview

First Beach Volleyball Academy in British Columbia.

Athletes will receive 60-80 hours of beach training, indoor training, weight training and will participate in school and either leadership activities or life skills over the full academic year.
What are the numbers of athletes participating within our Community, Province and Country

1234 high school volleyball teams are currently registered with BC School Sports (gr. 8-12)
Approximately 10,000 youth are currently registered in Volleyball through BC School Sports
3789 youth are currently registered with Volleyball BC
86 students registered for the Sutherland indoor Volleyball Academy in North Vancouver
141 teams participated in youth Nationals in Vancouver 2012
194 teams participated in youth Beach Volleyball Provincials
87 teams participated in Island High School Beach Championships in 2012
59 teams participated in the Sand Series on Vancouver Island in 2012

Island Success Internationally

Martin Reader (Comox) – 2012 Summer Olympic Games.
Maverick Hatch (Comox) – Current National Team member and potential 2016 Olympic Team member.
Jamie Broder (Victoria) – Current National Team member and potential 2016 Olympic Team member.
Academy Streams

There can be two academy streams for students:

Full time students at Woodlands Secondary — Students will take a full course load at Woodlands.

Part time (cross enrollment) — Students can take half or part time courses at Woodlands and former high school.

This will allow students in grades 11 and 12 to still continue to play High School athletics with BC School sports and not lose a year of eligibility. It will also allow students to graduate with classmates. Will reduce the impact of students leaving other schools.

Program Outline

**Phase 1 Calendar:** September / October (*Depending on the block designation and weather*)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>A: 8-9:30 Bowen Courts, with bus travel time and shower.</td>
<td>A: 11:45-1:00 Bowen Courts, with bus travel time and shower.</td>
<td>A: Leadership / Life Skills B</td>
<td>A: 1:30-3:00 Bowen Beach Courts, Parents pick up from beach courts.</td>
<td>A: Leadership / Life Skills B</td>
</tr>
</tbody>
</table>

Ongoing Athletic Leadership Projects
## Program Outline

**Phase 2 Calendar:** November/ December/ January/ February/ March (*Depending on the block designation and weather*)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td>Indoor Training</td>
<td>Leadership / Life Skills</td>
<td>Indoor Training</td>
<td>Leadership / Life Skills</td>
<td>Leadership /</td>
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<td>Or Weight Training</td>
<td>Life Skills 8</td>
<td>Or Weight Training</td>
<td>Life Skills 8</td>
<td>Life Skills 8</td>
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<td>Ongoing</td>
<td>Athletic</td>
<td>Leadership</td>
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<td>Projects</td>
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</table>

## Program Outline

**Phase 3 Calendar:** March/April/ May/ June (*Depending on the block designation and weather*)

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<th>Monday</th>
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<tr>
<td>A: 8:9:30</td>
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<td>A: 1:30- 3:00</td>
<td>A: Leadership</td>
</tr>
<tr>
<td>Bowen Courts, with</td>
<td>Bowen Courts, with</td>
<td>Bowen Beach</td>
<td>Bowen Beach</td>
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<tr>
<td>bus travel time and shower</td>
<td>bus travel time and shower</td>
<td>Courts</td>
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<td>Ongoing</td>
<td>Athletic</td>
<td>Leadership</td>
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<td>Projects</td>
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</table>
Building Beach Volleyball Courts at Woodlands

Our goal is to build four beach courts at Woodlands Secondary. We believe this will benefit not only the academy, while saving money on transportation, but will also be used to enhance our Woodlands facilities for learning as our physical education courses will be able to also participate in beach volleyball.

Community and Provincial Support of Beach Volleyball Academy

"As a parent, I want to give my child every opportunity to attain her desires to be the best she can be. Volleyball is her desire", – Jane Christensen (A parent at Woodlands Secondary).

"Beach Volleyball has provided me with more learning opportunities than I could imagine. I’ve developed great time management and communication skills, I’ve become an entrepreneur and successful business person, and discovered more about myself...” – Maverick Hatch (Member of our Beach Volleyball National Team).

"Volleyball BC truly supports the initiative of developing a beach volleyball academy in the Nanaimo School District". – Chris Densmore (Executive Director Volleyball BC)
Nanaimo High School Baseball Academy at Wellington

Presented by:

- Steve Thompson, Principal
- Kerry Anderson, Academy Director
- Jordan Blundell, Coach
- Scott Leaf, Nanaimo Minor Baseball Association, President
INTRODUCTION
We are proud to be offering this excellent opportunity of Baseball at the high school level.

One of the goals will be developing the players to their maximum potential, enhancing their athletic skills, while stressing the importance of high academics.

Education success = Athletic success
Philosophy aligns with District Goals

1. Meeting Each Student's Unique Needs
   - Integrating athletic pursuits and learning enhances the overall success and learning for each student

2. Continuous Improvement of Instruction and Assessment

- The Nanaimo Baseball Player Development Program utilizes a comprehensive and progressive curriculum designed to develop our members into the best baseball athletes and individuals they can be.
BASEBALL CANADA's Long Term Athlete Development model utilized

The Academy focuses on the complete development of our baseball athletes, from the diamond, to the classroom, to the community.

Other GOALS: to help baseball athletes achieve the absolute pinnacle of their potential through a unique year-round training program.

- our model covers every aspect of the game and prepares athletes for the highest levels from high school, to college, and professional ranks.
Cross Curricular Competencies

- intellectual, personal, and social skills that all students need to develop in order to engage in deeper learning

- learning that encourages students to look at things from different perspectives, to see the relationships between their learning in different subjects, and to make connections to their previous learning and to their own experiences, as members of their families, communities, and the larger society.
Cross Curricular Competencies

They must prepare students fully for their lives as individuals and as members of society, with the capacity to achieve their goals, contribute to their communities and continue learning throughout their lives.
Values within the Academy
Will MIRROR the district’s plan of success

In the pursuit of each student’s learning success and well-being, we value:

☐ High ethical standards and mutual respect.

☐ Collaborative planning, committed action, accountability for results, and celebration of success.

☐ Diversity of opinion, creativity and innovation.

☐ Student-centered, principled and informed decision making.
Values continued:

- Compassionate, inclusive, safe and caring schools.

- Engaging learning environments that are responsive to unique student strengths and capabilities.

- The courage and conviction to achieve our goals.

- Fair and inclusive education policies, instructional practices and allocation of resources.
Head coach – Jordan Blundell has extensive experience at an elite level

- **Jamestown College**, Jamestown, North Dakota
- Bachelor of Arts Degree (Major in International Business, minor in French, Spring 2004).
- **Thompson Rivers University**, Kamloops, British Columbia
- **Vancouver Island Baseball Institute**, Nanaimo, British Columbia (CCBC)
- General Manager/Head Coach, 2005-Present.
- **Spruce Grove White Sox**, Spruce Grove, AB, (Norwest BAAA)
- Head Coach, Summer 2012.
- **Nanaimo Pirates**, Nanaimo, BC, (JPBL)
- Head Coach, Summer 2010-present.
- **Swift Current Indians**, Swift Current, SK, (WMBL)
- Player/Coach/Recruiter, Summer 2009.
- **Sherwood Park Dukes**, Sherwood Park, Alberta, (WMBL)
- Head Coach/Director of Player Personnel, Summer 2008
Year round schedule

- Semester 1
- Semester 2
- Grade 8’s 1 semester – credit for Gr. 8 PE
- Grade 9/10 credit for PE 9/10
- Grade 11/12 credit for PE 11/12

- ASSESSMENT -
- Baseball Canada Evaluation form
- Physical Education IEP’s
Locations used are in excellent proximity to Wellington Secondary

- Indoor facility – Centennial Building – Bowen rd.
- Outdoor Turf soccer Fields at Beban
- NMBA - 3rd street rotary fields
- Serauxmen stadium
Budget

- **Preliminary Budget - 25 Student/Athletes**
  - **Income**
    - Player Fees - 25 players x 1204 = 30 100
    - Fundraising (community projects, mailout, t-shirts) = 2 000
    - Sponsor (Major Business Supporter) = 1 000
  - Total = 33 100

- **Expenses**
  - Coaching - 1 fulltime Coach = 16 000
  - Coaching - 1 part time Coach = 6 000
  - Facilities -(Centennial, Franklyn St.) = 2 500
  - Transportation = 3 600
  - Equipment (Baseballs, training aids) = 3 500
  - Office supplies = 500
  - Miscellaneous expenses = 1 000
  - Total = 33 100
Summary

- If approved, the Baseball Academy at Wellington will enhance the culture, strive to meet each student’s needs, and tailor to the individual athlete ensuring academic success.

- Utilizing the established, and successful Canadian Baseball Long Term Athlete Development model coupled with the District goals, we are confident that high levels of achievement will be met in all areas.
Distributed to:
Mr. Scott Saywell, Assistant Superintendent
Mr. Steve Thompson, Principal
Mr. Tom Mason, PE Department Head
Mr. Scott Leaf, NMBA President
Mr. David Laing, President of Baseball BC

Presented by:
Kerry Anderson – sd68 Teacher sponsor
Jordan Blundell – VIBI Head Coach

Date: January, 17th, 2013

Thank you for taking the time to review our proposal for the Nanaimo minor Baseball academy. We are proud to be able to offer this excellent opportunity for students in Grades 8-12 in Nanaimo District Public Schools. One of the goals will be developing the players to their maximum potential by training and enhancing their athletics skills, while maintaining academic success.

Purpose: To prepare aspiring baseball student-athletes for collegiate level athletics and improve fundamental baseball skills and knowledge of the game. The Academy will focus on fostering a healthy balance between academics and athletics, preparing eager Academy players for college baseball.

The academy will utilize the Long Term Athlete Development (LTAD) model. This is a systemic approach being developed and adopted by Baseball Canada to maximize a participant's potential and involvement in our sport. The LTAD framework aims to define optimal training, competition and recovery throughout an athlete's career to enable him / her to reach his / her full potential in baseball and as an athlete. Tailoring a child's sports development programme to suit basic principles of growth and maturation, especially during the 'critical' early years of their development, enables him / her to:
- Reach full potential
- Increase lifelong participation in baseball and other physical activities

The Council of Federal, Provincial and Territorial Ministers responsible for Sport have endorsed and established the goal of the implementation of a Long Term Athlete Development program throughout the sport community in Canada. Sport Canada has been working with National Sport Organizations to development sport-specific programs according to an overall framework established by an expert group of sport scientists.

The Nanaimo High School Baseball academy is honoured to be affiliated with Baseball BC, and the Nanaimo Minor Baseball Association.
Letters of Endorsement

A. Mr. Scott Leaf, NMBA President
B. Mr. David Laing, President of Baseball BC
C. Mrs. Ronda Bell, District Principal - International Student Education
LETTER OF SUPPORT

December 1, 2012

Re: Nanaimo Baseball Academy

As president of the Nanaimo Minor Baseball Association and on behalf of the NMBA executive, I am happy to express support for the proposed development of a high-school baseball academy in Nanaimo, sponsored by School District 68.

The Nanaimo Minor Baseball Association feels the establishment of a well-rounded program intended to lead youth in the pursuit of excellence and promote lifelong quality experiences in baseball, would benefit not only the players but the local community.

To that end, we wish this initiative much success and the Nanaimo Minor Baseball Association looks forward to future discussion.

Kind regards,

Scott Leaf
President
Nanaimo Minor Baseball Association
December 5, 2012

Jordan Blundell
VIBI – Head Coach

Coach Blundell,

Please note that I would like to applaud your group’s efforts in trying to secure school board approve towards the creation of a high school baseball academy for the Nanaimo and area community. It is through ventures like this that our great game continues to grow and additional athletes are exposed to the highest level of coaching and programming available to them.

I understand that you will soon be meeting with representatives from the local association and the school board in an effort to finalize this initiative. I do want to offer my personal support to this process and would be happy to attend any meeting that stems from this initial gathering should it prove to be advantageous.

To you and the entire group working on this project, please accept my thanks on behalf of the game of baseball...your vision and efforts will make this a reality and our sport better for the people involved.

Yours in baseball,

David Laing
Executive Director
Baseball BC
February 12, 2013

To Whom It May Concern:

Re: Baseball Academy

I am writing this letter in support of the proposed Baseball Academy at Wellington Secondary School.

As the District Principal for the International Student Education program for the Nanaimo Ladysmith Public Schools, I recruit students from all over the world to attend high school in our district. The four specialized academies that we currently offer in our district are an attractive choice for many students.

We have had a number of inquiries over the years from agencies about a baseball academy. Students from Japan, China, Mexico and Colombia have shown an interest in playing baseball and would have chosen Nanaimo as a study destination if we had a baseball program.

The recruitment of students to study in BC is very competitive as there are many school districts who have International Student Education programs. There is an existing baseball academy in Victoria but I believe that presenting this academy to our existing and emerging markets will give us a competitive edge over other school districts and will encourage more students to Nanaimo-Ladysmith Public Schools.

Agents email us frequently to ask us if we have existing programs and our current four academies: Jazz, Performing Arts, Ice Hockey and Soccer meet the individual needs of students who are looking for a higher level of learning. These academies usually tend to be the “deal breaker” between coming to Nanaimo or choosing another school district.

I also believe that any international student who participates in this academy will bring a new “culture” to the classroom adding to the diversity and school environment. This academy will develop positive role models, instill a healthy lifestyle and create leaders not only in Nanaimo but around the world.

I ask you to please consider the development of the Baseball Academy at Wellington Secondary School.

Sincerely,

Ronda Bell

District Principal - International Student Education.
Personnel
Sponsor Teacher: Kerry Anderson

Education

- Masters Degree in Curriculum and Instruction
- Bachelor of Education in Physical Education and Social Studies
  From the University of Victoria

Experience

- 35 years participating in softball or baseball
- 25 years coaching ages 5 – 65 in Tennis
- 20 years coaching ages 5 – 19 in softball, and baseball
- 15 years coaching basketball, soccer, or volleyball at the high school level.
- 15 years teaching PE, Social studies, Psychology, Planning 10
- 2 years teaching Jr. English, Jr. Math
- 6 years as Athletic Director at Wellington Secondary
- 3 years coaching baseball in Nanaimo ages 6 – 12
- Level 2 NCCP Coaching Theory
- Level 2 NCCP in Baseball and Tennis
- Level 1 NCCP in Badminton, Volleyball, Soccer, Basketball
Vancouver Island Baseball Institute
Canadian College Baseball Conference

High School Academy Roster of Coaches

Jordan Blundell-
GM/Head Coach VI Baseball Inst.(CCBC)(2005-present)
Head Coach Bantam AAA, Spruce Grove, AB(summer 2012)
Head Coach Nanaimo Pirates JPBL(summer 2010,2011)
Player/Coach Swift Current Indians WMBL(2009)
Director of Player Personnel/Head Coach Sherwood Park Dukes WMBL(2008)

Tyler Moretti-
Assistant Coach VI Baseball Inst.(CCBC)(2009-present)
Head Coach Bantam AAA, Nanaimo Pirates(summer 2013)
Head Coach PeeWee AAA, Nanaimo Pirates(summer 2012)
Assistant Coach Nanaimo Pirates JPBL(summer 2011)
Assistant Coach Nanaimo Pirates PBL(summer 2010)

Bryan Dumesnil-
Assistant Coach with VI Baseball Inst.(CCBC)(2005-present)
Youth Camp co-ordinator VI Baseball Inst.(CCBC)(2005-present)
Team Canada WBC(2009)
10 Years Professional Baseball experience(AA, A, and Independent)

Roy Moretti-
Assistant Coach VI Baseball Inst.(CCBC)(2011-present)
Head Coach Nanaimo Pirates PBL(summer 2003)
10 Years Professional Baseball experience(AA, A, Japanese Professional)

Adam Paulenu-
26th round draft pick 2012(Colorado Rockies)
Nanaimo Male Athlete of the Year(2012)
CCBC Champion(2010)
3X CCBC All-Conference selection

-2012 CCBC Championship, Silver Medal(College)
-2011 CCBC Championship, Silver Medal(College)–MLB 13th round draft pick Adam Paulenu(SF Giants)
-2010 CCBC Championship, Gold Medal(College)–2010 Kelowna Classic Champions(UBC)

THANK YOU FOR YOUR SUPPORT OF THE VIBI!!!
Jordan Blundell  
206-315 Hecate, St  
Nanaimo, BC, V9R 4J9  
250-740-5218(c)  
250-740-6487(f)

Education

Jamestown College, Jamestown, North Dakota  
• Bachelor of Arts Degree (Major in International Business, minor in French, Spring 2004).

Thompson Rivers University, Kamloops, British Columbia  
• Completed credits towards Bachelor of Arts Degree, (Fall 99-Winter 00).

Experience

Vancouver Island Baseball Institute, Nanaimo, British Columbia (CCBC)  
General Manager/Head Coach, 2005-Present.  
• Responsible for overall operation of baseball program including; budget planning, yearly plan, scheduling, weight training and recruitment of student athletes.  
• Responsible for organization of Anti-Drinking and Driving campaign; “Operation Homerun”.  
• Initiated Youth Baseball Camps in Nanaimo and surrounding area.  
• Responsible for field maintenance at Serauxmen Stadium.  
• Responsible for summer placement of student athletes.  
• Coordinate on-campus recruiting visits.  
• 2010 CCBC National Champions  
• 2011 and 2012 CCBC National Championship 2nd place

Spruce Grove White Sox, Spruce Grove, AB, (Norwest BAAA)  
Head Coach, Summer 2012.  
• Qualified for the Tier 1 Play-Offs 2012.  
• Responsible for 15U Bantam AAA  
• Lost in Alberta Bantam AAA Provincial finals.
**Nanaimo Pirates**, Nanaimo, BC, (JPBL)
Head Coach, Summer 2010-present.
  - Qualified for the Play-Offs 2010 and 2011 seasons.
  - Responsible for 16U Nanaimo Premier league team.

**Swift Current Indians**, Swift Current, SK, (WMBL)
Player/Coach/Recruiter, Summer 2009.
  - WMBL Central Division Champions.
  - Qualified for the Play-Offs 2009.
  - Recruited WMBL MVP for 2009 season.

**Sherwood Park Dukes**, Sherwood Park, Alberta, (WMBL)
Head Coach/Director of Player Personnel, Summer 2008
  - WMBL Coach of the Year 2008
  - Qualified for the Play-Offs 2008 in inaugural season.
  - Responsible for recruitment of 2008 summer roster.
  - Finished second in West Division regular season.
  - Recruited WMBL MVP for 2008 season.

**St. Albert Prospects**, St. Albert, Alberta, (WMBL)
Head Coach/Director of Player Personnel, Summer 2007.
  - Responsible for recruitment of players for summer 2007.
  - Responsible for organizing all travel plans and transportation.

**Jamestown College**, Jamestown, North Dakota
  - 2005 Conference Champions.
  - Coached infielders and hitters. Finished 3rd in NAIA in fielding %.
  - Assist with recruits during on-campus visits.
  - Assist with field maintenance.
  - Assist with summer placement of student-athletes.
  - Assist in all other areas of practice and games.

**Jamestown Hawks**, Jamestown, North Dakota
  - Responsible for coordinating all areas of on-ice and off-ice activities including: practice planning, tournament travel, team supervision and game management.
  - Attended Jamestown Hockey board meetings.
Clinics and Camps

Attend ABCA annual coach’s convention. (Winter 2006-Present)

NCCP certified with Baseball Canada.

Head Instructor- VI Baseball Institute Youth Baseball Camps. (2005-Present)


Instructor- MACH III Fall Baseball Camp, St. Albert, Alberta. (Fall 2004)

Instructor- Canadian Trinity Hockey School. (Summer 2004)

Playing Experience

Nanaimo Coalminers, Nanaimo, BC (Senior Men’s Baseball)
Infielder/Pitcher, Summer 2010-present.
- 2010 2nd place BC Provincials
- 2010 BC Sr. Men’s MVP.
- 2011 3rd place BC Provincials

Schaumberg Flyers, Schaumberg, Illinois (Northern League Professional Baseball)
Third Baseman/Outfielder, Summer 2006.
- Competed in the top ranked Independent Professional Baseball League.

St. Albert Prospects, St. Albert, Alberta (Western Major Baseball League)
- 2005 West Division Champions.

Victoria Royals, Victoria, British Columbia (Pacific West League)
Outfield, Summer 2004.
- 2004 Pacific West League Champions.
- Competed against Pacific International League and Pacific West League teams throughout Canada and the Northwest.
Jamestown College, Jamestown, ND (NAIA- DAC 10 Conference)
- 2004 NAIA World Series (46-9 Overall).
- 2004 Region III Champions.
- 2004 2nd Team All-Conference.
- 2003 NAIA Honorable Mention All-American.
- 2003 All-Region Team.
- 2003 1st Team All-Conference.
- 2003 and 2004 DAC 10 Champions.

USA Athletes International, Olathe KS (International Baseball- Czech Republic)
Third Baseman, Summer 2004.
- International Tournament, Prague Baseball Week.

Wichita Highlanders, Wichita, KS (Walter Johnson League)
Shortstop, Summer 2003.
- Competed against Jayhawk Conference and Walter Johnson League teams.

Thompson Rivers University, Kamloops, British Columbia (CCBC)
Third Baseman/Pitcher, Fall 1999-Fall 2000.
- Wood Bat College prep team.
- CCBC 2nd place finish.

Spruce Grove White Sox, Spruce Grove, Alberta (Alberta Junior Baseball League)
- 2002 All-Star Game MVP.
- 2002 League MVP runner-up.
- 2002 provincials, 2nd place.
- 2001 and 2002 Team MVP.
- 2001 and 2002 Team Captain.
References

Mark Randall- Technical Director- St. FX Baseball Academy, Professional Scout - Houston Astros, Pitching Coach- Edmonton Capitals(Golden League), Professional Pitcher- Philadelphia Phillies Organization, Pitching Coach-Team Canada. 
markrandall@shaw.ca 
780-238-6275

Tom Hager- Head Baseball Coach- Jamestown College, NAIA. Professional Scout- Atlanta Braves. 
thager@jc.edu
701-320-0362

Walt Burrows- Canadian Director of Scouting for the MLB Scouting Bureau. 
walt.burrows@mlb.com
206-697-1424

Jay Lapp- Canadian Scouting Supervisor- Milwaukee Brewers. 
jay.lapp@brewers.com
519-694-4300

Todd Hubka- Head Coach- Prairie Baseball Academy, CCBC. 
coachhub@hotmail.com
403-715-9828
Baseball Long Term Athlete Development Model
What is LTAD?

Long Term Athlete Development (LTAD) is a systemic approach being developed and adopted by Baseball Canada to maximize a participant's potential and involvement in our sport. The LTAD framework aims to define optimal training, competition and recovery throughout an athlete's career to enable him / her to reach his / her full potential in baseball and as an athlete. Tailoring a child's sports development programme to suit basic principles of growth and maturation, especially during the 'critical' early years of their development, enables him / her to:

- Reach full potential
- Increase lifelong participation in baseball and other physical activities

The LTAD model is split into stages in which a player will move from simple to more complex skills and from general to baseball related skills. For example, a beginner may start by learning basic throwing and hitting actions and then once this has been mastered he / she will progress onto more advanced skills.

This framework will set out recommended training sequences and skills developments for the participant from the Active Start stage (5 and under) to the Active for Life Stage (adult recreational). It will address the physical, mental, emotional and technical needs of the athlete as they pass through each stage of development.

Where has it come from?

A combination of recent research and the knowledge of coaches from around the world are being used to write the LTAD model. The program will be sport-science supported and based on the best data and research available. Our work will be based on the work of Canadian sport scientists, such as Istvan Bayyi, and focuses on key, common principles of individual development, which many sports organizations consider good practice in long-term planning for athletes.

Many leading sports stars have also attributed part of their success to participating in different sports and activities at a young age by giving them a wider base of sports skills. Our goal will be to develop our players to their maximum potential by training and enhancing all the athletic skills that contribute to their success.

What will this mean for your child?

During your child's first few years of baseball, the emphasis will be on physical literacy. Time should be spent learning the ABC'S of athleticism (Agility, Balance, Coordination and Speed) to teach them how to control his / her own bodies. For this reason, your child may take part in exercises that do not look relevant to baseball but are supporting their development. Games and other sports will teach your child to throw the ball (basic hitting actions), catch it (hand-eye coordination), change direction and run properly. At each stage the child will be trained in the optimal systems and programs to maximize his / her potential as a ballplayer and as a long-term participant in sport.

What has this got to do with baseball?

Baseball Canada is looking to provide children with the all skills needed to take part in physical activity throughout their lifetimes. We are looking further into the future than teaching the skills to win games or tournaments tomorrow if it may have a detrimental effect on them taking part at a later age.
## Overview of the Canadian Baseball LTAD Model

<table>
<thead>
<tr>
<th>Stage</th>
<th>LTAD Stage</th>
<th>Focus / Age</th>
<th>Skill Level</th>
<th>Program Level</th>
<th>Coaching Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inning 1</td>
<td>ACTIVE START</td>
<td>Females and Males 6-10</td>
<td>Fundamentals move, plants and play</td>
<td>Non-Structured program</td>
<td>Training Not Needed</td>
</tr>
<tr>
<td>Inning 2</td>
<td>FUNDAMENTALS 11-12</td>
<td>Females and Males 11-12</td>
<td>Fundamentals move, move, skills</td>
<td>Low Level Program</td>
<td>Coach Mobile/Walking</td>
</tr>
<tr>
<td>Inning 3</td>
<td>LEARNING TO TRAIN 13U, 14U; Males 13-15</td>
<td>13U: Females 13U; Males 13-15</td>
<td>Fundamentals and skills</td>
<td>Local Needs (Branded) Program</td>
<td></td>
</tr>
<tr>
<td>Inning 4</td>
<td>TRAINING TO TRAIN 16U, 17U, 18U; Males 16-19</td>
<td>16U: Females 16U; Males 16-19</td>
<td>Developing specific skills and position play</td>
<td>Full-time Program</td>
<td>Coach Mobile/Walking</td>
</tr>
<tr>
<td>Inning 7</td>
<td>LEARNING TO WIN 27U, 28U, 29U, 30U; Males 27-30</td>
<td>27U, 28U, 29U, 30U: Males 27-30</td>
<td>Excelling specific skills and position play</td>
<td>High Performance Program</td>
<td>Coach Mobile/Walking</td>
</tr>
<tr>
<td>Inning 8</td>
<td>TRAINING TO WIN 31U, 32U, 33U, 34U; Males 31-34</td>
<td>31U, 32U, 33U, 34U: Males 31-34</td>
<td>Excelling specific skills and position play</td>
<td>High Performance Program</td>
<td>Coach Mobile/Walking</td>
</tr>
<tr>
<td>Inning 9</td>
<td>ACTIVE FOR LIFE</td>
<td>Females and Males All Ages</td>
<td>Enjoyment and play</td>
<td>Community Program</td>
<td>Coach Mobile/Walking</td>
</tr>
</tbody>
</table>
BASEBALL LONG TERM ATHLETE DEVELOPMENT MODEL

The process to develop the Baseball LTAD Model was extensive, inclusive and comprehensive. Knowledge was sought from experts across Canada and in-depth discussions have analyzed how our sport can adjust to integrate LTAD into all that we do. We applied the best sport science and experience available to consider potential solutions to the challenges faced. In considering or posing resolutions, we must test all against an athlete-centered result.

Change will only be effective for Baseball when we change what we believe, what we do and how we do it.

This process is a continuing one and the challenges of managing change and continuously improving our programs, systems and processes will be a daunting task. Progress will made only if significant effort is made in managing the “people-side” of change. The focus of systemic and program changes will be athlete-centered; however, the people side of change will require us to recognize that change is threatening to many stakeholders, to develop an understanding of the resistance to change, to be inclusive and to permit stakeholders to feel they have a valued role and that their past contributions will be honored and valued.

We will establish the ‘why’ side of the change process and then find the most effective way to implement the change – find the way ‘how’ to make the system work. This process initially rethinking ALL aspects of our sport including the three most difficult tasks of changing the baseball culture in order to outline a systematic development pathway for baseball, that is:

- **All Going in the Same Direction - (One Country, One Vision, One System):**
  - Ensuring that the stakeholders are coordinating, directing and developing programs that address the appropriate developmental principles relating to training, competition and support systems at each stage of development.

- **Enabling the system to be Coach-driven - (Coach Development):**
  - **Education:** ensuring that coaches are working in developmentally appropriate ways and that coach training focuses on nurturing the requisite skills to promote LTAD principles.
  - **Services:** Developing the new tools and resources needed to coach in an athlete-centered environment.
  - **Recruitment and retention:** Identifying, promoting and retaining competent coaches.

- **Managing Change to Promote a Culture Where LTAD is Dominant:**
  - Ensuring that stakeholders, including sports leaders, athletes, parents and officials, can focus on long-term development – even when this means less short-term success and changes in status and expectations.
## Baseball LTAD Stage Descriptions

### Baseball Canada Program

<table>
<thead>
<tr>
<th>Fall Months</th>
<th>Winter Months</th>
<th>Spring Months</th>
<th>Summer Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agility</td>
<td>Swimming Lessons</td>
<td>Gymnastics Lessons</td>
<td>Gym/Swim Lessons</td>
</tr>
<tr>
<td>U19 Nationals</td>
<td>Gymnastics Lessons</td>
<td>Team Sports</td>
<td>Swimming Lessons</td>
</tr>
<tr>
<td>Learning to Train</td>
<td>Run, Jump and Throw</td>
<td>Team Sports</td>
<td>Sci-Fi Lesson</td>
</tr>
<tr>
<td>Learning in Base</td>
<td>Multi-sports Academy</td>
<td>Baseball Specific Academy</td>
<td>Reg./Prox./Nat. Events</td>
</tr>
<tr>
<td>Learning to Play</td>
<td>Baseball Academy</td>
<td>US College and Pro</td>
<td>Olympic</td>
</tr>
<tr>
<td>Learning to Win</td>
<td>Major League Baseball (Starter)</td>
<td>World Baseball Classic</td>
<td>Olympic Team</td>
</tr>
</tbody>
</table>

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Baseball specific
Nanaimo High School Baseball Academy

V. I. B. I.

Preliminary Budget- 15 Student/Athletes

Income

Player Fees- 15 players x 1340 = 20100
Fundraising (community projects, mailout, t-shirts) = 1500
Sponsor (Major Business Supporter) = 1000
Total = 22600

Expenses

Coaching- 1 fulltime Coach = 11000
Coaching-1 part time Coach = 3500
Facilities (Centennial, Franklyn St.) = 2500
Transportation (transport to practice facilities) = 3600
Equipment (Baseballs, training aids) = 1000
Office (supplies) = 500
Miscellaneous expenses- = 500
Total = 22600

Preliminary Budget- 20 Student/Athletes

Income

Player Fees- 20 players x 1340 = 26800
Fundraising (community projects, mailout, t-shirts) = 1500
Sponsor (Major Business Supporter) = 1000
Total = 29300
## Expenses

<table>
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<th>Item</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Coaching- 1 fulltime Coach</td>
<td>16,000</td>
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<tr>
<td>Coaching-1 part time Coach</td>
<td>5,200</td>
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<tr>
<td>Facilities-(Centennial, Franklyn St.)</td>
<td>2,500</td>
</tr>
<tr>
<td>Transportation-(transport to practice facilities)</td>
<td>3,600</td>
</tr>
<tr>
<td>Equipment(Baseballs, training aids)</td>
<td>1,000</td>
</tr>
<tr>
<td>Office(supplies)</td>
<td>500</td>
</tr>
<tr>
<td>Miscellaneous expenses-</td>
<td>500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>29,300</td>
</tr>
</tbody>
</table>

## Preliminary Budget- 25 Student/Athletes

### Income

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Player Fees- 25 players x 1204</td>
<td>30,100</td>
</tr>
<tr>
<td>Fundraising(community projects, mailout,t-shirts)</td>
<td>2,000</td>
</tr>
<tr>
<td>Sponsor(Major Business Supporter)</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>33,100</td>
</tr>
</tbody>
</table>

### Expenses

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<td>Facilities-(Centennial, Franklyn St.)</td>
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<tr>
<td>Transportation-(transport to practice facilities)</td>
<td>3,600</td>
</tr>
<tr>
<td>Equipment(Baseballs, training aids)</td>
<td>3,500</td>
</tr>
<tr>
<td>Office(supplies)</td>
<td>500</td>
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<td>Miscellaneous expenses-</td>
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<td><strong>Total</strong></td>
<td>33,100</td>
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</table>
Course Outline

Physical Education 10/20/30
Baseball Academy
Course Outline

Objectives: Students will acquire skills through a variety of developmentally appropriate movement activities, in an alternative environment; i.e., aquatics, skating and outdoor pursuits; and games and individual activities.

- Basic Skills
- Application of basic skills in an alternative environment, games and individual activities

Students will understand, experience and appreciate the health benefits that result from physical activity.

- Health Benefits
- Personal Functional Fitness
- Body Image

Students will interact positively with others

- Fair play/Teamwork
- Leadership/Followership
- Managing Change

Students will assume personal responsibility to lead an active life.

- Motivation/Effort/Self-confidence/Self Esteem
- Goal Setting
- Decision making
- Safety
- Risk Taking

Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>Effort and attitude</td>
<td>10%</td>
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<tr>
<td>Exams</td>
<td>30%</td>
</tr>
<tr>
<td>Skill Tests</td>
<td>30%</td>
</tr>
<tr>
<td>Assignments</td>
<td>100%</td>
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</tbody>
</table>
1. Attendance/Participation

Participation in classes and activities is a must. Notes from home or the doctor do not excuse you from coming to class and being prepared for class. Students are always expected to come to class and we will decide together how you can participate, taking into account your limitations. Participation marks will be based on the Rubric provided.

2. Skill Development

Students will be learning basic skills for each of the units taught in Phys. Ed. Some units will have skill tests.

3. Theory

There will be written exams given in this class. Questions will be based on rules, skills and strategies of sports learned in class.

Tentative List of Phys.Ed. Activities

- Fitness
- Aquatics
- Basketball
- Track and Field
- Yoga
- Team Handball
- Skating/Hockey
- Volleyball
- Soccer
- Cricket
- Football
- Tennis
- Pilates

All Dates and Activities are subject to change based on availability of facilities and at the Instructor's discretion.

Due Dates for Assignments will be given by the Instructor at the time they are introduced.

Mid – Term Exams and Final Exams will remain on the days provided and school policies as well as course policies will apply regarding attendance and moving an exam date.
Baseball Outline

**Fall:**
Tools Testing  
Throwing mechanics  
Pitching/Hitting mechanics  
Groundball Mechanics  
Mental Approach/Goal Setting  
Mental Approach/visualization  
Mental Approach/positive self talk

**Winter:**
Tools Testing  
Fielding Skills  
Base running skills  
Increase Arm Strength  
Hitting/power development

**Spring:**
Tools Testing  
Offensive and Defensive – Practical  
Arm regeneration and conditioning  
Tempo training

**Gym Strip:**
All students will be required to change from school clothes into gym strip unless otherwise told by Mr. Bromley or Mr. Randall. When participating in baseball activities outside, players must bring baseball pants (white or gray), spikes or cleats, as well as their Baseball Academy hat and shirt. When participating in any activity other than baseball or while baseball training indoors, students may wear either their Baseball Academy Track Suit or Shorts.

**Schedule of Class Period:**
All students must be dressed and meet outside the gym at 1:30pm. We will always travel as a group to wherever class is taking place on any given day.

**Use of Locker Room:**
Students should store only Phys. Ed materials in their gym lockers. Do not leave valuables lying around. Please use the trashcans provided. The locker room must remain very clean at all times.
Baseball Academy Grading and Testing Policies

Exams that are considered excused absences or pre-arranged absences will be re-scheduled or a written assignment will be given in the Baseball Office at the discretion of the instructor to protect the integrity of the results.

All student/athletes participating in the Baseball Academy have an opportunity to earn five (5) credits in Physical Education and Sports Performance respectively and 3 credits in Independent Religion for a total of thirteen (13) credits. The Baseball Academy is a full year program consisting of 1 block each semester. Grading will be considered cumulative for the year with a final mark being awarded at the end of semester two.

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>5 Credits</th>
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<tbody>
<tr>
<td>Sports Performance</td>
<td>5 Credits</td>
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<tr>
<td>Independent Religion</td>
<td>3 Credits</td>
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<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Marking/Assessment</th>
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<tbody>
<tr>
<td>On-Field</td>
<td>Participation</td>
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<tr>
<td>Cross-Training</td>
<td>Quizzes</td>
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<td>Fitness Training</td>
<td>Preparation</td>
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<td>Skill Testing</td>
<td>Attendance</td>
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<th>Marking/Assessment</th>
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<td>Baseball 101</td>
<td>Participation</td>
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<tr>
<td>Mental Skills</td>
<td>Exams</td>
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<td>Nutrition</td>
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<td>Independent Studies</td>
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