



**SD69 QUALICUM**

## **EDUCATION COMMITTEE OF THE WHOLE**

**TUESDAY, JUNE 16, 2020  
3:30 to 5:00 p.m.  
VIA ZOOM**

**Mandate:**

*To discuss and make recommendations to the board on the general directions for education in the district, and to serve as a vehicle for regular reports to the board on educational programs and services.*

### **AGENDA**

**Facilitator:** Trustee Laura Godfrey

Join Zoom Meeting

<https://sd69-bc-ca.zoom.us/j/3546156423>

Meeting ID: 354 615 6423

- 1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES**
- 2. PRESENTATIONS**
  - Learning Grant Projects (3:35 to 4:20)
  - Kwalikum Category 4 Field Experience Request for Approval in Principle to Spain/Portugal (4:20)
- 3. SHARED LEARNING**
- 4. INFORMATION**
- 5. DISCUSSION**
- 6. QUESTION PERIOD**
- 7. NEXT MEETING DATE:**
  - September 2020 - TBD
- 8. ADJOURNMENT**

Learning Grants - Focus on Curriculum

School	Applicant(s) Name	Project Critical Question
<b>NBES</b>	Karen Mostad Maria Mihoc Patricia Craig	<b>Resources Learning Grant</b>
<b>Combined and District</b>	Tarri Morrison Rosemary Patterson Stephanie Cook Jill Brown Julie Whynaught Patricia Craig Denise Spencer-Dahl Jacque Shulz Katie Sommerfield Kathryn Standing Martin Libby Lara Zalinko Amy Kazeil Bryn Mertz	How will implementation of executive function strategies support our learners to develop critical thinking skills?
<b>Combined and District</b>	Eileen Saremba Tara McClinton Early primary teachers across the district	Through shared experiences with “Story Workshop” structure (Opal School) how can we work collaboratively to enhance student oral language development, motivate and encourage representation of stories and development of literacy skills for all learners in our early primary classrooms?
<b>BES</b>	Eileen Bolen Teaching staff at BES	How can we support our students to develop a deeper understanding of math concepts including further developing their understanding of number, pattern, spatial relations and analyzing data to solve problems?  How can we support our students to use flexible, personalized and effective strategies to help them solve mathematical problems?
<b>SES</b>	Lauren Nikirk Harmony Widing Paul Lukianchuk Bree Stutt Tarri Morrison Lisa Pedersen-Skene	If we implement the use of ALSUP and focus on lagging skills of our students (executive functioning, language processing/communication, emotional regulation, cognitive flexibility and social skills) in a proactive rather than reactive way, will we see significant reduction of “behaviours” in our students?
<b>SES</b>	Tara Wolfe Tara Miller Steve Halford Lisa Skene	Tara Wolfe Tara Miller Steve Halford Lisa Skene

Learning Grants - Focus on Curriculum

<p><b>EES</b></p>	<p>Ashley Armstrong Jessica Virgin Kyla Senchar Laura Norman Sara Rostron</p>	<p>How does purposeful play with loose parts support oral language in the primary classroom?</p>
<p><b>FBS</b></p>	<p>Anna Dodds Amanda Jahnke Corleen McKinnon-Sanderson</p>	<p>Can connecting our Lasqueti Island students to the bigger Vancouver Island community improve social-emotional well-being and personal understanding of self in the world among out students?</p>
<p><b>Literacy - District</b></p>	<p>Deanna Pepper Tara Wolfe Kaitlyn Harth Laura Rae Becky Weiss Terry Kent Carrie Quart Allie LaVoie Francois Provencher</p>	<p>How can we use a Balanced Curriculum framework to create an inclusive classroom culture and enhance our professional practice?</p>
<p><b>CEAP</b></p>	<p>Kate Ridyard Jen McRae</p>	<p>Does creating opportunities for multi-age students to work together collaboratively, supported by targeted skills pre-lessons, increase their ability to work collaboratively with their same age peers during regular classroom time?</p>

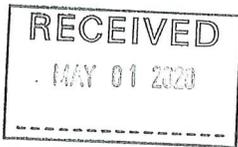


FORM SD69-FE04A

Category 4 Field Experience

REQUEST FOR PRELIMINARY APPROVAL (APPROVAL IN PRINCIPLE)

Out of Province but within Canada and/or Continental USA or Off-Continent



Definition: Excursions of this type require an additional level of approval by not only the Principal, but also by the Board of Education. These field experiences involve travel outside of British Columbia, where students can be immersed in the language and culture of another area (e.g.: cultural and linguistic exchanges, music competitions, etc.)

APPROVAL CHECKLIST (Check if answer is yes)

- Have you referred to the Field Experiences Resource Book for additional policy information and risk-assessment guidelines?
Has the field experiences excursion been organized in compliance with School District 69 (Qualicum) Board of Education policies, particularly Policy 5020 Field Experiences (Trips) and Field Experiences (Trips) Resource Book?
Have you ensured that appropriate supervision ratios have been met (See Field Experiences Resource Book - Supervision Ratios)?
Plan to ensure appropriate level of supervision and support for students based on gender/gender identity attached
Will the Parent Consent Form include appropriate detail, including: reference to a developed safety plan, reference to student behavior expectations, details of the activities to be undertaken during the excursion.
Educator-in-charge to forward following information to School Principal for review and approval:
Form SD69-FE04A Request for Preliminary Approval of Category 4 Field Experiences
Cover letter from Educator-in-charge outlining specific objectives, proposed follow-up activities, and presentation(s)
Parent Information Letter
Schedule/Itinerary
Class List
Third Party Waiver (if applicable)
DRAFT Service Provider Proposal, Agreement and/or Contract
In addition to above information, Educator-in-charge MUST have on file:
FORM SD69-FE14 Category 3 and/or Category 4 Field Experience Educator-in-charge Checklist
FORM SD69-FE15 Category 3 and/or Category 4 Field Experience Educator-in-charge Planning form
Principal to forward copy of following information to District Office for review and Board of Education approval:
Cover letter from Educator-in-charge
Letter of Support from Principal requesting preliminary approval from the Board of Education
FORM SD69-FE04A Request for Preliminary Approval of Category 4 Field Experiences
Parent Information Letter
Schedule/Itinerary
Third Party Waiver (if applicable)
DRAFT Service Provider Proposal, Agreement and/or Contract

SCHOOL NAME: KWALIKUM SECONDARY
Educator-in-Charge: Jaret Abel
Proposed Destination: Portugal and Spain
Proposed Departure Date: March 17, 2021 Proposed Return Date: March 28, 2021
Area of Study: Social studies Grades:
Educational Purpose of Trip: Experiential Learning
Total No. of Students: 35
Total Projected Cost: \$3500/ student
Projected Cost per Student: \$3500 Projected Built-in Cost per Teacher: Projected Cost to Teacher (if any): \$500
Proposed Excursion Details (Planning Form attached): [X] Yes [ ] No ( If no, please explain below)

Plan to ensure appropriate level of supervision and support for students based on gender/gender identity.
Indicate if supervisors will be teachers, volunteers or other:
6:1 ratio

Category 4 Out of Province Field Experience - Preliminary Approval
Table with 3 columns: Name, Date, Signature. Rows for Educator-in-Charge (Jaret Abel), Principal (Lori Marshall), and Board of Education.



FORM SD69-FE14  
 Category 3 and/or Category 4 Field Experience  
 Educator-in-charge Checklist Form

TO SUPPORT AND GUIDE THE EDUCATOR-IN-CHARGE PLANNING THE FIELD EXPERIENCE

Destination: Portugal and Spain Date(s) of Trip: Spring Break 2021

Educator-in Charge: Jaret Abel Grade/Class/Course: 10-12

<input checked="" type="checkbox"/>	Met	?	Need more information
<input checked="" type="checkbox"/>	Not Met	N/A	Not applicable

Met	Criteria
<input checked="" type="checkbox"/>	Administrative process respected (e.g. proposal submitted to appropriate administrator in time to be considered)
<input checked="" type="checkbox"/>	Off-site experience accessibility/eligibility policy addressed (e.g. equal access, voluntary participation, if appropriate; special needs addressed, alternative activity for non-participants)
<input checked="" type="checkbox"/>	Educational value of the trip is evident (e.g. goals, student learning outcomes, curricular connections)
<input checked="" type="checkbox"/>	Trip is appropriate to the students (e.g. age/grade, preparation and follow-up)
<input checked="" type="checkbox"/>	Duration of the trip is appropriate and can be accommodated in the school calendar
<input checked="" type="checkbox"/>	Destination or route adequately assessed (through pre-visit or other data collection) and appears appropriate
<input checked="" type="checkbox"/>	Itinerary and activities are outlined and fit the objectives
<input checked="" type="checkbox"/>	The group appears adequately prepared for the field experience (e.g. knowledge, skills, attitudes, fitness, clothing, equipment)
<input checked="" type="checkbox"/>	Information to be given to parents/guardians is appropriate for the type/duration of the field experience
<input checked="" type="checkbox"/>	Parent/guardian information meeting date is planned, if holding one is appropriate for the field experience (e.g. overnight trip)
<input checked="" type="checkbox"/>	Parent/guardian Consent forms to be collected (e.g. consent to attend, consent to secure medical treatment)
<input checked="" type="checkbox"/>	Relevant student health and medical information to be secured from parent/guardian
<input checked="" type="checkbox"/>	Additional insurance needs addressed, if relevant (e.g. out-of-province medical, hospital care)
<input checked="" type="checkbox"/>	Budget and financial arrangements appropriate (e.g. financial accessibility, legality of any fees charged as per School Fees policy)
<input checked="" type="checkbox"/>	Transportation arrangements acceptable (type of vehicle and type of driver) and parental consent secured
<input checked="" type="checkbox"/>	Supervision plan is appropriate for group, activities and sites/areas
<input checked="" type="checkbox"/>	Plan to ensure all participants are clear re: behavioural expectations and consequences
<input checked="" type="checkbox"/>	If overnighing, accommodation arrangements are acceptable (e.g. hygiene, security)
<input checked="" type="checkbox"/>	Leadership is competent to instruct/lead the particular group in the identified activity(ies) and environment(s)
<input checked="" type="checkbox"/>	Plan in place to brief supervisors re: trip purpose, logistics, roles/responsibilities, safety plan, emergency plan, etc.
<input checked="" type="checkbox"/>	Safety Plan is appropriate (e.g. procedures for managing the key inherent risks of the activities, environments, and participants)
<input checked="" type="checkbox"/>	Emergency Plan is in place to deal with injured/ill/lost/stranded participant(s) (e.g. training, kits, communications, equipment, back-up transportation, Emergency Services access)
<input checked="" type="checkbox"/>	Destination contact and phone number (e.g. outdoor centre, camp, local authority(ies))
<input checked="" type="checkbox"/>	List of documents teacher will carry (e.g. trip plan, permits, passenger lists, medical conditions, and emergency contacts of participants)
<input checked="" type="checkbox"/>	Office to receive copy of finalized trip plan, signed consent forms, passenger lists and names of no-shows
<input checked="" type="checkbox"/>	Is there an appropriate plan in place to evaluate the field experience (e.g. criteria for success, process to evaluate)
<input checked="" type="checkbox"/>	Other relevant information unique to particular field experience. Specify:

Comments:

Educator-in-charge Name (please print): Jaret Abel	Date (day/month/year): 28/04/20	Educator-in-charge Signature: <i>Jaret Abel</i>
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Principal Name (please print): Lori Marshall	Date (day/month/year): 28/04/20	Principal Signature: <i>L Marshall</i>
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BASIS FOR DISCUSSION WITH PRINCIPAL OR DESIGNATE



## Educator-in-Charge Planning Form

School:	KWALIKUM SECONDARY		Destination:	Portugal and Spain	
Trip Date:	Spring break 2021		Departure Time:	Return Time:	
Educator-in-Charge:	Jaret Abel				
Phone:	250 951 5228		Email:	Jabel@sd69.bc.ca	
Area of Study:	Social Studies- Comparative Cultures				
Purpose of Trip:	Experiential Learning				
Grade/Homeroom:	10-12		# of Students:	Up to 24	
<b>SUPERVISOR NAMES (PRINT NAMES BELOW)</b>			<b>STAFF (S) / VOLUNTEER (V) / OTHER (O)</b>		
Educator-in-Charge:	Jaret Abel- staff				
Other Supervisor:	Lori Marshall- staff				
Other Supervisor:	TBD- Based upon enrollment				
Total # Supervisors:	Every 6 students who commit brings in another supervisor				
Name of Service Provider ("SP") (if applicable): EF tours					
SP Contact Person Name: Yasmine Methadi			SP Telephone #: 1 778 372 2066		
<b>TRANSPORTATION (CHECK ALL THAT APPLY)</b>			<b>ESTIMATED COST OF TRIP</b>		
<b>Method:</b>	<b>Driver:</b>		<b>Sources of Funding (e.g. cost/student, other sources):</b>		
<input type="checkbox"/> Walking	<input type="checkbox"/> Professional Driver		EQUAL ACCESS FOR ALL STUDENTS:		
<input type="checkbox"/> School Bus	<input type="checkbox"/> Volunteer Driver (staff/other supervisor)		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> See attached		
<input type="checkbox"/> Public Transit	<input type="checkbox"/> Other (specify):		Special Needs Addressed:		
<input type="checkbox"/> Charter Bus			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> See attached		
<input type="checkbox"/> 15 passenger van			Alternative Activity for Non-participants:		
<input type="checkbox"/> Rental Van			<input type="checkbox"/> Yes <input type="checkbox"/> No		
<input checked="" type="checkbox"/> By Service Provider			Contingency Plan:		
<input type="checkbox"/> Other (specify):					
<b>EDUCATIONAL VALUES</b>					
Goals and/or Student Learning Outcome: Students are to be exposed to an experiential learning opportunity. They will be able to learn how to travel successfully, increase their independence/ confidence and gain an appreciation for cultures outside of Canada. The trip will be connected to the Comparative Cultures 12 course.					
Activity(ies) that will occur (or include on Attached Program/Activity/Trip Plan and/or Itinerary Card): attached					
Student Preparation (e.g. re: knowledge, skills, attitudes, fitness): Students will be having lunch time meetings to identify travel expectations and to pre-load them with information on the strategies to travel comfortably, what to expect in the airports, and highlights of the cities we will be travelling to. Discussions regarding safety will also occur.					
Follow-up Activity(ies) that will occur: Completion of an IDS course.					
<b>SAFETY GUIDELINES</b>					
I am familiar with relevant Board policies, district procedures, the School District 69 (Qualicum) Field Experiences Resource Book, and the YouthSafe Outdoors: Safety First! Guidelines for BC School Off-Site Experiences (2005): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
Safety Plan: Briefly describe (or attach in Detailed Trip Plan) the risk assessment and safety planning process to address any key risks related to the environment (e.g. weather, terrain/site, wildlife):					
Activity (e.g. transportation, outdoor pursuits/aquatic specific):					
Group (e.g. clothing, equipment, water, food, behavior): Buddy system, cell phone, emergency support numbers and travel agency support					
<b>SUPERVISION PLAN</b>					
Briefly describe the supervision processes to be used (e.g. large or small group setting(s), lead/sweep, head counts, buddy system, level of supervision [constant visual, on-site, in the area], other elements of supervision plan as relevant: Students will be required to use the buddy system. Cell phone numbers will be exchanged with students so that they are able to text the supervisors if any challenges arise. There is the support of a professional travel agency who provides identifying backpacks so that students can rapidly find assistance if need be. Braclets with important contact information is provided too.					
<b>VOLUNTEER PLAN</b>					
Process to identify volunteer candidates:					
Volunteer screening processes (check all that apply): <input type="checkbox"/> Criminal Record check <input type="checkbox"/> Reference check					
Volunteer briefing process re: their roles and responsibilities (e.g. briefing to be conducted when, where, how, by whom):					
<b>EMERGENCY PLAN</b>					
Contingency kit(s) carried (stocked and accessible) (check all that apply):					
<input checked="" type="checkbox"/> First Aid <input type="checkbox"/> Repair <input type="checkbox"/> Survival					
Emergency communications technology carried/available (check any and all that apply):					
<input type="checkbox"/> Telephone <input checked="" type="checkbox"/> Cell Phone <input type="checkbox"/> Satellite Phone <input type="checkbox"/> Radio (VHF, UHF) <input type="checkbox"/> None					
<input type="checkbox"/> Other (specify):					
Name of Primary First Aider:			Current Certification Held:		
Name of School Contact Available (24/7):					
Home Phone:		Work Phone:		Cell Phone:	
<b>EVALUATION:</b>					
Criteria for success of off-site experience: Completion of a survey that highlights rooms for future growth on the part of the tour organizers					
Process to determine success: Parent and student feedback					
Educator-in-Charge Name (please print):		Date (day/month/year):		Educator-in-Charge signature:	
Jaret Abel		28/04/20			
Principal Name (please print):		Date (day/month/year):		Principal Signature:	
Lori Marshall		28/04/20			
ORIGINAL: SCHOOL OFFICE			COPY: EDUCATOR-IN-CHARGE		



# KWALIKUM SECONDARY SCHOOL

*Working together to realize our full potential*

Principal: Lori Marshall, [lmmarshall@sd69.bc.ca](mailto:lmmarshall@sd69.bc.ca)  
Vice-Principal: Lesley Rowan, [lrowan@sd69.bc.ca](mailto:lrowan@sd69.bc.ca)

April 20, 2020

Board of School Trustees  
School District #69 (Parksville/Qualicum)  
PO Box 430, 499 W. Island Highway  
Parksville, BC, V9P 2G6

Dear Board of School Trustees,

At this time, I would like to apply for agreement in principle for a trip to Portugal, Gibraltar and Spain during Spring Break 2021. I am planning to take a group of approximately 35 students with the support of 5 other teachers. I am applying in advance so that we may begin to provide opportunities for the students to fundraise and to save their money over the summer months. As well, early approval will allow our school to add the trip to the school calendar. We are aware that the world is in a state of upheaval due to the Coronavirus outbreak but want to plan that things will be returned to a measure of normal by then.

The specific objectives that have been identified are

- Create a life time memory of historical sites/knowledge acquisition
- Develop appreciation for the impact of the Moorish culture and bear witness to sites that are associated with it
- Install a sense of our intercultural world
- develop personal confidence

My experience is that these trips provide incredible and memorable life experiences for our students and they are exceptional educational tools. An educational highlight of this trip will be difference and similarities between cultures of Europe and Canada. Additionally, it will expose the students to the Moors culture which will build tolerance and understanding for the Islamic religion. This trip will ideally be co-curricular in design as the students have been encouraged to enroll in Comparative Cultures 12.

Sincerely yours,

Jaret Abel  
Travel Club Coordinator

Lori Marshall  
Teacher Chaperone



# KWALIKUM SECONDARY SCHOOL

*Working together to realize our full potential*

Principal: Lori Marshall, [lmarshall@sd69.bc.ca](mailto:lmarshall@sd69.bc.ca)  
Vice-Principal: Lesley Rowan, [lrowan@sd69.bc.ca](mailto:lrowan@sd69.bc.ca)  
Vice-Principal: Adam Stefiuk, [astefiuk@sd69.bc.ca](mailto:astefiuk@sd69.bc.ca)

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April 29, 2020

School District 69 (Qualicum)  
PO Box 430, 100 Jensen Avenue East  
Parksville, BC  
V9P 2G5

Board of Education – School District 69 (Qualicum)

This letter will stand as my support for the Kwalikum Secondary School Student Field Trip to Portugal and Spain for Spring Break 2021. This trip has been planned by teacher Jaret Abel.

Please see attached itinerary for details.

We would ask that the Board grant approval in principle for this exciting trip.

Respectfully submitted,

Ms. Lori Marshall  
Kwalikum Secondary School

Copy: Jaret Abel



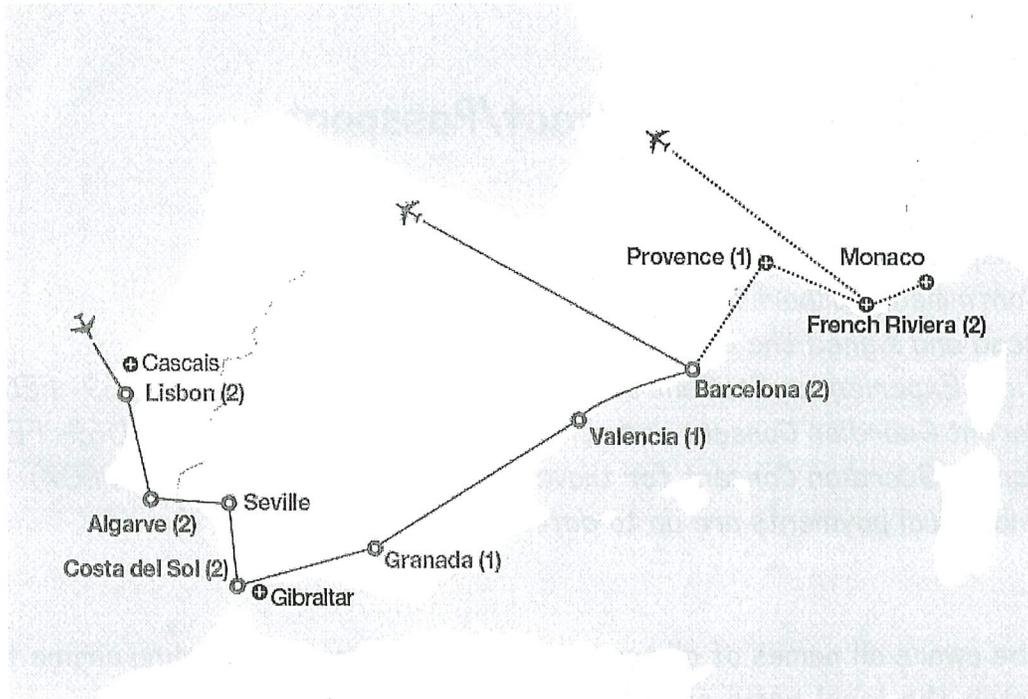
# Welcome to Europe 2021!

(Portugal, Spain)



## Educational Tours

International travel for teachers and students



<http://www.eftours.com>

The information you are about to read has been compiled from the EF Tour website and from the teachers that have travelled with EF before. It is recommended that you visit the EF website before your trip. This guide and the website will answer many questions and help make your trip memorable.

**There are four important words to remember when traveling abroad**

***Go with the flow!***

luggage including up and down stairs. If it is too heavy, start unpacking. So bring what you need and nothing you don't. Any non-essential items, such as jewelry, should be left at home. Remember you are only allowed **one suitcase** (maximum loaded weight 50 lbs) and **one carry-on bag**. As an added thought, list or better yet video record the contents of luggage prior to travel in the advent of a loss. Do not over pack!

## **SUGGESTED CHECKLIST OF ITEMS TO TAKE WITH YOU ON YOUR TRIP**

- \_\_\_\_\_ **PASSPORT - DO NOT LEAVE HOME WITHOUT IT**
- \_\_\_\_\_ Money belt
- \_\_\_\_\_ Travel mug for coffee and tea
- \_\_\_\_\_ Portable charger- photo opportunities result in depleted batteries
- \_\_\_\_\_ Cell phone plan (texting is great to have)
- \_\_\_\_\_ A copy of the tour itinerary (supplied in February 2020 meeting)
- \_\_\_\_\_ A list of important phone numbers, email addresses and an address book (to send postcards home)
- \_\_\_\_\_ One suitcase labeled with identification tags. The brighter the suitcase the better! Tie something bright onto your suitcase so you can pick it out right away. (Dollar stores sell Canadian flag luggage tags.)
- \_\_\_\_\_ After packing, take out 25% of the stuff. Start the trip with your neatly packed checked bag being half to three quarters full.
- \_\_\_\_\_ A watch (BE ON TIME)
- \_\_\_\_\_ Power converters (for electrical items such as hairdryers)
- \_\_\_\_\_ Camera
- \_\_\_\_\_ Windbreaker or rain coat
- \_\_\_\_\_ Sweatshirt with hood

## Airplane Carry-on bag

There is a limit of one bag per person, which must be removed from carry-on luggage and placed separately in a screening bin at airport security. Here's a short list of things travelers might need on the first day of the trip. These should be packed in the carry-on bag in case their larger suitcase is delayed.

- Toothbrush and toothpaste (remember, toothpaste needs to go in a one-quart Ziploc bag, and can't be bigger than 3 oz)

The maximum quantity of liquids or gels permitted in carry-on baggage is 100ml/100g (3.4 oz.) per article. These items must be placed in one clear, closed and re-sealable plastic bag no larger than one litre (one quart). Bottles of water are never permitted through the security checkpoints.

- Hairbrush
- Contact lens case/glasses
- A full change of clothes (in case luggage is delayed or worst lost!)
- Medication

Copy of any prescriptions (Customs officials may want to verify that a container's contents match its label, so all medication should be carried in its original container.)

- Any valuables
- Personal headphones for watching TV on the airplane
- A book to read!

## Daypack

Your daypack could be your flight carry-on bag as well as being your backpack to carry each and every day while on tour. Each day will begin very early and you will want to dress in warm layers. As the day progresses, you can take off the warm layers of cloths and put them in your backpack. Backpacks are also useful for carrying souvenir items you might want to purchase throughout the day.

A strong word of caution! Pickpockets exist in Europe. They are very clever people and you will not be able to tell a professional pickpocket out in a crowd. Be prepared for crowded places and lineups!

## **Tipping**

It is customary to tip your tour director, bus driver and, on occasion, the local guides for a job well done. We will be collecting \$150/ traveler at the February meeting.

## **Groups/Chaperones/Rooms**

You will be put into groups of travel groups of 6 people and assigned a chaperone for the trip. In the hotels, the number of people in a room can vary, which will mean that we must be flexible for rooming arrangements. Rooming lists will be planned for between 2- 4 students to a room. On occasion, our students will be rooming with students from other school groups

# A Few Parting Tips

Go with the flow.....you will enjoy your trip so much more if you follow this advice!

Be aware this is a school trip and as such all school rules must be adhered to at all times too!

BE ON TIME. WEAR YOUR WATCH. Other EF tour groups will be sharing a bus with our group. The buses, planes, tour guides have to leave on time!

We are traveling internationally and have to be at the airport 3 hours ahead of our scheduled plane departure.

Read a bit about where we are going to or browse the internet using the cities as key words in your searches.