



SD69 QUALICUM

EDUCATION COMMITTEE OF THE WHOLE

TUESDAY, JUNE 21, 2022

2:30 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.

Facilitator: Trustee Laura Godfrey

Join Zoom Meeting

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

1. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES**
2. **OPENING COMMENTS**
3. **APPROVAL IN PRINCIPLE FOR KSS TRIP TO JAPAN**
(Previous one cancelled in 2019 that was for spring 2020 due to pandemic)
4. **SHARED LEARNING**
 - a. **Learning Grant Presentations (Schedule Attached)**
5. **QUESTION PERIOD**
6. **FUTURE TOPICS**
7. **NEXT MEETING DATE:**
 - Tuesday, September 20th at 2:30 p.m.
8. **ADJOURNMENT**



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: R. Barton / R. Pepper

Proposed Destination: Japan (Nagoya, Osaka, Takayama, Tokyo)

Proposed Departure Date: March 19, 2023 **Proposed Return Date:** March 30, 2023

Area of Study: Social Studies, History **Grades:** 10-12

Educational Purpose of Trip: Cultural Exchange, empathy building, world view building

Total No. of Students: 10

Total Projected Cost: \$3600

Projected Cost per Student: \$3600 **Projected Built-in Cost per Teacher:** \$2500 **Projected Cost to Teacher (if any):** \$2000-2500 (dependant on grant)

Proposed Excursion Details (Planning Form attached): Yes No (If no, please explain below)

See attached forms

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:

R. Pepper / R. Barton

Category 4 Out of Province Field Experience – Preliminary Approval		
Educator-in-Charge (please print): Ryne Barton	Date (day/month/year): 07/06/2022	Educator-in-Charge signature:
Principal Name (please print): Ross Pepper	Date (day/month/year): 07/06/2022	Signature indicating preliminary approval:
Board of Education or designate (please print):	Date (day/month/year):	Signature indicating preliminary approval:



FORM SD69-FE06

Field Experience

Student Behaviour Expectations Contract

(Required for Category 2, Category 3, and Category 4 Field Experiences)

Name of Trip: Japan 2023

Date(s) of Trip: March 10-30 2023

Educator(s)-in-Charge: R.Barton/ R. Pepper

Volunteer Supervisor(s): N/A

During this field experience, each student will be acting as a representative of our school and class. As such, it is expected that every student will conduct himself or herself in a manner that reflects positively on our school community. All students are expected to follow the School Code of Conduct during this trip. In addition, please be reminded that:

Highlight of Specific Behavioural Expectations:

Follow school code of conduct, listen to educator in charge, stay in phone contact with educator

Consequences:

For this field experience, the following consequences, in addition to the consequences outlined in the School Code of Conduct, have been set in place:

Return home via airplane at an extra cost.

Agreement:

I understand the expectations of behavior and accept the consequences that will be applied should I choose to violate these expectations:

Student Name (please print):	Date (day/month/year):	Student Signature:
Parent Name (please print):	Date (day/month/year):	Parent Signature:
Educator-in-charge Name (please print):	Date (day/month/year):	Educator-in-charge Signature:

Original kept on file with Educator-in-charge



School Name: KWALIKUM SECONDARY

School Telephone #: 250-752-5651

Educator-in-Charge Name: R. Barton

Dear Parent/Guardian: The purpose of this form is to inform you about a proposed field experience and to seek your support and permission for your child to participate in it. The District requires a parental waiver for your child to participate in this activity. Please be advised that the parental waiver does not legally waive the rights of a minor (the student) in case of accident or injury.

Field experiences are part of the school program and they provide students with valuable learning experiences. However, should you wish that your child **NOT** participate in this activity, school staff will assign your child other learning activities at the school.

This is an important document. Please review the contents of this Consent and Acknowledgement of Risk Form carefully prior to providing permission for your child to participate in this excursion. Clarify any questions or concerns with the Educator-in-Charge BEFORE signing it.

Your child will **NOT BE ALLOWED TO PARTICPATE IN THIS FIELD EXPERIENCE** if this form is not signed and returned to the school no later than:

ACTIVITY/PROGRAM INFORMATION

Destination/activity: Japan

Date(s) March 19-30, 2023

Series of activities to be undertaken (specify program): Homestay, cultural connections, world view building

Purpose or Educational Goal(s): Cultural Exchange, empathy building, world view building

Itinerary/activities: See attached Itinerary

Method of transportation: Plane, bus, train

By: Air Canada, JR Rail

Educator-in-charge: R. Barton

Cost to student: \$3600

What to bring: Be prepared for spring weather (light snow, rain, sun)

Other considerations: Budget money for lunches and some dinners, breakfasts are provided at accomodations

Behaviour expectations: Follow school code of conduct, listen to educator in charge, stay in phone contact with educator

SCHOOL RESPONSIBILITIES

The School will make every reasonable effort to ensure or ascertain that:

- The staff, volunteers and/or service providers involved are suitably trained and qualified
- The students are adequately supervised over all aspects of the program/activity
- The location(s) used are appropriate and safe for all the activity(ies) and group
- A Safety Plan is in place to identify and manage known potential risks
- An Emergency Plan is in place to deal with an injury or illness to any of the students

POTENTIAL KNOWN RISKS AND SAFETY INFORMATION

The purpose of this section is to detail and reinforce with parents all known risks of participation in the field experience to ensure parents/guardians are providing informed consent. Safety issues and precautions which have been discussed with students should also be referred to. For example, if the students will be required to wear any specific safety equipment, such as goggles and helmets.

Additional Comments/Requirements:

CONSENT AND ACKNOWLEDGEMENT OF RISK

While school staff take reasonable steps to prevent injuries to students, some degree of risk is inherent in the nature of this activity, and may occur without fault on the part of the student, School Board, its employees or agents, or the facility where the activity is taking place. By allowing your child to participate in this activity, you are agreeing that the activity described is suitable for your child, and that you acknowledge that there is a risk of injury associated with the activity. **PLEASE INITIAL THE BOXES BELOW INDICATING YOUR UNDERSTANDING AND AGREEMENT TO THE FOLLOWING CONDITIONS FOR YOUR CHILD'S PARTICIPATION IN THIS FIELD EXPERIENCE:**

- My child has been informed that he/she is to abide by the rules and regulations, including directions and instructions from the school's and/or service provider's administrators, instructors, and supervisors over all phases of the activity/program.
- In the event my child fails to abide by these rules and regulations, disciplinary action may require his/her exclusion from further participation, or that I be contacted to have him/her picked up, unless I have specified other transport arrangements.
- Should it become necessary for my child to have medical attention, I give the Educator-in-Charge my permission to use his/her best judgement in obtaining said service(s) for my child. I understand that any such cost(s) incurred on behalf of my child will be my responsibility.
- I confirm that the school has the most up-to-date Medical Information on file regarding my child and that this information may be used in the event of a medical issue/concern.
- I confirm that the school has the most up-to-date Emergency Contact information on file for my child and that this information may be used in the event of an emergency.

PERMISSION

I, _____ (Name of parent/guardian), **GIVE PERMISSION**
for _____ (Name of student), to participate in this field experience as described.

I understand that my child may be exposed to a risk of injury due to accident while participating in this activity.

I _____ (Name of parent/guardian) **DO NOT GIVE PERMISSION**
for _____ (Name of student) to participate in this field experience as described.

I understand that school staff will assign my child other learning activities at the school.

Parent/Guardian Name (print) _____ Date: _____

Parent/Guardian Signature: _____

Parent/Guardian Contact Number(s): _____ Day: _____ Evening: _____

Comments (Include any restrictions or limitations which would prevent your child from fully participating in this trip or any other special concerns which board staff should be aware of surrounding your child:

NOTE

Efforts to minimize costs have been made to support student participation. Please note that no student shall be denied an opportunity to participate in an activity because of an inability to pay fees. Please contact the teacher or Principal if you have questions or concerns regarding the cost per student.

Original kept on file with Educator-in-charge

Japan Tour 2023

March 19th -30th 2023



BSS and KSS are going to Japan again during Spring Break 2023. Students will have 11 days in Japan that will include a 4 day homestay and school visit with our sister school Aichi Keisei, located near Nagoya. We will then travel by train to Kyoto, Nara, Takayama, and Tokyo, where we will stay at hotels and traditional Japanese inns for the tour portions of our trip.

Projected cost is \$3600.

We will discuss in some detail the itinerary for the trip at a meeting early September 2022 and address any questions that students and parents may have.

Contact the teacher in charge of this tour, Ryne Barton, for more information.

rbarton@sd69.bc.ca

Cover Letter
Ryne Barton
Kwalikum Secondary School

Statement of Purpose:

The purpose of this trip is the development and maintenance of ties with our sister schools in Japan and have our students engage in hands on and experiential learning.

Being a relatively new teacher, who is a proponent of cultural learning and acceptance, my former teachers and now colleagues of KSS have expressed interest that I continue to provide activities for students such as cultural exchanges to Japan in the future. Being of Asian descent, and having lived and taught in Asia as my first teaching assignment has enabled a massive shift of perspective in my learning. This is something that I would like to provide for the students on this trip and ones in the future here at BSS and KSS.

By physically meeting and networking with the administrators at our partner schools, I would be able to better convey the educative goal we share in a more impactful manner. In doing so I would also be able to express my feelings of respect and gratitude that they have chosen Kwalikum Secondary as a school to send their students to.

I will be travelling to our three schools, Aichei Kesei, Momoyama and Suginami, and be able to put faces to emails. Two years ago, the son of Principal Adachi was here at KSS for a cultural exchange, and I would like the opportunity to continue this relationship with Mr. Adachi in person. While students are interacting on field excursions I will be outline the prospective goals of our partner schools and how to best support students from these school. We will also discuss possible growth plans, and what these avenues we would take to best meet the needs of these students. We will also discuss the possibility of having Canadian students go to this schools for a long study, perhaps up to 2 months.

Our pre-departure preparation has consisted of meeting with the parents of the School District 69 students going on this trip and providing them with the information necessary to carry out this endeavour. We have also been providing students with cultural information sessions during lunch so that cultural customs will not be as foreign and running our ISP Canadian Ambassador Program.

Learning and Post-Travel Knowledge Dissemination Plan

We have teamed with our CEAP or district online learning school and have issued that students on this trip to present and represent their learning and how they have gained insight into culture their world perspective. This will be offered online and submitted to CEAP staff to ensure that all criteria has been met.

Administratively, I will be reconnecting with partner schools to ensure projected plans are met and or set-up, and new programs are implement. There are two short stay programs that we have ran in the past with Aichi Kesei and during this time we would like to ensure that dates are set and program made available.

Itinerary for SD69 Japan Exchange March 19 to March 30, 2023

Train times in Japan are our hoped for departures and arrivals. Reservations will be made once we are in Japan.

Day 01 Mar. 19, Sunday

Vancouver to Nagoya via Tokyo

- 05:00** Meet at KSS and take school bus to Departure Bay Ferry Terminal
- 06:15** Walk on to ferry for Horseshoe Bay
- 09:00** Take bus 257 from Horseshoe Bay to downtown Vancouver.
Transfer to Skytrain and travel to Vancouver International Airport
- 10:40** Assemble in front of Japan Airlines at Vancouver Airport
- 14:00** Depart Vancouver by **Japan Airlines 017**
Cross International dateline – lose a day

Students buy own lunch at Vancouver airport prior to departure.

Day 02 Mar. 20, Monday

Narita, Tokyo – Nagoya

- 16:30** Arrive at Narita Tokyo airport and proceed through customs and immigration
- 18:25** Depart Narita by connecting flight **JAL 3087** for Nagoya
- 19:40** **Hotel Stay:** www.Toyoko-inn.com/search/detail/00148

Day 03 Mar. 21, Tuesday

Nagoya/Aichi

Students Homestay for 3 nights

- 08:00** Take Meitetsu express train Nagoya Airport arriving at Kounomiya Station in Inazawa City at **08:55**. We will be met at the station by Aichi Keisei High School staff and taken by school bus to the school. School Activities for the day. **Breakfast will be provided at the hotel. Aichi Keisei High School will provide lunch.**

Teachers will stay at Hotel Sunroute Nagoya

<https://www.sunroute.jp/english/hotelinfo/tokai/plazanagoya/index.html>

HOME STAY from Mar 21 to 24 for 3 nights – One student per host family.

Day 04 Mar. 22, Wednesday Nagoya/Aichi
With host families.

Day 05 Mar. 23, Thursday Nagoya/Aichi
With host families.

Day 06 Mar. 24, Friday Nagoya/Aichi
School Activities for the day.

Itinerary for SD69 Japan Exchange March 19 to March 30, 2023

Day 07 Mar. 25 Saturday, Tuesday Nagoya to Kyoto

09:08 Travel by **Hikari 461** (Shinkansen) from Nagoya to Kyoto.
09:45 Arrive in Kyoto and check in to the **Sanoya Hotel** <http://www.sanoya.net/>. Explore the downtown area to orient group for shopping and inexpensive places to buy food. Buy and eat lunch. Walk to and visit **Sanjuusangendo Temple**. Then go by foot to Kiyomizu Temple. Return by foot to the guest house by 5pm. Students buy own supper. Meet at 7 pm to do evening walking tour of Gion district which is the old Kyoto Geisha district. Return to guest house. In own room by 11 pm.

Breakfast will be provided by the host families. **Students buy own lunch and supper.**

Day 08 Mar. 26, Sunday Kyoto / Nara

Travel to the ancient capital of Nara – about 45 minutes by local train and walk to Todaiji Temple. Eat lunch in Nara and return to Kyoto by 3pm. In own room by 11 pm. **Breakfast provided at hotel. Students buy own lunch and supper.**

Day 09 Mar. 27, Monday Kyoto to Osaka

08:00 Leave Kyoto by Shinkansen for Osaka.
9:45 Arrive in Osaka Castle Walk to Osaka castle (about a 20 minute walk) and explore the castle. Return to Osaka station and buy lunch at the station
12:00 Take the Shinkansen to [Shinsaibashi](#). Eat Lunch
13:00 Explore the station area and Dotomburi district
16:00 return to Shinbashi Station,
16:30 Have a quick dinner, get ready for the Hanshin Tigers Baseball game
17:00 Take train out to Koshien Stadium
18:00 Watch Game
If game is cancelled then we will go to Kaiyukan Aquarium
Breakfast provided at hotel. Students buy own lunch and supper.

Day 10 Mar. 28, Tuesday Kyoto to Takayama via Shin Kobe and Nagoya

09:50 Leave Kyoto on by Shinkansen.
11:10 Arrive at Shin Kobe and change trains for Nagoya
11:20 Leave Shin Kobe for Nagoya on Shinkansen.
12:30 Arrive at Nagoya and change trains for Takayama.
12:50 Leave Nagoya on regular train.
15:10 Arrive at Takayama. Walk or take inn shuttle to our Japanese inn. Accommodation at inn for 2 nights. **Breakfast provided at hotel. Students buy own lunch. Supper will be provided at the inn.**

Day 11 Mar. 29, Wednesday Takayama

Tour the morning market and explore the streets of the “Old Town” which dates to the Edo Period. Have lunch and then take public transit to the Hida Folk Village. Return to the Inn by 16:00. **Students buy own lunch. Breakfast and supper will be provided at the inn.**

Day 12 Mar. 29, Thursday Takayama to Vancouver via Toyama
06:45 Take train from Takayama to Toyama.
09:15 Arrive at Nagoya and change trains to Nagoya Chubu Centrair Airport.
Check in to Japan Airlines flight for Narita, Tokyo by 11:50
14:50 Depart Nagoya by **Japan Airlines 3084**
16:00 Arrive at Narita Tokyo airport
18:00 Depart for Vancouver by **Japan Airlines 018**
11:00 Arrive Vancouver. After being processed through customs and immigration, take the Skytrain to downtown Vancouver. Change to bus 257 and travel to Horseshoe Bay Ferry Terminal.
15:45 Take ferry from Horseshoe Bay to Departure Bay in Nanaimo.
17:15 Arrive at Departure Bay. Students picked up by their parents at Departure Bay Terminal.
Students buy own lunch and supper. Breakfast will be provided at the inn.

Contact Information in Japan

Ryne Barton email – rbarton@sd69.bc.ca cell phone # in Japan : TBD

Day 2 - Toyoko Inn – Tel: 0569-38-0045

Day 3 – 6 Nagoya, (Chaperones only) Sunroute Hotel Nagoya - Tel: 81- 571-2221

Day 7 – 8 Kyoto, Sanoya Hotel - Tel: 81-75-371-2185

Day 9-10 Hiroshima, Grand Intelligent Hotel – Tel: 81- 82-263-5111

Day 11 – 12 Takayama, Oyado Iguchi – Tel: 81-577- 34 – 0345

Homestay Contact Information will be provided when it is received.

Itinerary for SD69 Japan Exchange March 19 to March 30, 2023

Japan 2021 - Timeline and Payment Schedule

*All payments to be made to
Kwalikum Secondary School and given to **Ms. Nina Knocke the KSS Business Manager**
Or
KSS 'Schoolcashionline' site*

<https://qualicum.schoolcashionline.com/>

A deposit **will become non-refundable in October, 2020** when we are able to reserve our flight and make the deposit for the flight.

May 2023 (Tentatively scheduled, and will be finalized upon District approval) Aichi Keisei High School Visit

Host students from our Japanese sister school if possible, as a fund raiser and exchange experience. Families paid \$30 per night per student.

September 29, 2022 – second payment - **\$1,000.**

November 17, 2022 – third payment - **\$1,000**

January 10, 2022 – balance – **\$1,300 (or less TBA)**

March 19 to March 30, 2021 – 11 day study tour of Japan.

The final cost of the trip participants payable to KSS is **\$3,500 - maximum.** (Final fuel sur-charge not known until December)

This does not include the money students will use to buy their own meals (10 meals at a cost of approximately \$10 per meal) on the tour portion of the trip – approximately \$100.

Total estimated cost of the trip - \$3600

LEARNING GRANT PRESENTATION SCHEDULE AT EDUCATION COMMITTEE OF THE WHOLE – JUNE 21, 2022

Site	Teachers	Inquiry Question	Time Slot
AES/OES/QBES/NBES	Ruth Stefanek (T&L) Heather MacLeod (NBES) Janice Proctor (AES) Adam Stefiuk (OES) Reuben Friesen (QBES) Maria Mihoc (NBES) Karen Mostad (NBES)	How can we use vertical surfaces to create a collaborative learning culture in our Grade 6 and 7 mathematics classrooms and enhance our professional practice?	2:30
BSS/KSS	Ruth Stefanek (T&L) Christina Hardin (KSS) Gord Dodd (KSS) Traci Nesbitt (KSS) Joy Daniel (KSS) Maria Gonzales (KSS) Kaz Tomiyama (BSS) Jessica Kerr (BSS) Melissa Gravel (BSS) Jaqueline La Fleur (BSS)	How can we use vertical surfaces to create a collaborative learning culture in our secondary mathematics classrooms and enhance our professional practice?	2:40
NBES	Chris Brown Tammi Burke Deanna Whiteside Anna Dodds	Resource materials to enable several project-based outdoor learning activities to be implemented this year for teachers to provide a variety of learning opportunities for their students to use and care for the outdoor spaces near the school	2:50
SES/PASS-WW	Alanna Whitaker Tara Wolfe Martin Jedlik Sarah Hung Manisha Singh Eric Neumeyer	In what ways can we create meaningful outdoor excursions that ties many aspects of the BC Curriculum with place-based learning opportunities, Indigenous ways of knowing and being in connection to land, water and animals, Environment and SEL, that will encourage community, resilience, social/emotional well-being in our students, staff and community partners?	3:00

LEARNING GRANT PRESENTATION SCHEDULE AT EDUCATION COMMITTEE OF THE WHOLE – JUNE 21, 2022

BSS	Jess Kerr Mindy Holman Terry Kent Francois Provencher	How can project-based learning increase student interest and engagement while leading to a deeper, more complex understanding of real-world challenges?	3:10
FBS	Petra Knight Amanda Jahnke Adrian Esau	With a focus on staying local on Lasqueti Island, how can we use our community partnerships on Lasqueti in a COVID World to foster learning and social emotional well-being?	3:20
SES Support Team	Sarah Hung Tarri Morrison Lauren Nikirk Victoria Langemaier Pauline Danoit Kate Taylor Jenny Pearson	Through whole-school collaboration time how can we foster the use of UDL in the classroom?	3:30
BES	Tara McClinton Debbie Comer Monique Pelletier Cindy Neufeld	What shifts in our thinking, understanding and teaching practice of inclusive literature using a balanced literacy approach, will engage our diverse group of learners and significantly improve student achievement?	3:40
BSS	Lara Zalinko Ms. Kennedy	How can we nurture student choice, voice and autonomy in order to maximize student learning and engagement through a Universal Design for Learning (UDL) Lens	3:50
NBES	Karen Mostad Anna Dodds	Picture books and novel on the topic of diversity and inclusion, SOGI, physical and health education.	4:00
T&L/EES/QBES/SLP	Denise Spencer-Dahl (T&L) Triona Boquist (EES) Teresa Holder (EES) Tabitha Smith (QBES) Lindsay Mitchell (QBES) Amy Kazeil (SLP)	How can we build capacity in teachers to support emergent reading instruction so that our classrooms are inclusive and honour the needs of all students?	4:10

LEARNING GRANT PRESENTATION SCHEDULE AT EDUCATION COMMITTEE OF THE WHOLE – JUNE 21, 2022

AES	Gaynor Charnock Karen Fletcher Julie Whynacht	If we design flexible, play-based, inclusive UDL learning environments will this help our students to be more regulated in the classroom and then be able to engage more readily with each other and the learning intentions of the class?	4:20
NBES	Tracie Finstad Becky Weiss	How can we work in reciprocity between school and community (Snaw-Naw-As)?	4:30
EES	Ashley Armstrong Jessica Virgin Flo Wong Amy Kazeil	Would like to continue the work begun through this grant last year. How does the design of learning environment (third teacher) enhance a child's potential to be calm (regulated), connected (relational) and a critical and creative thinker?	4:40
EES/SES/BSS	Rebecca L'Hirondelle - EES Roo Whetstone - EES Eric Neumeyer - SES	How can we create a shared understanding of strengths and needs between the elementary and secondary levels to help our grade 7 students be prepared for the academic and social-emotional expectations required for a successful transition to high school?	4:50