



# FIELD STUDY

CATEGORY 3 PROPOSAL TO THE RDPSD BOARD OF TRUSTEES

Gateway Christian School

February, 2025



## CATEGORY 3: FIELD STUDY FOR DESTINATION OUTSIDE CANADA

**Destination:** Dominican Republic

**Departure date:** April 3, 2026 (*Proposed dates*)

**Return Date:** April 11, 2026

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Estimated Distance to Travel: 5340 km (10, 680 km round trip)

Estimated Cost Per Student: Approx \$3,500 - \$3,700 (*no additional fees or expenses during the trip*)

Number of Students Participating: Approx 20-30

Number of Supervisors: 3-5

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### PURPOSE:

#### Purpose, Objectives

The Co-Impact Field Study Experience is directly connected to Intercultural Studies, which is a course offered at Gateway Christian School. Students participate in the trip as a culminating service activity to complete the learning provided in the course, as well as throughout their years at Gateway Christian School.

Part of the philosophy of the course is to inspire students to achieve success as an engaged thinker and ethical citizen. "Students who complete this course will learn skills that will help them become resilient and competent when interacting with different cultures. Students will have an increased understanding of themselves and the world" (*Intercultural Studies course introduction*).

We believe this experience exposes students to another culture where they learn empathy, broaden their understanding of the world around them, develop the attitudes and behaviours of global citizenship, and are equipped with skills and abilities that allow them to learn to solve problems that they may encounter.

- **ELA GO 5.1 Students will learn to respect others and strengthen community**

This opportunity exposes students to learning opportunities that are seamlessly interwoven with the Alberta Curriculum, and Gateway's Throughlines (i.e. Earth Keepers, Justice Seekers, God Worshipers, Faith Nurturers, Servant Workers, Order Discoverers, Beauty Creators, Creation Enjoyers, Image Bearers, Idolatry Discerners, and Community Builders.) These experiences assist students with their own self discovery when attempting to understand what types of issues motivate them to make a difference in the world. With repeated exposure to these types of learning opportunities, students will gradually discover what intrigues and moves them and will be able to ascertain with greater certainty the area of service they may pursue for their livelihood/faith life.

This opportunity aligns with many learning outcomes in Social 30-1 such as **exploring themes of ideologies (1.6), exhibiting a global consciousness with respect to the human condition and world issues (4.2), and exploring the relationship between personal and collective worldviews and ideology (4.4)**. It also aligns with learning outcomes from Social 30-2 such as **developing understandings of the roles and responsibilities associated with citizenship that will encourage students to respond to emergent global issues (Social 30-2 overview)**.

During these service learning experiences, our desire is to have students, along with the teacher, brainstorm needs that can be met in the community that are linked to the curriculum.

Finally, the unit is wrapped around a thematic approach that consistently points them back to an overarching throughline.

## **CURRICULAR CONNECTION:**

### Curriculum linkages to core and optional programs

#### **Intercultural Studies, Social Studies and English Program of Studies Covered:**

Throughout the duration of the course, pre-trip, trip and post-trip, a variety of ELA General Outcomes apply, such as:

- **ELA GO1: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences as they consider new perspectives and expand their interests.**

*The Intercultural Studies course provides students with opportunities to actively participate in listening, speaking, reading, writing, viewing, and representing activities. Through a wide variety of experiences, both at home and abroad, students will explore a wide range of thoughts, ideas, feelings, and experiences, facilitating the development of new perspectives and the expansion of their interests building their capacity as global citizens.*

- **ELA GO3: Students will listen, speak, read, write, view, and represent to manage ideas and information as they research and discover more about a different culture and people, expressing their learning with each other, their school community, and the community at large.**
- **ELA GO5: Students will listen, speak, read, write, view, and represent to respect, support, and collaborate with others.**

#### **PRE-TRIP:**

Students learn about the legal challenges and requirements for international travel. Students research information about the host country, the Dominican Republic.

- **Intercultural Studies Learning Outcome 1.1**  
**Analyze history, geography, social norms, and customs, related to an intercultural experience.**

Students research how Canadian cultural identity is different from Dominican identity, and the implications this has on travel.

- **Intercultural Studies Learning Outcome**
- **1.3 Describe cultural identities, specifically how Canada is viewed by other cultures, and how they view themselves to create intercultural awareness.**
- **1.4 Describe how a sense of self-awareness of communication styles, ambiguity, stereotypes and bias is impacted by culture**
- **1.5 Identify cultural similarities and differences between students' culture and an intercultural experience using the general context of culture such as protocols, body language, etc.**
- **1.6 Identify the causes of culture shock as part of the cultural adaptation process and analyze appropriate adaptation strategies.**

Students learn about EduDeo's mission and vision, and how they are impacting schools and communities around the world. EduDeo works to bring about change from the ground up, by providing education for families who cannot afford education.

EduDeo works to build, renovate and repair schools in an effort to provide education for as many as possible.

Students participate in lessons including parts of a book called 'When Helping Hurts' - outlining the traditionally harmful approaches to intercultural experiences (providing handouts without sustainability) and how that approach is changing to include identifying areas of poverty locally: including emotional and spiritual poverty, as well as areas of inequity.

Students study simple Spanish and work at basic ways to communicate when they are in the Dominican Republic. Students prepare personal photo books and information books to exchange in Spanish and English, facilitating conversation and relationships between students at both schools.

Students prepare lessons, crafts, games, songs, skits and activities, to teach and share with the students when they are together in the Dominican.

- **ELA 4.1**

**Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.**

Students connect with the students of their partner school, Colegio Cristiano Reformado La Esperanza in Santo Domingo, to begin to forge relationships before they go on the trip. Colegio Cristiano Reformado La Esperanza has approx 380 students in Kindergarten through Grade 12.

**DURING THE TRIP:**

Students experience international travel (flights, luggage protocols, transfers, layovers, ground transport).

Students are immersed in an intercultural experience: local food, languages (including translators), games, classes, visiting cultural and historical sites, and shopping at local markets. Students visit cultural areas (Old City) and learn about the previous and present governments and politics

- **Social Studies S.2 develop skills of historical thinking:  
Understand diverse historical and contemporary perspectives within and across cultures**
- **Related Issue #3 General Outcome:  
Students will assess economic, environmental and other contemporary impacts of Globalization.**
- **Values and Attitudes: 3.1  
Recognize and appreciate multiple perspectives that exist concerning the relationships among politics, economics, the environment and globalization)**

Students connect to locals through engaging regularly with the school community, the church community, the work site, the cultural day, and visiting homes and families. Students lead discussions with same-age peers, lead lessons and crafts, songs, activities and games with younger students, and participate in discussions with teachers at the partner school, Colegio Cristiano Reformado La Esperanza.

- **Intercultural Studies Learning Outcomes**
- **2.1 Apply intercultural knowledge, skills, and understanding to an intercultural experience.**

Students present skits, songs, and sporting activities to present to the partner school community.

- **Intercultural Studies Learning Outcomes**
- **2.4 Apply linguistic and paralinguistic strategies to an intercultural experience.**

Students work on a work project or site, supporting the project they have raised funds for. Physical labour on the work sites usually entails simple jobs such as painting, raking or shoveling. Previously teams have completed such projects as: recovering a courtyard, painting classrooms, shoveling gravel and sand to be mixed for concrete for a new play area, etc.

- **Intercultural Studies Learning Outcomes**
- **2.3 Identify strategies for maintaining physical, emotional and psychological resilience and well-being during intercultural experiences.**

Students also engage in a community enhancement project, pairing with the partner school to impact the local community. Previously teams have completed such projects as: painting a mural at a playground, assisting with creating signs for the neighboring streets, helping to support the local school clear debris from a play area, and distributing grocery boxes to local families in need.

- **Social Studies Learning Outcomes:**
- **S.6 - Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:  
demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community,  
promote and respect the contributions of team members when working as a team,  
cooperate with others for the well-being of the community**

Students learn from NGOs working in the Dominican Republic through presentations, videos, and discussions. They learn the difference(s) between a charity and an NGO.

- **Social Studies 10-1 Related Issue 4.9**

Students learn about local business, economy, agriculture, politics, culture through a local field trip and interactions with local members of the community.

Students reflect on the many ways they can participate in active citizenship and see firsthand the meaning of global citizenship.

- **Social Studies 10-1 Related Issue 4.11**

### **POST TRIP:**

Students spend time reflecting on the trip through journals (written before, during and after the trip experience).

Students share their experience with the Gateway parent/student/teacher community through presentations in classes and an assembly time.

Students share their experiences in a final personal, written response

- **Intercultural Studies Learning Outcomes**
- **3.1 Identify and share their key learnings of their personal growth**
- **3.2 Identify possible implications of the intercultural experience of interest for their future education, work, travel, international opportunities and/or personal growth**
- **3.3 Describe how increased intercultural awareness informs decision making with regards to an issue connected to the intercultural experience**
- **3.4 Explain how knowledge gained from intercultural awareness impacts their personal situations/contexts**

Students hand in culminating assignments that summarize their learning throughout Intercultural Studies.



## RISK MITIGATION:

### PRIOR TO THE TRIP:

- **Travel Advisory:**

Trip leaders, students, parents and administrators will review the most current Government of Canada Travel Advice and Advisories regularly leading up to the trip. <https://travel.gc.ca/destinations/dominican-republic>

- The current advisory indicates to [Exercise a high degree of caution](#) in the Dominican Republic due to a high crime rate (eg: pick-pockets in markets and theft in resorts).

- **Travel Health Notice - Zika virus:**

- While the Zika virus affects most people mildly, it poses the greatest risk to those who are pregnant. The risks will be discussed with students and parents. It will be clear that no one who is pregnant will be allowed to travel on the trip.
- All members of the team will bring insect repellent with Deet, to ensure maximum and safe coverage while in the Dominican Republic.

- **Vaccinations:**

- All travelers are encouraged to follow the [Government of Canada Travel Advice and Advisories for Dominican Republic](#) regarding vaccines.

- **Health and Safety:**

- Students are informed in advance that they need to bring the following items with them on the trip:
  - Sunscreen
  - Hand sanitizer
  - Insect repellent (preferably with Deet)
  - All prescription medications with a doctor's note indicating their full name, reason for prescription and dosage. Travelers are directed to keep prescriptions in original containers and are to pack them in their carryon luggage.

- **Crowds and Safety:**

- Students will be advised that during the trip they never walk alone, they always travel in a group, and they keep personal items (wallet, etc) in front pockets or in a backpack or fanny pack in the front (to avoid risk of pick-pockets) . Students always travel in groups with chaperones and in-country hosts guiding them and students are advised that they will never be left alone in public.
- Students are advised to use hand sanitizer regularly throughout the trip.
- Students are provided with an information card to carry at all times that is written in Spanish, that provides phone numbers, location of where they are staying and emergency contacts, should they ever need assistance. Students are informed about emergency procedures should they ever become separated from the group. Students will always have access to emergency information including all emergency contact numbers for team leaders and chaperones, in-country host, Canadian Embassy, and Canadian emergency contact information.
- Students are encouraged to purchase an international data plan for their phone, if possible, or travel with a teammate at all times who has an international data plan, in case of emergency.

- **Weather and Travel Needs:**

- Students are provided with a comprehensive packing list well in advance of the trip. This list covers the appropriate clothing to bring for the trip, including weather-appropriate clothing and culturally appropriate clothing to wear at the schools, churches and in the community.
- Students are also advised to bring proper walking shoes, closed-toed shoes and work clothes for on the work site, as well as sunglasses and hats for when students are in the direct sunshine.
- All students will carry a small backpack or cinch sac every day on the trip, allowing them to carry water, sunscreen, bug repellent, emergency contact information, a Spanish dictionary or translation app, money and snacks as needed.

- **Medical Insurance:**
  - Parents and students are informed of the insurance coverage that is provided through Red Deer Public School District as well as through EduDeo Ministries.
  - Parents and students are informed of the procedures that will be followed should a medical emergency occur while in the Dominican Republic.
  - Parents and students are informed that any additional Travel Insurance obtained would be at their own expense and is not required by EduDeo Ministries or RDSPD.
  
- **Student and Chaperone Phone Numbers:**
  - Students and chaperones will have each others' cell phone numbers on their cell phones in case they need to contact each other in case of an emergency. If a student is not able to bring a cell phone (with an international data plan) students will have a typed cell phone list in their backpack at all times.

### **DURING THE TRIP:**

- **Flights to and from the Dominican Republic:**
  - Students will be advised of reasonable/common concerns regarding international travel via plane. Students will be presented with information on how to behave in an airport and how to go through security before departure. Any in-flight emergencies will be handled with the flight crew.
  
- **Daily transportation during the stay in the Dominican Republic:**
  - Daily transportation for all team members always occurs on a private bus throughout the trip- teams do not take public transportation.
  - The group is provided with a consistent bus driver, and the in-country host and interpreter(s) always travels with the group.
  - The bus driver stays on site and ready, in case we would need transportation for any reason.
  
- **Accommodations during the stay in the Dominican Republic:**
  - For all accommodations, teams stay at gated and guarded guest houses or facilities.

- Facilities have 24-hour security.
- The in-country host always stays at the same location as the team throughout the duration of their stay.
- Regular room checks will take place to ensure room safety and cleanliness.
- All valuables such as passports, etc are locked in a safe provided by EduDeo Ministries for safety throughout the duration of the team's stay.
- **Student Illness:**
  - In consultation with the in-country host and all chaperones, if a student is ill, a chaperone will stay back at the accommodations with them while they rest (a student is never left at the accommodations alone).
  - If needed, the student will be taken to a hospital to see a doctor. Chaperone(s) and a translator will accompany the student and assist with insurance transactions and payment as needed.
  - Chaperones will carry copies of all prescriptions in their information binders.
  - First Aid kits are taken at all times with the team.
- **Student Medical Concerns:**
  - All students and staff will be required to bring copies of any prescriptions or medication that they require. This information will be kept with the chaperones along with other relevant medical information in the binders that chaperones carry with them..
  - All team members are to bring their medications in the original container(s) for the trip and have them on them at all times.
  - This information will be available for doctors, if it is necessary to visit a doctor or a hospital.
- **Dehydration/Heat Stroke/Other Medical Concerns:**
  - All team members will be continuously coached throughout the trip to ensure they take in enough water and practice precautionary measures while in the sun.
  - Students have “accountability partners” and chaperones that check in with them regularly throughout each day to check on the welfare of all team members, leaders and chaperones included.

- Students are directed to immediately inform chaperones of medical issues including but not limited to diarrhea, constipation, nausea, headaches, dizziness, etc.
- **First Aid:**
  - Chaperones will carry a fully stocked First Aid kit with them throughout the duration of the trip.
  - Chaperones will carry all emergency medical information regarding all team members with them at all times.
  - All chaperones on the trip have completed / updated their First Aid Certification
- **Student and Chaperone Emergency Contact Information:**
  - Students will carry an information card with them that includes a message in Spanish and English, if they need to ask someone for help. The card also includes emergency contact information and Canadian Embassy information.
  - Students will be informed at a pre-trip meeting of how to use the emergency card and who to call, should they get separated from the group.
  - Students and chaperones will have each others' cell phone numbers on their cell phones in case they need to contact each other in case of an emergency. If a student is not able to bring a cell phone (with an international data plan) students will have a typed cell phone list in their backpack at all times.
  - Chaperones will each have a phone with them at all times, with an international data plan. Chaperones will have all local phone numbers needed including the in-country host and EduDeo Ministries, all chaperones on the trip, and the Canadian Embassy.
  - Chaperones will have all emergency contact information, medical information and emergency procedures with them in binders at all times.
- **Weather:**
  - Students will be advised that weather conditions can change drastically throughout the trip and that they should be prepared for all conditions including heavy rain and extreme temperatures. Chaperones may make a decision to cancel or change an activity if the weather makes it unsafe.

- **Animals:**
  - All travellers will be cautioned about the hazards associated with coming into contact with animals and to be vigilant in minimizing contact. (i.e. stray dogs, monkeys, snakes, lizards, etc...).
  
- **Falls and slips:**
  - Students will be made aware of uneven ground or things on the ground they could slip on. Students will be expected to bring decent walking shoes.
  
- **Safe Travel and Groups:**
  - Students will be instructed on safe travel at a pre-departure meeting. To minimize general travel risks, students will be in groups of two or more at all times. This includes when they are going to the washroom. Groups of students will always be in the vicinity of a chaperone.
  - Chaperones will be responsible for overseeing the same group of students each day throughout the duration of the trip. This includes all meals, departure times, and regular health and mental health check ins throughout each day. Students will connect with their predetermined chaperone if they have questions, or need help or support in any way!
  
- **Getting lost or separated from the group:**
  - Students are expected to be with an “accountability partner” or buddy at ALL TIMES.
  - At each site where students will be visiting, we will determine a meeting spot. If the student is not at the meeting spot at the prescribed time, the rest of the group will wait until the student is present.
  - Chaperones will have a list of students' cell phone numbers in their binder so students can be contacted. The student is also expected to contact the chaperone in the event they get separated from the group.
  
- **At the Partner School:**
  - Students will wear safe footwear and appropriate clothing for teaching, attending classes, interacting with and learning with students and teachers at the school.
  - Students will be sure to stay hydrated and cool, making sure to communicate with chaperones if they feel dizzy, sick or dehydrated.

- **Meals and Water:**
  - Team members will only drink filtered / bottled water provided for them, including any ice in drinks.
  - Team members will only eat meals that are made for them by cooks or are organized by the in-country host and EduDeo Ministries.
  - Team members have been advised to only eat fruits that can be peeled and never eat salads or food that is washed in water first, to ensure they do not get sick from the water.
  
- **Work Site:**
  - Workplace safety guidelines are followed on all work sites. Students are never asked to complete physical labour that is outside of their ability or comfort (work is often limited to tasks such as painting or shoveling, etc).
  - Gloves are always worn when shoveling, or carrying materials.
  - PPE will be provided and used when volunteering on worksites that would require the protection (safety glasses are purchased in Canada and taken with the team).
  - Closed-toed shoes are always worn on all work sites, regardless of the type of work or tasks being completed.
  - Where required, long sleeves and long pants will also be worn to protect skin.
  - Hats are worn to shade from sun and heat.
  - Ample water is always provided to ensure proper hydration.
  
- **Outdoor Risks:**
  - **Sun Protection:** Students will be expected to pack and wear sun screen for protection when outdoors, and to have a hat and sunglasses for added protection. Chaperones will also carry sunscreen.
  
- **Mosquito Repellent:**
  - Students will be expected to pack and wear mosquito repellent when outdoors (preferably repellent with Deet).
  - Chaperones will also carry repellent as well to provide when needed.
  
- **Pickpockets:**
  - Passports and spending money will be locked up throughout the duration of the trip in a locker provided at the accommodations.

- For shopping at the market, students will be presented with information on how to spot and avoid pickpockets, panhandlers and theft at a meeting before departure.
- Students will always shop in groups and will have an adult or translator available to help with bartering and purchasing.
- **Exhaustion:**
  - Chaperones will ensure that the group participates at a pace that is reasonable for all participants and breaks will be taken as needed to avoid exhaustion while working, playing, or participating in the extreme heat.

## CROSS CULTURAL ENGAGEMENT:

Gateway Christian School worked diligently over a number of years to establish a working relationship with a partner school in Managua, Nicaragua through other (previously called “HANDS”) trips. Through the School-to-School program, Gateway and Bautista Libertad shared personal experiences when the Co-Impact (HANDS) teams were present in Nicaragua. This included classroom learning time, cultural experiences, shared community service projects, preparing crafts and cultural learning activities for elementary classrooms, walking through the local community and accepting invitations into students' homes.

Because of political unrest in Nicaragua, the start of a new partnership was established in 2019 in the Dominican Republic through the direction, expertise, and experience of our provider EduDeo, and the locals with whom they have developed working relationships ‘on the ground’ in the DR. For example, Franklin is a translator and guide who works with EduDeo and, as a local Dominican, has contacts with builders, suppliers, schools, and cultural opportunities. In the Dominican Republic, EduDeo partners with a School organization called COCREP (Colegios Cristianos Reformados).

Prior to the trip, students will research and be taught some of the culture, history, flora and fauna, politics, and economics of the Dominican Republic. Students are



encouraged to take Spanish 10/20/30 as an option at Lindsay Thurber (although this is not always possible, and is not mandatory). Students are challenged to connect learning from other courses to the learning that they are experiencing in Intercultural Studies. There are many ways that students can connect their own learning to the work that they are doing in Intercultural Studies class.

## GLOBAL CITIZENSHIP:

The purpose of Intercultural Studies is to develop intercultural competencies created through awareness and becoming proficient with relationship skills that are imperative in today's globally connected world (**Intercultural Studies Learning Outcome 3.3**). There is a lot of work undertaken for students in preparation for the trip - so that they feel connected to each other and to their teacher chaperones before the trip takes place.

During the field study, students are learning about cultural norms, practices, and opportunities of the host country. In-country hosts are essential to the success of the team, and Gateway's team will develop relationships with our team hosts, our interpreters, and our bus driver throughout the duration of their stay.

Attempts are made at communicating with the partner classes before we travel to the Dominican Republic. This will be done through Zoom calls when technology allows as well as through letters of interest that students write to each other. We are developing a relationship with our partner school, Colegio Cristiano Reformado La Esperanza, and are working to establish long-term relationships and learning with each other, similar to what we had experienced previously in Nicaragua.

The work that occurs with a partner school goes a long way to developing global citizenship. Learning activities are planned that are essential in creating and developing lasting relationships. Most notably, these include creating groups of

students that research and present on issues in the two partner countries together. Students spend time discussing and presenting their findings as they learn about issues that affect the two countries differently, or equally. Such topics have included resources, recycling, education, and politics.

Reaching out to the wider community through a service project is another activity that the two schools strive to embark on together. This provides an opportunity for the students from both schools to work and serve alongside each other, experiencing the value of friendship and comradery that is forged while serving together, regardless of language or cultural differences.

Gateway students will also have the opportunity to travel with students from the Dominican on a cultural field trip. All of these activities enable students to communicate, connect, and learn about significant cultural ideas.

## SHARED EXPERIENCE:

Students have an opportunity to share their experiences with the entire Gateway Christian School community by sharing presentations in classes and by sharing on a larger scale in a school assembly.

Prior to the trip, students and teacher-chaperones highlight the purpose of the trip to the entire school body. Upon their return, the group creates a slideshow to share in the presentations and the assembly, sharing personal anecdotes from the trip, highlighting experiences and showing photos to engage the student population in the activities that took place.

Students are responsible for a final written assignment, where they reflect on “The Personal Impact of Being a Part of the Co-Impact team.”

- **Intercultural Studies Learning Outcomes**
- **3.1 Identify and share their key learnings of their personal growth**

- **3.2 Identify possible implications of the intercultural experience of interest for their future education, work, travel, international opportunities and/or personal growth**
- **3.3 Describe how increased intercultural awareness informs decision making with regards to an issue connected to the intercultural experience**
- **3.4 Explain how knowledge gained from intercultural awareness impacts their personal situations/contexts**

In this reflection students respond to a variety of questions including but not limited to:

- Reflect on your intercultural experience and its impact upon your future as a global citizen.
- Does this experience have any possible implications for your future (education, work, travel, international opportunities and personal growth)?
- Has this experience caused you to reflect on global challenges and how we respond individually with the choices we make?
- How were you challenged in your values, attitudes and beliefs as a result of this experience?
- How did this experience provide you with an informed understanding of justice, human rights and our responsibilities as Christians or good citizens?
- How did this experience challenge and motivate you to continue to be “changed” as you move forward from this trip?

This course and trip are offered as a culminating Grade 12 experience at Gateway Christian School. While much of the experiences throughout the years at Gateway invite students to serve real people with real needs, this final opportunity allows them to deepen their response through this life-changing opportunity.

While in Central America, a blog documents the experiences, learning activities, and personal experiences of the students. Students take turns as bloggers to keep parents, teachers, and students informed of the activities that the group is engaged in while they are gone.

## ITINERARY:

Students will attend this trip during their Spring Break in 2026, meaning they do not miss any classes or instructional time at school. While the course contributes credits towards High School completion and the trip provides an incredible learning opportunity, it is important to highlight that it does not require that students miss any school.

Participation requires students to commit to an early morning (period 0) class throughout the school year, complete all aspects of the Intercultural Studies course requirements, participate in team and individual fundraising efforts throughout the year to raise their individual funds needed, as well as giving up their Spring Break for this opportunity. While these factors seem like they could be barriers to students participating in this opportunity, year after year Gateway has had a team of committed students participate in this optional opportunity.

While we do not yet have an itinerary for the 2026 trip, a previous itinerary is attached (at the end) to provide an idea of what the trip could look like.

## SUPERVISION:

Team Leader: Jim Driedger - Gateway Teacher (experienced in co-leading and leading HANDS/Co-Impact trips to Nicaragua and the Dominican Republic with Gateway on 6 previous occasions).

Chaperones:

A member of Gateway's Admin Team (TBD) is committed to going, along with 2-3 other leaders to be determined (staff members have voiced interest but have not yet been determined). We will be certain to have the appropriate number of staff-student ratio, once student numbers are finalized.

## ACCOMMODATIONS:

Lodging in the Dominican Republic will be in a 'Guest House' or centre that is gated and guarded with 24-hour security. This is dormitory style lodging. Individual bathrooms in the dormitories are provided. Adult chaperones stay in separate rooms or area(s), with males/females in separate rooms. Breakfast and supper are provided at the Guest House, with lunch typically served at the school, worksite or while traveling. The exact guest house will be solidified once the exact number of participants on the team have been determined.

The Guest House has running water, electricity, WiFi, and 24-hour security. If WiFi is not available at the Guest House, EduDeo and Gateway provide a portable WiFi hotspot.

## EQUITY

### FUNDRAISING OPPORTUNITIES:

This opportunity is offered to all Grade 12 students at Gateway who are in good standing regarding attendance, behaviour and completing courses and graduation requirements at Gateway and Lindsay Thurber Comprehensive High School. Students are informed of their participation on the team a year in advance, allowing ample time to raise funds for the trip. A variety of fundraising opportunities are organized by parents, the team, and the school for all team members to participate in to support their individual fundraising efforts.

## EXPENDITURE GUIDELINES:

The total individual cost is estimated to be between \$3600 and \$3700 for 2026 (the cost was \$3596 in 2025). While the costs with our trip provider have not increased much

over the last 7 years, the fluctuating cost of flights could impact the final costs for the team.

EduDeo Ministries is the organization that Gateway has partnered with for all of our Co-Impact (HANDS) trips; they make the trip possible. EduDeo looks for flights and compares flights from at least three providers to find the best possible price.

EduDeo's costs include in-country fees which include: translators, bus driver, bus rental, accommodations, food, tourist activities, flights, and tax. A large portion of the funds contribute to a work project that the team supports, whether it be the construction of a new school, a renovation on a current school, or an upgrade and addition to a current school. All projects support the provision of education, health and community services for needy students and families within a community in the Dominican Republic.

The Outbound Student Plan insurance through Study Insured / MSH International is purchased for all students through the District. We **require** this insurance coverage, in case an accident or injury occurs during the trip. Many families also purchase additional travel insurance, although it is not necessary.

*Sample of a previous itinerary*

**GATEWAY 2024 CO-IMPACT TEAM**  
**ITINERARY**

**Thursday/Friday**

**March 28/29, 2024:**

<i>(Thursday night)</i>	9:45 pm	Arrive at Calgary Airport at Depart from Calgary Airport
	12:05 am	Depart for Punta Cana ( <i>overnight flight</i> )
<i>(Friday morning)</i>	8:49 am	Arrive Punta Cana
		Drive to Santo Domingo to the Ministry Center <i>(accommodations)</i>
		Lunch( <i>Ministry Centre</i> )
		Free time
		Stop at the store for snacks and supplies
	6:00	Dinner ( <i>Ministry Centre</i> )
		<i>Reparando</i> Movie and discussion
		Journal time

**Saturday**

**March 30, 2024:**

7:30	Breakfast ( <i>Ministry Centre</i> )
	Intro to Sinergia
	Work on organizing crafts and activities for the school(s)
12:00	Lunch
	Walk to Colonial Zone / Explore Historical Area
6:00	Dinner
7:00?	Kids' Night at Franklin's Church
	Evening meeting and journal time

**Sunday**

**March 31, 2024:**

7:30	Breakfast
	Church - Easter service (at Keila's church - The Principal)
	- The team will sing a song at the service
	Lunch ( <i>Ministry Centre</i> )
	Meet students from <b>La Esperanza</b> School
	- Games and interactions with the students
6:00	Dinner
	Evening meeting and journal time

**Monday**  
**April 1, 2024:**            7:30            Breakfast  
 School trip to La Esperanza School  
 Introductions and activities  
 Lunch (*at the school*)  
 Student Interactions  
    GCS students lead activities with young classes  
    Group activities / Games  
    Prepare grocery boxes for community?  
 Community Walk  
 Dinner (*Ministry Centre*)  
 Evening meeting and journal time

**Tuesday,**  
**April 2, 2024:**            7:30            Breakfast  
 School trip to La Esperanza School  
 Morning church service  
    - The team will perform their skit  
 GCS students lead activities/crafts with young classes  
 Lunch (*at the school*)  
 Student Interactions  
    Deliver grocery boxes to the community members  
 Dinner (*Ministry Centre*)  
 Evening meeting and journal time

**Wednesday**  
**April 3, 2024:**            7:15            Breakfast  
    8:00            Travel to Juan Calvino Christian School  
    \*\*Work day at JOBSITE: Juan Calvino Christian School\*\*  
    *Will help to paint the basketball court / plaster walls /*  
    *possibly paint walls*  
    Lunch (*at the school*)  
    Work in the afternoon  
    Travel back to Sinergia FLT  
    Dinner (*Ministry Centre*)  
    Evening meeting and journal time



**Thursday**
**April 4, 2024:**

7:15

Breakfast

8:00

Travel to Juan Calvino Christian School

\*\*Work day at JOBSITE: Juan Calvino Christian School\*\*

Lunch (*at the school*)

Work in the afternoon

Travel to Salto Socoa Waterfall in afternoon (in  
jungle/more remote area)

Travel back to Ministry Center

Dinner (*Ministry Centre*)

Evening meeting and journal time

**Friday**
**April 5, 2024:**

7:30

Breakfast

Gift Shops and Market

Lunch at Bocachica

Farewell dinner at school w/ teachers and students

Pack to return home

Evening meeting and journal time

**Saturday**
**April 6, 2024:**

10:00 am

Early Morning Breakfast

Leave for Punta Cana Airport

3:51 pm

Depart for Calgary, Alberta

Arrive in Calgary, Alberta

Parents meet students at the airport and drive them home