

**ATTENDEES:**

Woody Bradford, Assistant Superintendent  
Jo Abshire, Communications Manager

Jeremy Lyndon, Principal – Aldergrove Sec  
Jason Malo, Vice-Principal – Aldergrove Sec  
Carla Clapton, Vice-Principal – Aldergrove Sec  
Donna Robertson, PAC – Aldergrove Sec

Wendy Avaro – PAC – Betty Gilbert Mid

Cathy Gracie, Principal - Coghlan Fund Elem  
Cindy Kempt, PAC - Coghlan Fund Elem  
Lori Kadagies, Staff – Coghlan Fund Elem

George Kozlovic, Principal - DW Poppy Sec  
Dean Pacheco, Vice-Principal - DW Poppy Sec  
Gord Yu, Vice-Principal - DW Poppy Sec  
Laurel Horn, PAC – DW Poppy Sec  
Stuart Crowley, Teacher - DW Poppy Sec  
Aaron Gollub, Teacher - DW Poppy Sec  
Tammy Bailey, Staff - DW Poppy Sec

Martina Boyd, PAC - Ft. Langley Elem  
John Broughton, PAC - Ft. Langley Elem

Chantale Hubbs, PAC – James Hill Elem

Caitlin Harding, PAC - North Otter Elem  
Jeff Watson, PAC – North Otter Elem  
Elaine Wallace, Teacher - North Otter Elem

Lynn Fairley, Vice-Principal – Parkside Elem  
Katelyn Duddy, PAC – Parkside Elem  
Tanya Gray, PAC – Parkside Elem  
Carleigh Smart, Teacher – Parkside Elem

Lisa Dolinski, Principal - Peterson Rd. Elem  
Jana Hikichi, PAC - Peterson Rd. Elem  
Dawn Perrault, PAC – Peterson Rd. Elem

Chris Wejr, Principal – Shortreed Elem  
Mark Touzeau, Vice-Principal – Shortreed Elem  
Jodi Stiglic, PAC – Shortreed Elem  
Laura Wheway, PAC – Shortreed Elem  
Brianna Parsons, Teacher – Shortreed Elem

Rhonda Krisko, Principal - Wix-Brown Elem  
Sara Mikan, PAC - Wix-Brown Elem  
Kaitlyn Chalmers, Teacher - Wix-Brown Elem

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- Presentation by Assistant Superintendent Woody Bradford
    - Welcome, introductions and outline of the meeting – Purpose, Team, Board Motion, Process, Next Steps
    - First Nations acknowledgement
  - Purpose of the meeting is for attendees to connect as a group, collect preliminary feedback on the consultation process, what would you like to see moving forward.
  - Recognition of different perspectives. As a group, we need to look at what is needed to make consultation successful.
  - District Vision – these things help make our students successful. The District wants to ensure all the information is represented.
  - Review of the background - Board Motion passed a few years ago, outlining the direction moving to a middle school system, impacts on schools and parents. See graphic in slide deck.
  - Current stage – Intersection of DW Poppy and Aldergrove narratives. Different communities with similar narratives. How can we make improvements to both regions? Overview of presentation to the Board at June 18 meeting. Direction to consult on three options. Two regions having conversations with the same goal of coming together to create what's best for our schools/best opportunities for students. The Board will make a decision based on what's best for students.

- The District wants to ensure that in the end we can say that we did everything possible for consultation to be successful.
- Breakout Session: 3 words activity led by Woody Bradford. Everyone instructed to write three words on a post-it note that make you think of a successful consultation process.
  - Examples of words: opportunity, stability, inclusivity, informative. For full list see graphic word cloud.
- Consultation – The process of consultation is an extremely important concept in the context of managing an organization. Consultation is an active process in which organization management opens formal and informal communication channels between the organizations and its stakeholders.
- Overview of Levels of Engagement in Public Engagement by Communications Manager, Jo Abshire. Strategic Framework in Public Engagement Resource sheet handed out to attendees as reference point. Clarification that this process is “consultation.” Not “involvement, collaboration or empowerment.” She explains the group/public will not be deciding but will provide feedback. See hand-out.
- Q: How far reaching this engagement and budget? Her response was the primary audience will be students/families impacted but all feedback will be considered (secondary/tertiary audiences). She gave an example of neighbours living in the DW Poppy area and how some may be interested in the process. Consultation will be open to the public. The budget for consultation is limited. She will be referring to these best practices as part of her development of the communications plan.
- Woody Bradford reiterated the process. Public to provide feedback. Staff to provide recommendation to board based on that feedback. Board to decide.
- Review of Guiding Principles for the Transitioning Committee: integrity, trust, listen, and value. See slide deck.
- Recognition that each of the communities have differences, everyone may not always agree, but everyone must listen.
- Overview of the three non-negotiables explained:
  - Safety – separation between 6-8 and 9-12
  - Educational opportunities – improvements programming multiple choices and selections in schools in trades, athletics, arts, etc.
  - Facility – collaborative spaces, learning commons, turf
- Overview of the options:
  - Option 1 – Wait on capital funding/status quo in Poppy and Aldergrove
  - Option 2 – portables and modular structure added to the Poppy Site/Status Quo
  - Option 3 – ACSS and Poppy Middle
    - Q: Comment/question on non-negotiables – Non – negotiables should be revisited because some members are new?
    - Q: What is it that the other Middle Schools are being offered? What are the explorations offered? Go on a tour of HD Stafford and Yorkson Creek?

- Breakout session – 60 minutes – group work answering five questions.
- The feedback from these questions are meant to help staff come up with a communications plan for the consultation process. See feedback.
- Summary of 'a ha' moments:
  - Transparency, long-term solution and making sure communities know the pros and cons for all the options. Understanding the background.
  - Honour and recognize history of Poppy Region in process, recognition that attendees are passionate about the issue, and everyone really cares about their kids.
  - Communications, to know what people hear what people are saying, not the loudest person but every person heard, see what the opportunities are vs. emotions in the community.
  - Information – to front load your presentation into each community, benefits and the cost, impact on community, getting ahead of negative things and solving the problems before it arises.
  - People want to know the next four years but also want to know how it affects them today. (Example: pick-ups/drop offs,) Anticipate having answers on how this effects your daily life.
- Next steps – September 2019
  - Dates and Times TBD over summer
  - Communications Plan TBD over summer
  - Presentation Draft TBD over summer

#### Break-out Session Feedback

In small groups, attendees discussed the following questions. These questions will help District staff develop communication plan for the consultation process.

1. What information do we need to bring to each of the meetings?
  - Assessment of benefits to each school
  - Visual aids mock ups
  - Specific info about opportunities for students in terms of programming
  - Info around families who have already left zones or who will leave which will diminish the benefits of this process
  - What supports will be provided to communities where there are drawbacks to this (i.e. reduction of student body size and opportunities at the elementary level)
  - Buses for extra-curricular?
  - Will buses be tied up and unavailable for field trips?
  - What does each choice look like? What are the options they will get in 6-12 or 6-8, 9-12? What opportunities will they have in each?
  - What possible implications (transportation) for each? Including after school?
  - Provide some of the history as to why/how we got here? What are the enrolment projections? - Financial implications to support small schools? (ACSS community were not aware of what happened in Poppy over past 2 years)
  - Show catchment areas
  - The District is a middle school district and if people do not like any model, what is an alternative, cannot just say they do not want it as it does not move the District closer to its vision

- Plans for outdoor spaces (playground)
- The social-emotional needs of students in 6-8 need to be addressed and how middle schools can help this
- What services are provided at DW Poppy, or at one of the middle schools
- Realistic information on what the logistics will look like (busing)
- What happens at other middle schools, what opportunities will be provided
- Official information, not hearsay, fact sheet - this is the information shared (no dates have been confirmed)
- Impacts on individual school (Fort Langley) options
- Are the catchments changing, re-doing boundaries in whole district - will there be grandfathering?
- How will this affect staff, will the staff be 'surplused', will there be opportunities for specific training for the middle school teams to meet ahead of time (6 months) to start visioning process etc.
- What are the realistic opportunities for students to go from Ft. Langley to Walnut Grove etc. (people will want to know the granular details)
- Give an estimated timeline of when this will happen
- Sharing of the purpose. make sure to clarify the "why."
- Clarity on the middle school model and process and the pillars.
- Situate people into understanding why the middle school model is the right model
- Communities will need clarity on why we need to make a change
- Solutions on concerns about transportation need to be answered
- Should all Poppy feeder schools go to ACSS or should the far away ones go to LSS/WGSS?
- Thorough explanations of the financial costs related to each model
- Programs, opportunities, number of programs and size, honours, French, sports, expos, semantics (i.e. bussing, two rounds for lates/sports, timing for parents, pickup drop off, timetables to make pickup/drop-offs, how many stops (parents of Yorkson may have information around this), special ed support on bussing, knowledge of catchment lines to see,
- The why - people don't know why about middle first of all; and then secondly, the why between ACSS and DWP?
- Need to know more about middle school - people don't know about what our students are missing that is available in other middle schools?
- Questions about transportation need to be answered - in all scenarios? what does that look like?
- Transportation - with larger catchment area, will there be possibilities of extra early morning and late afternoon transportation for students involved in music, band, sports, theatre
- Explaining why a larger, combined school is better? People are happy/content with Poppy/ACSS - people need to be informed about what a bigger school looks like?
- How will a larger school create more opportunities for students? (i.e. Band, music, sports teams
- What are the risks of status quo? specifically around ACSS with enrolment
- Enrolment projections for ACSS and Poppy region down the road
- Financial information - financial costs of running smaller high schools like ACSS/Poppy
- Catchment maps - what would the catchment look like if the regions were combined?

- What does Betty Gilbert look like as a middle school as opposed to what Poppy would look like?
  - Timeline - when will it be rolled out?
  - Catchment areas - if option 3 goes through, what would new catchment areas look like? What would be the implications if option 3 went ahead?
  - Examples of other transitions - what was impact on enrolment after other types of amalgamations? (i.e. HD Stafford)
  - Need to hear from Middle School staff about what programs they currently have in place and how greater space in a building will allow that to happen
  - What will plans be for things that are already in the works (i.e. Poppy Rugby Tour 2021?) Planning has already begun. Will that carry over to ACSS if option 3 is chosen?
2. What do we need to do to ensure the focus remains on the best opportunities for kids?
- A description of the impact on each stakeholder
  - How will you accommodate students who want to participate in extra-curricular activities, but ride the bus?
  - Get information out there clearly and concisely. Do not let rumours get out there.
  - Keep focus on the opportunities of transitioning and limitations of remaining the same
  - Video presentation of what they can get with each option
  - How do we utilize the field space (i.e. new turf field) so that it benefits the whole Poppy/ACSS community?
  - When meeting with parents try to resonate what will be beneficial to their own child, not all students in general
  - What will the funding and resources be like for students with special needs
  - Having specific success stories resonates with people (make it personal)
  - Keep the focus on the opportunities, keep the information positive (many people fear the unknown, address specifics like busing, what supports will be put in place for those families that don't drive? Put their fears to rest quickly). Where/what time will the students be picked up? How will they participate in extra-curricular if there is no bus that late in the day?
  - Transportation is the biggest concern for the Aldergrove families
  - Needs to be outlined the clear differences between elementary and middle school
  - Need to highlight the opportunities that will be available (as well as possible concerns)
  - Concerns over the logistics of transportation
  - Focus cannot be on trying to please everyone in the process. What is the best for kids?
  - People have different reasons for choosing what is best. Open mindedness needs to be part of the process
  - People don't know what they don't know, they don't know what's available to them, they don't know any difference, perhaps tours, lists vs. what's offered here, may not know the sheer size of what can be offered, more options, can't necessarily support or offer due to place or staffing or funding, many have not been through middle school yet so don't even know, they haven't lived it yet
  - Awareness for the community about what the opportunities are for all students - elementary; middle and secondary students?

- Are the potential benefits in opportunities for let's say middle school students with more extra-curricular opportunities equal in terms to the benefits that will be there for elementary students and/or secondary students?
  - Ensuring community knows what K-5/6-8/9-12 students are getting in other communities/regions?
  - There is a narrative about the Aldergrove community that needs to be addressed - it hinders the conversation for some people who have the old narrative of what Aldergrove was - needs to be shared about what Aldergrove is today
  - Need to address concerns about the fear of losing programs that are already currently successful by moving them - will those same opportunities be available for all students in all scenarios? Will some students not be able to access these programs because there is not enough space? Or will we lose staff along the journey and therefore none of the kids will see opportunities that currently exist?
3. What strategies should we use to gather feedback from the community?
- Town hall meeting
  - Electronic survey
  - Find a way to get the information out so they feel they can make an informed decision
  - social media (Facebook)
  - Go to each school community individually. Each has their unique needs and questions.
  - Have open consultations.
  - Open House
  - Video presentation of what they can get with each option
  - Surveys for parents
  - Face to face meetings are important
  - Proper information being put out through social media (fact sheets),
  - Ability to give direct feedback electronically
  - Information that is collected from stakeholders should be shared with stakeholders once collated but before it goes out to the community
  - Special meetings in each community
  - Will there be a survey to find out what people are feeling (open community or registering with your child's pen #)
  - Open house for ACSS. Have students as speakers talk to the merits of secondary schools
  - Acknowledge people's concerns around the fact that the only real discussion is option three
  - How do we consult the community who does not yet have students in the school system?
  - What role should former graduates play in the decision-making process?
  - Social media with a link for commonly asked questions, open ended feedback, townhall open discussions in other communities with small groups instead of one big, immediate sharing of information so people aren't wondering, digital survey, info package then digital survey, make sure every voice is heard through small area meetings as sometimes the loudest is the only voice heard, school-board meetings are streamed live, students representing their side
  - What does the district want to know from the community? Is it just about option 3? Is it to find the barriers from option 3?
  - The perception is different in both communities - Poppy vs. Aldergrove



- Therefore - conversations should be separate to begin with - allow each community to share their responses openly within their own community; then bring the communities together
  - We need people from the other community to come to the other community to share some of the things their kids are getting that they are missing in the other community - would not hurt to have a presentation from the other side as well
4. What are the criteria for consultation?
- Info out first around all three options
  - Concrete timeline - people are tired and fearful that the process will be stopped due to red tape
  - Transparency
  - Open communication
  - No school community is harmed in this process. If the decision is to move forward, to control the narrative and ensure that we are creating a positive narrative regardless of the decision
  - Transparent
  - Timely
  - Set meeting schedules early
  - Communicate well in advance meeting dates
  - Spot on agendas at meeting for people to bring their own concerns
  - Offer information meetings and community meetings (public forums). If people don't show up they don't have the right to complain. People who show up are invested in the process.
  - Online print (news) is important for sharing.
  - Opinions and surveys to all parents in the east Langley region.
  - Information should be broken down from a community-by-community approach (family of schools)
  - Communication with all stakeholder groups, opportunity for people who want to feel that they have been heard, certificate of understanding (they get three options, then they know they have been heard although the decision may not be what they wished) MyEdBC email
  - Information needs to be shared at the same time - one region or area cannot be given the information first as information leaks and it will perhaps
  - Needs to be more than one meeting - Need to have enough time to discuss, share, walk away and then come back - need to have several meetings
  - Need clarity from the district - are all three options actually on the table? Or are we going option 3 and just trying to figure out how to get there?
  - Equity - is it true consultation? Or will the loudest voice be the one that is heard?
5. Other considerations?
- How can we get this info out in a timely way?
  - Each school have a staff member to be a point person to answer questions
  - A timeline provided once the Board has made a decision - quick implementation (i.e. September to avoid attrition in student body and staff)
  - How will we provide consistency in the opportunities provided throughout all Langley middle schools (Betty Gilbert not getting as many opportunities)
  - Minutes for those people that have attended the meetings (worry about who gets access)
  - Formally state what information can and cannot be shared with the community and when

- will we receive a formal report before it gets presented to the board?
- Need to make sure all the facts are shared in a timely manner. This will avoid rumours.
- Why does the Aldergrove community have a negative reputation? How can this be addressed in the process?
- No matter what happens fully support the decision and act on it in a timely matter.
- Catchment of ACSS, we are comparing completely different catchment areas,
- graduates that graduate the year they move schools, transition this in the future instead of suddenly (i.e. you will be moving in, perception of Aldergrove, small schools to bigger schools)