

ATTENDEES:

Woody Bradford - Assistant Superintendent

Jo Abshire - Communications Manager

Tristan Schaufler - Director of Facilities, Transportation, and Capital Projects

Tim Andronyk – Transportation and Grounds Manager

Jeremy Lyndon – Principal, ACSS

Carla Clapton – Vice Principal, ACSS

Jason Malo - Vice Principal, ACSS

Kim Haber – Parent, ACSS

Donna Robertson – Parent, ACSS

Jonathan Harris – Principal, BGMS

Dan Woelders – Vice Principal, BGMS

Lori Kadagies – Staff, Coghlan

Karyn Smith – Parent, Coghlan

Dean Pacheco – Principal, DWP

Kurt Reynaud – Vice Principal, DWP

Aaron Gollub – Staff, DWP

Stuart Crowley – Staff, DWP

Nadine Luteijn – Staff/Parent, ACSS/DWP

Chris Janzen – TL, DWP

Laurel Horn – Parent, DWP

Colleen Harvie – Staff, Fort Langley Elementary

M. Boyd – PAC, Fort Langley Elementary

Shelby Marshall – Parent, Fort Langley Elementary

Barry Connerty – DPDC, Noel Booth

Michelle Connerty – Parent, Noel Booth/BSS

Tanya Rogers – Principal, North Otter

Elaine Wallace – Teacher, North Otter

Carmen Phelon – SEA, North Otter

Jeff Watson – Parent, North Otter

Cathy Gracie – Principal, Parkside

Lynn Fairley – Vice Principal, Parkside

Carleigh Smart – Staff, Parkside

Katelyn Duddy – Teacher, Parkside

Wendy Alvaro – Parent, Parkside/DWP

Tanya Gray – Parent/PAC, Parkside/BGMS

Lisa Dolinski – Principal, Peterson Road

Jana Hikichi – Parent, Peterson Road

Chris Wejr – Principal, Shortreed

Mark Touzeau – Vice Principal, Shortreed

Boni Datema - Staff, Shortreed

Jody Stiglic – PAC, Shortreed

Laura Wheway - PAC, Shortreed

Sara Mikan - PAC, Wix-Brown

Kate Whitford – Parent, Wix-Brown

Linda Klassen – Principal, Coghlan

Cindy Kempf – Staff/Parent, Coghlan

Presentation by Assistant Superintendent - Woody Bradford

Welcome, Introductions, First Nations Acknowledgement

Overview of the District Vision – it is what guides District teachers and staff in the work they do everyday.

Purpose – Woody Bradford explained the Board motion to implement a middle school programming in the DWP region. The Board of Education has requested staff consult with the DWP and ACSS communities regarding the best educational opportunities for student success. Staff will bring a recommendation to the Board of Education in December, based on feedback gathered during the community consultations.

Focus on Students – Woody Bradford explained how the process will focus on children/students social/emotional needs, physical well-being, and learning opportunities that are sustainable.

Relationship Building – Woody Bradford explained the importance of building trusting relationships in this process, trust between the District and parents/families, and acknowledged that not everyone will agree with each other, but people must be respectful.

Communications Plan Overview – Jo Abshire, Communications Manager, reviewed the District's core values of Excellence, Courage, Community and Integrity and how they guide the consultation process. Jo highlighted four other guiding principles specific to the consultation: Integrity, Trust, Listening and Respect.

Level of Engagement – Jo Abshire outlined the spectrum of public participation and explained the definition of consultation. Consult - We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision. We will seek feedback on drafts and proposals.

Communication Objectives – Jo Abshire described the goals of the consultation process. This includes educating the public about the background through to communicating the Board's decision once it has been made.

Timeline and Audience – Two-month public consultation from September 18 to November 15, 2019. The consultation is centred around school communities impacted, but is open to the community, district wide.

Method of Outreach – Jo Abshire explained the three ways to engage: attend a community meetings, complete the online survey (to be posted District website as consultation begins), email feedback@sd35.bc.ca.

Community Meetings Schedule – as per presentation

Wednesday, Sept. 18 6:00pm – 8:00pm @ Betty Gilbert Middle School (BGMS & Parkside)

Thursday, Sept. 26 6:00pm – 8:00pm @ North Otter Elementary (North Otter/Wix-Brown)

Thursday, Oct. 3 6:00pm – 8:00pm @ Aldergrove Community Secondary (ACSS & Shortreed)

Thursday, Oct. 10 6:00pm – 8:00pm @ DW Poppy Secondary School

Thursday, Oct. 17 6:00pm – 8:00pm @ Fort Langley Elementary

Wed, Oct. 23 6:00pm – 8:00pm @ Peterson Road Elementary School (Peterson Road & Coghlan)

Thursday, Nov. 7 6:00pm – 8:00pm @ School Board Office – livestream (district wide)

Background on DWP Transition Plan – Woody Bradford shared the timeline, beginning with consultation in the DWP region in June 2017 through to present (Sept-Nov community consultation), followed with expected Board decision in December 2019.

Consulting with DWP Community – Woody Bradford explained how there were main themes that surfaced during the transition committee meetings: people care about students, community, opportunities and learning. There were three non-negotiables agreed on: educational improvements, safety & well-being, and facility & scheduling.

Consulting with ACSS Community – Woody Bradford explained along with the consultation with the DWP community, District staff have also been consulting with Administration at ACSS

from September 2018 through to present, following with an expected Board decision in December 2019. The same themes were expressed by the ACSS school community.

Other Considerations from Community Feedback – Woody Bradford listed the other areas families expressed including extracurricular activities, transportation, enrollment, timeline.

Overview of Plans

- Plan 1 - Continue to submit the capital letter for DWP
- Plan 2 - Place portables at DWP for the Grade 6 and 7 students
- Plan 3 - DWP Middle and ACSS Secondary

Artefacts – Educational Programming – Woody Bradford noted the comparison of middle school explorations found on each table and encouraged people to review them. Woody also noted there will be course guides from the secondary schools that will be on display at the community meetings.

Comparison of the Three Plans – Woody Bradford outlined what the plans would look like in relation to relevant categories.

Information for Plan 1

- Educational Programming – Fixed Timetable
- Safety and Well-being – Grade 6's and 7's inside the building
- Facility – One school Grades 6-8 and 9-12
- Extracurricular – Gym time, Split Bell Schedule, alignment with other schools in the District
- Transportation – 2 Schedules - Middle and Secondary; Split Bell Schedule
- Enrollment – Middle 300-350, Secondary 600-650 Students
- Timeline – Based on Ministry's Decision: unknown

Information for Plan 2

- Educational Programming – Fixed Timetables
- Safety and Well-being – Grade 6's and 7's outside of the building
- Facility – Adding portables for Middle School
- Extracurricular - Gym time, Bell Schedule, alignment with other schools in the District
- Transportation - 2 Schedules Middle and Secondary; Split Bell Schedule
- Enrollment – Middle 300-350, Secondary 600-650 Students
- Timeline – Based on Board's Decision: 2-4 years

Information for Plan 3

- Educational Programming – Personalizing Learning – Flexible, Choice
- Safety and Well-being – Standalone Middle School
- Facility – Learning Spaces converted to Middle Explorations (ie. Peter Ewart)
- Extracurricular - Aligned with other Middle/Secondary Schools
- Transportation – 40 Minute Max Ride Time
- Enrollment – 700 Middle, 1100 Secondary Students
- Timeline – Based on Board's Decision; 1–3 years

Questions from Transition Committee Members:

Transportation – Two parents wanted clarification on bussing under Plan 1 and 2. Why would there be two bus trips? Would more busses be added?

Tristan Schaufler, Director of Facilities, Transportation, and Capital Projects confirmed there would be two bus trips, the start times would be adjusted to accommodate the two bus trips using the same buses, middle school students to be bussed first, then secondary school students. Tristan also confirmed the District's plan to bus students in 40 minutes under Plan 3.

Gord Stewart, Superintendent explained how the focus should be about education. He summarized how the small schools (due to low enrollment) are being subsidized by the District. There is a lot of money being poured into DW Poppy which is not sustainable.

Transportation/Extracurricular Activities – a parent expressed concern over the distance ACSS is from the rest of Langley and how it will impact student extracurricular activities.

Another parent asked a question about Fort Langley and being a part of the catchment.

Woody Bradford explained how the intention of the meeting isn't to provide feedback related to the plans but in relation to the presentation. He asked for comments related to concerns to be expressed in the consultation process.

Workshop/Group Questions – Woody Bradford explained the workshop activity. The first question asked participants to put sticky notes on the top 3 items they value the most out of a list of categories. The other three questions were completed in groups with a facilitator recording.

Question 1:

When considering options and planning for DW Poppy as a middle school, which THREE of these items do you value most?

- Educational Programming
- Safety and Well-being
- Facility
- Extracurricular
- Transportation
- Enrollment
- Timeline

Outcome:

Educational Programming	27
Extracurricular	16
Safety & Well Being	15
Timeline	12
Transportation	12
Enrollment	6
Facility	5

Question 2:

When planning for a middle school in the DW Poppy region, what are you most excited about?

- Excited for the emotional opportunities for kids specifically at the middle school level. Scheduling of classes will be easier
- Awesome opportunity for kids
- Opens up the door for Fort Langley Elementary to return to WGSS - closer proximity
- Great model, many benefits of Middle School
- Question - Why is this question is being presented at this point of the consultation. Fort Langley Elementary find that they haven't had a lot of vision specific to their area/what are the possibilities for their particular area?
- Middle school is a closed campus - nothing around for them to escape to
- Explorations to be onsite
- More opportunities
- Their kids are excited about bussing independently
- Larger friend base - more opportunities to find your people
- French/Drama/Band etc.
- Coming together of regions - stopping the line between building community
- All students will end up with more!
- Would like to see it for next September if possible!
- Opportunities for learning, facilities, explorations in your own building, a larger group of similar-aged kids, educational opportunities, focus on social-emotional development
- Better programming.
- More options for programming
- Tiny chance of pulling more money into our region. To get more equity so PACs do not have scrape for money for what others seem to get
- Saw child bored at end of Grade 7, so can see benefit
- Increase to access in extra-curricular - more sports for high school that do not run now
- More options and programming in middle school both in school and out
- Educational opportunities for our children
- Larger enrolment for our schools
- Extracurricular activities
- A facility that is a middle school that can offer middle school programming
- Middle school trained teachers
- Sustainable school populations that allow for sports teams
- Excited about the programming, opportunities for middle school opportunities, like explorations. Right now, Betty Gilbert accesses Exploration at ACSS. Would like them in one building.
- Expanded programming allows students to connect to future career possibilities at a younger age
- Given more independence at younger age. The Grade 6 & 7 students are too big for elementary school.
- More opportunities to practice inclusivity - more leadership opportunities - specialized staff
- The middle school allows protection for adolescents
- Comprehensive opportunities for learning
- Appropriate social emotional learning for grade level (Grade 6s and 7s are ready for something more than elementary)

- Expand leadership opportunities for students in the elementary schools
- Relationships that are forged in community (i.e. sports in the community) can be extended to the school communities
- Creating developmentally appropriate age groupings (Grades K-5 / 6-8 / 9-12), that allow students to "slow down" a little and be kids
- More opportunities for like-minded students to connect with larger populations of students

Question 3:

When planning for a middle school in the DW Poppy region, what concerns do you have?

- Transportation for students
- Access for their daily activities outside of school
- Timeline
- Staffing
- The amalgamation of the two school cultures
- Tearing down the pre-conceived barriers
- Where would the BCIT program go - ACSS?
- Transportation - will the funds stay there, or will it disappear after it starts-up? Is it sustainable? What will need to happen so that it is funded?
- Will schools be closed down? Wix-Brown, BGMS?
- Do the numbers presented include or exclude Fort Langley Elementary being part of the middle or not?
- With the additional driving parents will be doing, will there be consideration re. parking and drop off, etc. to avoid congestion?
- Option 2 - portable concerns - not a fan, makes you not a part of the school
- Staggered times - what does this mean/what is the impact? For Option 2
- What if my kid misses the bus? Too far to walk if live in Poppy area and need to get to ACSS. Very limited public transport available.
- Transportation - what happens if a student misses the bus?
- Where would the pick-ups be?
- What about families that don't drive, and child is sick/injured at school?
After school activities - how would they get home?
- Overcrowding (no gym space), one more transition, staggered starts, transportation
- For every program you create, do you lose because you have too many (ie. Band, is there enough space for one band).
- Perhaps loss of culture/history. How to create a new culture and the growing pains through that?
- Afraid we are going to lose our 'top'. Seems to happen when we have expanded our catchment. That they will leave it to the private system, or other programs.
- If you need to retro fit shops, how do those shops work for Grade 6s and Grade 12s?
- That this is already a done deal.

Question 4:

Are there any other ideas/needs that should be considered when planning for a middle school in the DW Poppy Region?

- How many parents will actually pull their children out of the Poppy/ACSS catchments?
What is the long-term projections surrounding population density in terms of maintaining any site configuration?
- The facilities at Aldergrove - to have artifacts present so parents can see what Aldergrove has. Perhaps an organized tour opportunity.
- Environmental impact? With the buses, cars, etc.
- Finding ways to dispel the stigma of others and protect the Aldergrove students from historical prejudice. Idea: showcase positive similarities without being obvious.
- The graphic from June meeting showing demographic of ACSS and DWP was eye opening and very helpful - breakdown of student population
- Thoughtful consideration when you merge the two communities together - what you name the school, traditions of the school, how long it takes students to find identity in the new school. Timeline is important - too quick and students/parents can't adjust. Too slow and you lose uncertain staff.
- Compressed natural gas buses
- Electric buses
- How do we keep our population stable/ keep them from leaving?
- Open houses for ACSS and Poppy
- A video (maybe made by students) highlighting the exciting opportunities in middle school
- Children with diverse needs having extra support on buses
- Sensitivity when blending the grade 11's and 12's during the first years of the transition (being able to blend the identities of the school and the different student groups)
- What facilities are you going to implement at Poppy to nurture the child in a 11 & 12 year old that resembles elementary school.
- With the population growth in Aldergrove will it change back to 7-12 school in the future.
- What would happen to catchment boundaries? For example, would a parent who is closer to Brookwood rather than ACSS, be able to have their child go to Brookwood?

Closing

Summary of ways to Engage – Jo Abshire reiterated how people can take part. Jo also explained how those in the room are influencers and leaders in their community. The District needs help in communicating the public consultation process and encouraging people to provide feedback.

Promotion of the consultation process – website (main page, backgrounder, FAQs), newspaper ads, social media ads, local media, invitation to principals, postcards

Feedback on the presentation from Transition Committee members:

- Include the number of Aldergrove catchment students who attend DW Poppy - 130
- Include the cost and financial information related to operating the schools (DW Poppy and Aldergrove)
- Include pictures or images that will paint a picture of the educational opportunities
- Give the public access to the feedback in a report

- Change the presentation of the slides related to details/information for three plans (make them look the same aesthetically to eliminate perceived bias)
- Inform the group of the format of the meeting at the start of the meeting and the reason for why it isn't an open forum with Q & A
- Cut down the timeline/background – it was deemed too long/audience may lose interest
- Provide more details around plans for the Aldergrove community who don't know background

Please note: There were no emails related to feedback on the proposed presentation after the meeting.