

**TRANSITION COMMITTEE ATTENDEES:**

Woody Bradford, Assistant Superintendent  
Dawn Perrault, DPAC Representative

Cathy Gracie, Principal - Coghlan Fund Elem  
Olivia Lemire, Student - Coghlan Fund Elem  
Cindy Kempf, Teacher - 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  
Marlene Yakabuski, PAC - DW Poppy Sec  
Stuart Crowley, Teacher - DW Poppy Sec  
Aaron Gollub, Teacher - DW Poppy Sec  
Chris Janzen, Teacher - DW Poppy Sec  
Tammy Bailey, Staff - DW Poppy Sec

Clint Jackson, Principal - Ft. Langley Elem  
Laurel Horn, PAC - Ft. Langley Elem  
Kaeden Horn, Student - Ft. Langley Elem  
Dianne Chretien, Principal - North Otter Elem  
Elaine Wallace, Teacher - North Otter Elem  
Carmen Phelan, Staff - North Otter Elem  
Aarshi Singh, Student - North Otter Elem

Nathan Erker, Principal - Peterson Rd. Elem  
Jana Hikichi, PAC - Peterson Rd. Elem  
Marie Condon, Parent – Peterson Rd. Elem  
Elena Condon, Student - Peterson Rd. Elem  
Kim Casquilho, Teacher - Peterson Rd. Elem  
Deanna Miller, Staff - Peterson Rd. Elem

Scott Johnson, Principal - Wix-Brown Elem  
Janice Kellner, PAC - Wix-Brown Elem  
Kaitlyn Chalmers, Teacher - Wix-Brown Elem  
Sage Kellner, Student - Wix-Brown Elem

**REGRETS:**

Shelly Wutke, PAC - Coghlan Fund Elem  
Kathryn Bergdal, PAC - North Otter Elem  
Steve Comm, Teacher - Ft. Langley Elem  
Margaret Rogers, Staff - Ft. Langley Elem  
Kate Whitford, PAC - Wix-Brown Elem  
Karen Main, Teacher – Wix-Brown Elem

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**1. Updates**

Assistant Superintendent Bradford provided updates to the Committee on:

- Programs – Space – December 4<sup>th</sup> meeting with BCIT
- Building Design
- Report to Board of Education Regular Meeting in December

**2. Committee Work**

- Sub-committee members discussed the following questions and provided the following feedback/queries:

***How do we maintain and improve the music and theatre programs that are currently happening at DW Poppy?***

- Can we build a theatre? Cost? Space?
- Offer performance space for user groups i.e., community theatre, dance recitals...
- Corporate investment

- Cultural grants – federal, provincial
- Sponsorship donation opportunities
- Music – choir band, theatre, arts
- No sharing of gym/drama with increased population
- Musical Theatre - include middle school students?
- Continue to foster K-5 relationships for upcoming kids
- Performances for middle school students
- Travel to perform?
- Ensure there is space
- Mentoring program thru arts older -> younger
- It's the people – strong staff
- Music program based on ability not just grade
- How to improve marketing of performances?
- Implement performance elements cross curricular half-time shows
- Will there be space? Programs already operating outside of school hours – where would middle school fit? – good questions! How does music fit in middle school timetable/explorations?
- More qualified teachers

#### ***How do we engage the community through athletics?***

- Academy?
- Middle school athletics should be designed to build skills/interest as they approach high
- Gym space
- All sports - allows many kids to participate in many different activities – not elitist
- Have high school athletes mentor and coach younger athletes
- Partnership for playground – used as additional PE space
- Making athletics relevant to future career paths – where can it take you beyond high school? More careers than athletes
- Athletics can be a huge draw for a school – bring the catchment back to Poppy – what improvements could help this goal
- Can local athletics (pro) visit the school
- Partnership with local clubs
- Try to encourage a range of activities that encourage involvement
- Variant of individual and team sports and activities
- Spirit wear to promote athletics in building
- Continuity of programming and development of skills LTAD – multisport
- Offer turf fields for community use
- Connecting with other communities through competitions etc.
- House team comp
- Letter jackets

Action Item:

- Offer athletic as courses – students get credits for specific courses that they have passion for
- Do we focus on a wide breadth of sports, or should we narrow the focus to fewer sports and hopefully improved achievement?

***What are some potential explorations we could offer at DWP that would help students re-connect with the local community?***

- Entrepreneurship
- Choir
- Dance
- Music must be linear for grade 6 – yes how does music fit in?
- As much as we can offer, choices and access extremely important to get on par with other Langley schools
- Real world bases – connections to community
- Connect with aboriginal education
- Basic aeronautics
- All of them its 'explore'
- Computers, writing code +
- Expo Gr 6/7
- Grade 8 – choose
- Makerspace
- Flex space
- Scheduling?
- Allow kids to experience a bit of each so they can choose

## Grade 6

- Art, computers, drama, music
- Learning commons/inquiry – focus on research skills, citing works etc.

## Grade 7

- Cooking, maker, wood (hand tools), metal (hand tools)

## Grade 8

- Foods, concession, photography, horticulture – outdoor ed, etc.
- Automotive, metalwork, computers (coding etc.), drafting

***How do we meet the educational needs of a Middle School and create common learning spaces, then create the same for the Secondary School as students now learn in this modern, collaborative style?***

## Big ideas that resonated with people

- flexible seating
- outdoor learning spaces
- large multipurpose rooms

- moveable walls to separate spaces
- spaces that promote collaboration but also allow for individual work
- more moveable tech
- super lab (multi science lab)
- adaptations for students with special needs/sensory processing
  - if you have open learning spaces which can be louder, need to have some quiet spaces for these students

Action Item:

- What are the feasibilities regarding removing walls between classrooms? Structurally? Financially?

***How can a playground be created to be used as an additional learning space?  
Involvement of community partners?***

- Outdoor workout space
- Build in a circuit
- Playground for all (i.e., wheelchair)
- Variety Club
- Could be additional PE spaces
- Instead of just thinking about traditional playground can we look at things like Parkour style playground options?
- What size of playground is required?
- Ask everybody
- Circuit Training
- Parkour/acrobatics
- Government Grants
- Rotary
- On line collision
- Realtors
- Co-op
- Supersave Gas
- Langley Foundation
- Grants i.e., Tree Canada; Ikea
- Township partnership – careful about access to facilities
- Art Councils, national, provincial, local
- Local equestrian community – bring to Academy here
- Pro sports teams – Whitecaps, Canucks, Lions, Giants, Riverman
- Private business donations

***How will the creation of outdoor educational learning spaces benefit both the secondary and middle school?***

- Gives something different, another option for learning, different perspectives, especially a connection with the outdoors and health benefits of getting outside
- Greenhouse construction – courtyard?

- Physical structure
- Creating outdoor space that work for middle and high school student needs i.e., curriculum-based place-based, experimental
- Natural environment
- Holistic learning
- Skill based without tech
- It provides different means and opportunities for learning to take place
- Reflective thinking, develop different areas of thinking
- Costs vs benefit
- Make use of the explorations in DW Poppy to maintain the space \* woodworking \* metalwork
- Is it functional for teachers? Transition time, weather
- Grants avail for funding
- Tap in to the community's agricultural heritage/knowledge school garden
- Future career exploration
- Green energy
- Culturally significant and authentically indigenous green space
- Connection with the land
- Aboriginal appreciation
- Curiosity – Otter – Spirit of Curiosity and Play
- Getting dirty
- Having fun
- Learning about food production
- Civic conscience
- Providing to others
- Entrepreneurship
  
- Community Space
  - How can it be used to bring in First Peoples' Perspectives of Learning?
  - How can you design it for use in good weather and bad? Needs to be a covered space.
  - How can it be used to deepen students' connection with the land and with nature?
  - Cost effective – North Otter was \$30,000. Great bang for buck, looks impressive and creates a wonderful sense of community. Link it with the Learning Commons.
  - How can it be used in explorations and the arts?
  - Partnering with Kwantlen First Nation
  - Community space for out of school - after school programs, etc.
  - How can we design a space that will be used in good weather and bad, and will enrich learning?

### Goals

1. Create a beautiful, calming and functional outdoor garden and learning space
2. Create a feasible plan and engage local groups (businesses, Rotary, etc.) to become funding partners

Themes

- Connecting with the land through place-based learning
- Skill-based learning without electronic technology
- Aboriginal connection
- Play and fun
- Ecological ethic and exploring sustainable practice
- Exploring agriculture heritage

Next Steps - Create an Action Plan

1. Ask Habitat Systems to come, see the space, suggest blueprints and cost items – i.e., get a quote - other companies as well?
2. Engage community groups - local lumber businesses and nurseries, First Nations
3. Invite community groups to become funding partners (Rotary, businesses, the Foundation, etc.)
4. Layout and design - volunteers - local nurseries, Kwantlen and Katzie First Nations
5. Canvas local nurseries and farmers for donations or plants at cost

***What ideas or questions should we consider about scheduling?***

- Athletics – when do different teams practice
- Flex block?
- Outside timetable course
- Webbing 8 – 6
- Access to exploration spaces
- How do we bus students?
- Early shift – elementary/middle
- Late shift – secondary
- This works well at Lord Tweedsmuir
- Bussing distance limits need to be the same
- Breakfast Bistro
- Community space including breakfast program
- How will we include the 6, 7 8's?
- Advisory for middle school/flex for high school
- How does flex look? What about contractual teaching hours?
- Lunch times
- Separate
- Challenge of share spaces (shops, arts, PE)
- Leadership opportunities for secondary/middle schools overlap
- Cafeteria
- High school middle eat in classroom
- Late run bus
- Plausible? Cost vs benefit carpool or transit
- Peer mentoring block
- How many kids on the playground at once?

- What activities are kids interested in? soccer? Circuit?
- Gym time
- Two playgrounds?
- Cost? Supervision?
- (High-school) Linear vs semester to align with trades programs like BCIT and KPU
- Electives vs core subjects
- Is grade 8 taught by high-school or separate middle school teachers?
- # of courses in an expo rotation (mid school)
- Linear music options

### 3. **K-5 Possibilities**

Members of the Committee provided feedback on the following questions:

#### ***What makes a successful K-5 elementary school?***

- Adequate funding
- Remembering connections to family school high school (we want people to take pride in moving forward together). It's a continuation of what has been started, not separate entities
- Culture/traditions - engaging families, spirit days, assemblies
- Mentoring peers
- Let them be kids, don't let them worry about getting dirty. Teach them how to get hurt without whining or actually getting injured, teach them how to get along and BE A COMMUNITY
- Stable student population >200 students
- Community surrounding the school and support
- Parental involvement
- Program opportunities for students
- Teachers and community - a feeling of belonging, leadership opportunities for grade 5 students
- Adapted leadership opportunities for younger students
- Efficient utilization of additional classrooms - flex space
- Maintaining appropriate levels of staffing
- Greater focus on Early Education - more resources directed towards early reading intervention
- Adapted clubs - age appropriate
- Maintain a 'little buddy' system
- The creation of fun/kid friendly school activities
- Opportunity to create reading and numeracy cohorts based on skill level for targeted teaching opportunities because the additional space will allow for a greater sense of movement

#### ***What ideas can we come up with to ensure all our K-5 elementary schools are sustainable over time?***

- Adequate funding

- Establishing culture and one that connects to middle/high school. This is particularly important in the Fort community where Walnut Grove is closer and the Langley Fine Arts School is close
- Be a school people want to come to; we hear from parents we are known as the school that doesn't let kids fall through the cracks
- Move the Coghlan Fundamental Program to the Wix-Brown location and ultimately merge the two programs
- Busing considerations for Wix-Brown community.
- What happens to Wix-Brown families that do not want to be part of the fundamental program?
- Will Wix-Brown families have catchment priority to enrol in the "Wix-Brown" fundamental?
- Both Coghlan and Wix-Brown pride themselves in a strong community. If Wix-Brown becomes a Fundamental school, do families in the Wix-Brown community have access? If they don't want to be at Wix-Brown but live in community, where do they go? Bussing now becomes a challenge for all scenarios.
- What other choice programs do parents/kids want in this area? Could there be a continuation of the Uplands Montessori program at Wix-Brown for grade 7?
- Can we come up with a way to promote all our schools as desirable landing destinations?

Representatives from Wix-Brown and Coghlan joined together to discuss the possibility of combining the two communities. What makes the Fundamental Program different or the same as the Wix-Brown community elementary school? The general impression from both the teachers and parents was a theme of "community" and "meeting student needs". Discussion included facilities and academic focus.