

DISTRICT ATTENDEES:

Woody Bradford - Assistant Superintendent

Jo Abshire - Communications Manager

Gord Stewart - Superintendent

Mal Gill - Assistant Superintendent

Megan Dykeman, Board Chair

Rod Ross - Trustee

Marnie Wilson - Trustee

Jeremy Lyndon – Principal, ACSS

Carla Clapton – Vice-Principal, ACSS

Jason Malo – Vice-Principal, ACSS

Jonathan Harris – Principal, BGMS

Daniel Woelders – Vice-Principal, BGMS

Chris Wejr – Principal, Shortreed

Mark Touzeau – Vice-Principal, Shortreed

Dean Pacheco, Principal, DW Poppy

Kurt Reynaud, Vice-Principal, DW Poppy

Aaron Powell, Vice-Principal, DW Poppy

Colleen Harvie, Principal, Fort Langley

Tanya Rogers – Principal, North Otter

Lisa Dolinski, Principal, Peterson Road

Rhonda Krisko, Principal, Wix-Brown

Welcome, Introductions, First Nations Acknowledgement – Dean Pacheco**Presentation by Assistant Superintendent - Woody Bradford**

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

Overview of Transition Teams – explanation of the transition teams for DW Poppy and Aldergrove community; the teams were made up of admin, staff, and parents. The DW Poppy transition team started in 2017. The Aldergrove team started in 2019. There are similarities between the two groups in relation to needs, even though they are from different communities.

Overview of the Meeting's Agenda – explanation of the presentation which includes the background information, communications plan/consultation process, preliminary outreach to the transition teams, and the three plans proposed.

Purpose – Woody Bradford explained the Board motion to implement middle school programming in the DW Poppy region. The Board of Education has requested staff consult with the DW Poppy 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 over the next 10-15 years. He spoke to the core values of the District as a guiding principle, as well as the challenges that the DW Poppy and ACSS regions are facing regarding population decline. He explained how he graduated from DW Poppy and what enrollment was like back then. For both DW Poppy and Aldergrove in the 90s the population was at about 1100. This is not the case today. The District has spent 1.5 million dollars in the last 5 years to keep DW Poppy's facility updated. He explained how the District is subsidizing both Poppy and Aldergrove to ensure they can offer the same opportunities.

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. He spoke to the importance of seeing this as a partnership between the community and the schools.

Communications Plan Overview – Jo Abshire, Communications Manager, highlighted four guiding principles specific to the consultation: Integrity, Trust, Listening and Respect. She mentioned that honesty and transparency are paramount to the process and requested that people to be mindful and respectful both in person and online.

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. Jo also spoke to the importance of the process, consultation and engagement.

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. Jo Abshire emphasized that all shareholders, past and present, are welcome and encouraged to provide feedback.

Method of Outreach – Jo Abshire explained the three ways to engage: (1) attend a community meeting, (2) complete the online survey, and (3) email feedback@sd35.bc.ca.

Community Meetings Schedule – as per presentation

Wednesday, September 18th, 6pm – 8pm @ Betty Gilbert Middle School (BGMS & Parkside)

Thursday, September 26th, 6pm – 8pm @ North Otter Elementary (North Otter/Wix-Brown)

Thursday, October 3rd, 6pm – 8pm @ Aldergrove Community Secondary (ACSS & Shortreed)

Thursday, October 10th, 6pm – 8pm @ DW Poppy Secondary

Wednesday, October 16th, 6pm – 8pm @ Fort Langley Elementary

~ **DATE CHANGE from October 17th due to a scheduling conflict**

Wednesday, October 23rd, 6pm - 8pm @ Peterson Road Elementary (Peterson Road & Coghlan)

Tuesday, November 12th, 6pm – 8pm @ School Board Office – livestream (District-wide)

~ **DATE CHANGE from Nov 7th due to a scheduling conflict**

Background on Move to Middle School Consultation – Woody Bradford spoke to some of the reasons for the move to middle school model including the increase in educational opportunities (explorations) and a focus on social-emotional wellbeing at an age when there are a lot of changes happening for students in grade 6-8.

Background on the Transition Committees - Woody Bradford shared the timeline, beginning with consultation in the DW Poppy region in June 2017 through to the present (September – November community consultation), followed with expected Board decision in December 2019.

Consulting with DW Poppy 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. He explained that the community felt

safety was a crucial component and that grades 6-12 in the same building was not desirable due to intermixing.

Consulting with ACSS Community – Woody Bradford explained along with the consultation with the DW Poppy community, District staff have also been consulting with Administration from ACSS from September 2018 through to the present, following with an expected Board decision in December 2019. The same themes were expressed by the ACSS school community. He mentioned that 130 students from Aldergrove catchment are currently attending DW Poppy so students are already mixing.

Other Considerations from Community Feedback – Woody Bradford listed the other areas families expressed including extracurricular activities, transportation, enrollment, timeline. He spoke to the District's commitment to consultation; the decision has not been made and this is why the consultation process is so important.

Overview of Plans

- Plan 1 - Continue to submit capital funding request for DW Poppy
- Plan 2 - Place portables at DW Poppy for Grade 6 and 7 students
- Plan 3 – DW Poppy Middle and Aldergrove Secondary

Artefacts – Educational Programming – Woody Bradford noted the comparison of middle school explorations found on each table and encouraged people to review them. He also directed people to the course guides from the secondary schools available at tables (ACSS, DWP, Brookwood, Walnut Grove).

Middle-Secondary Overview – Dean Pacheco explained his experience with building timetables and what they would look like under the different plans. He explained how in a grade 6-12 school model, you would have a split schedule, with the middle school students starting earlier in the morning and the secondary students starting after 9:00 a.m. The middle school students would make use of the exploration facilities first. The challenges of this model include the limited size of the facility, the sharing of teachers, the scheduling of exploration, and start/end times. The challenges of plan 3, include transportation, loss of potential school culture/community. He concluded noting that one plan is not better than the other, there are pros and cons for all.

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
 - Middle would start earlier and secondary would start later
- 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
 - Significant increase in choice and opportunity than what is currently offered
- Safety and Well-being – Standalone middle school
- Facility – Learning Spaces converted to Middle Explorations
- Extracurricular - Aligned with other Middle/Secondary Schools
- Transportation – 40-minute Max Ride Time
- Enrolment – 700 Middle, 1100 Secondary Students
- Timeline – Based on Board's Decision; 1–3 years

Woody Bradford stressed that regardless of what decision is made, the decision will not be rushed. He mentioned how there might be other ideas, for example, a fourth plan that could come out of the consultation. The focus of this process is to identify the best option to provide quality learning opportunities for all students in the ACSS and DW Poppy regions.

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

Due to the large attendance, groups were bigger and some groups had to use classrooms as breakout rooms.

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:

Transportation	174
Educational Programming	130
Extracurricular	128
Timeline	66
Safety & Well-being	63
Facility	59
Enrollment	21

Question 2: *When planning for a middle school in the DW Poppy region, what are you most excited about?*

- Nothing. My child wants the comfort of the present size of the community. She is already familiar with the school. Fine the way we are. It won't improve our school. What is the benefit of the middle school over the high school? Opportunities for the kids. To be in a different environment as individuals, a sense of independence.
- Educational opportunities improving in both middle and high; parents see what DW Poppy kids are missing out on by not having a middle school. Age group cohort of middle seems more developmentally appropriate.
- Excited for the expanded opportunities for grades 6/7/8 through the exploratories, prefer grades 6-12 to keep my kids in one community (consensus around the table).
- Explorations and Looping
- When it was a 6-12 model, there was excitement around continuity. Opportunities for collaboration. Middle school students having teachers who are experts in their fields. Athletics / team sports / students being taught/coached by experts in their fields.
- Inclusion, grades 6-12 would be fully inclusive of the community, explorations, students in grade 5 are excited for opportunities of middle school. Different elementary schools coming together before high school. Grade 7's are too old for elementary. Grade 6s and 7s can be involved in more extra-curricular opportunities, more courses.
- Currently, grade 6 and 7 students have no opportunity for explorations in a K-7 model. More opportunity for new courses, explorations. Students develop more skills to help them in high school. Opportunity to find passions/flourishing. More support for students with anxiety and LGBTQ students. More leadership opportunities for grade 5 in a K-5. And grade 7-8 in middle schools. Looping - connections with teachers. Equity of opportunities.
- Grades 6-12 model consistency of the school - no transition; students already know students & teachers; comfortability aspect. Explorations in of themselves & the shops to do them in. Many parents at this table aren't excited about middle school at all.

- Grades 6-12 model - keep the community feel, leadership opportunities, staying connected, growth and continuity of the programs, easier transitions (only 1 transition), staff connections, community supports remain with the kids. Opportunities they may have with extracurricular (rugby and wrestling).
- Better opportunities for explorations, better facility for middle school students that is more age appropriate, programming that is more age appropriate. Students do not have to travel between schools to do their explorations (e.g. BGMS). Increases enrolment, which puts pressure on the Ministry to upgrade and modernize facilities. Equity in investment of resources across the District. Improved breadth and quality of extra-curricular activities. Access to teachers with specializations (academics and explorations, i.e. math specialty, humanities etc.).

Question 3: *When planning for a middle school in the DW Poppy region, what concerns do you have?*

- Secondary kids finishing late/older kids come to school first. Kids come to school together now; getting them here is together now.
- Dividing a community. Taking kids who have gone to kindergarten (North Otter, Peterson Road, all the catchments) as a middle school at the end of grade 8 have to go to a different high school. Transportation blows it all apart. Can see the grades 6, 7, 8s dividing to go to their new schools. Extracurricular being stripped in the school. No junior, senior shop classes, music, theatre at all. Forcing someone who is in the middle school having to do an unnecessary transition. We stand to lose school specific scholarships, continuity which brings more anxiety, uncertainty. Transitioning into grade 12 in a different high school. I would be graduating with complete strangers. It is unfair to take away our community. Removal of choice - not a blending of communities - taking away our choice.
- Addition of the grade 6 and 7s is embraced but having our students be forced to another high school is not welcomed. Would have a negative impact on the community. Student teacher (relationships) that we have built over the years is being stripped if we go to ACSS. Aboriginal Education Director was not told about this transition.
- If they were to make this a middle school the special needs kids are going to be severely affected. You are asking them to transition to three different schools, you will be breaking the bonds of learning, friendships and understanding of their friends, teachers and support staff. These children are already affected by bullying and it has been proven there is a lack of support and understanding for special needs students in middle schools. Resources are already stretched thin between elementary and secondary schools let alone at a middle school. There is a chronic lack of Special Education Assistants.
- Stripping of career exploration programs - Kwantlen XCEL, Youth Train and Trades and BCIT. How would certain IEP needs be met? - e.g. visual accommodations. Concern that we will lose good teachers' due cost of driving and the distance between Aldergrove and Langley.

- Losing sense of community. Not going to be able to retain the sense of community in his remaining time here. Students feel that they are not being heard, especially those students who will be in grade 12. Negatively affecting our students emotionally and mental well-being. Creates more anxiety. Going to lose everything we have done. Lose counselling services.
- That our high school would be in Aldergrove, that we wouldn't have the programs that we have here at DW Poppy, loss of community, culture and pride. Transportation. Cross boundaries - people will try to pick different schools and then the population will not be going up. Concerned with the increase of traffic – safety - students will be driven instead of bussed.
- Grades 6-12 model, it will mess up the students' participation in extracurricular after school. Students may have to miss classes to get to activities. Concerned that ACSS is best for finances, not the best for the kids. What is going to happen to the programs that exist at DW Poppy, they don't exist at ACSS. The teachers running these programs won't bounce to ACSS to do programs like volleyball and basketball. Loss of community. Aldergrove wants to come to our school for our programs. School has good reputation. Middle school will take out the consistency in sports - same kids on the same team from grade 8-12. Losing teachers - they will quit. How many teachers will want to teach middle school? What will happen with international students? They don't want to go to ACSS. Loss of car show.
- Transportation and the time to commute to and from will not allow students to participate in a variety of extracurricular activities. This will mean a loss in extracurricular activities completely. The importance of extracurricular activities cannot be measured. It is the extracurricular activities that engages students and connects them to school.
- The opportunity to speak at the public consultation has not been provided. The DW Poppy community is being separated and being assimilated into the Aldergrove Community. The change in DW Poppy/ACSS enrolment will only be 150-200 students. This does not justify the impact it will have on students' families and communities. The \$1,000,000 that DW Poppy has received over the last year in infrastructure improvements is not a representative comparison of the money going into the slope. Transportation concerns of having grades 6-8's with 9-12's is not true. High school students are already travelling on the bus with elementary-aged students. The loss of quality high school teachers will impact the type and quality of programs and classes at ACSS. Families have moved into this community because of DW Poppy and its feeder schools.
- Transportation is a big negative; families within walking distance will be impacted. What if a middle school Aldergrove kid gets sick in the middle of the day and a one-car family. Potential loss of friend groups, making new friends if transitioning. Busses to commute to Aldergrove too long, not realistic 40 minutes. Decision will be made to do this then realize the cost and download the cost to families. Concern as to what goes on in the ACSS school, uncertainty of community and who they are hanging out with, drugs. Bussing for 40 minutes does not create community.
- There are good teachers at DWP that care about kids. Teachers may not continue if they change to ACSS (process of staffing). Concerns over class sizes. Concern that ACSS students will not accept them. Us/them mentality (students potentially beat up everyday). Timeline and effects on senior grades and graduation.

- Parents who are concerned that they are not getting enough would already cross boundary to get those courses. Number of transitions (adding a middle transition) and effect on education. We don't get tied into another school community. District doesn't have the infrastructure to support bussing. Concerned about the long-term planning re number of students in both regions. Does the development impact the numbers?
- We don't care if the grade 6-12s are one bus – we didn't want them at the same place at one point. Transportation concerns. Extra strain on some families for extra-curricular activities. Many grade 11/12s drive to school as well. Transportation - How will it possibly only be a 40-minute bus ride as it's already over an hour ride. Loss of DW Poppy culture. People have moved into the DW Poppy area specifically to be part of the DW Poppy Culture. It feels like it's a temporary fix because in five years Aldergrove is going to grow dramatically. Too much transition for the students moving to other schools - especially the students that are going from grade 11 to 12. Worried about the safe environment that DW Poppy provides and feel it is a different culture in Aldergrove. It would be really tough for students who don't get to graduate from DW Poppy.
- Students not being allowed to bring instruments onto the bus. Students now having to bus which will impact sports/ extra curriculums. Traditions lost. Managing multiple children in different schools which involves navigating everything which equates to lost opportunities. Time constraints. International students having to rely on their homestay families to drive them 40 plus minutes to school. What will happen to the ISP program? Loss of funding from the international program? Loss of diversity. BCIT students mingling with middle school students. Transportation (might be 40 minutes?) Already transportation is limited. Lack of sidewalks.
- The Board needs to consider that the options for parents are taken away for students out of catchment. What about students from Kwantlen First Nations? The bus would be way longer for these students? Was the reserve taken into consideration? We lose choice when we become a middle school model. Transitions for students is tough, you are now adding three transitions.
- For DWP/ACSS combination - excluding the 9-12 from the community. Take it slow and do it right, advise not to rush it. Grades 6-12 - safety of younger students (11-year-olds with 17-year-olds). What are the younger kids being exposed to? Transportation. Coming from Kwantlen, Fort Langley, especially in rough weather. Time spent on bus. Losing smaller school that comes with sense of belonging and opportunities. Will students get the same resources that they get at the smaller schools? 2 separate bus systems - drain on resources, impact of gas.
- If grades 6-8 and 9-12 split up, you have communities being separated and DW Poppy students would need to adapt to a new community ("city life") at ACSS. Ripping up the current 9-12's and moving them to a new home - very difficult transition and losing a culture and community. Currently a lot of opportunities at DW Poppy - not a problem right now.
- As a staff - big concerns with staffs combining (referencing HDSMS and LSS transition). What happens to our jobs at DW Poppy? Major anxiety with staff. Opportunities are about individual needs. Schools are built for safety – DW Poppy is currently a safe space and this could have a huge shift on social safety. More transparency needed about staffing in each of these models. What will this look like for staff in each option?

- Preference would be grade 6-12 model; strong opposition of a grade 6-8 model - breeding ground for bullying; developmentally a bad idea (Gordon Neufeld); prefer small community schools with a broader range of ages (big buddy/little buddy considerations); what is best in terms of opportunities being questioned; the special needs consideration - how many individuals would there be in the grade 6-8 range would have a SPED/designation? Would these students have a place in the narrowly defined 'slice' that 6-8 is vs. when there is opportunity for K-7? Sees this as an oversight. Too narrow an age group for students who can also excel - how will they be challenged? Is this decision facilities driven? Is this what is truly best for students? The belief is that there is data and research out there that actually shows that middle school isn't what is best for students of this age; not seen as healthy for kids at all. Safety considerations regarding when grade 6 students are in the same school as grade 12's. Wanting things left the way they are. It is artificial to split/segregate people by age. Research is saying isolating grades 6-8 is very problematic. Parents were wondering if an option is to not move to middle school at all?
- Wondering why ACSS is being chosen to be the secondary school vs. DW Poppy. Transportation is a concern - already K-12 set up & length of time is long currently. Indigenous students - adding another transition in their academic careers and we already lose these students at times of transition and the problem we have holding on to these students. Question of the Kwantlen First Nation - if they would be upset if they lost the option of sending their students to DW Poppy. Retired teacher very against the middle school model. Parents don't care about the opportunities larger schools provide. Want consistency. Split schedules/transportations don't take into considerations families and their scheduling nightmares these changes would create. People strongly believe that the population in DW Poppy is growing and that portables are inevitable. They don't believe the numbers the District is providing. Parents are okay with portables.
- Senior students - would mess up their graduation and where they finish their school. Want to finish at the location they started. Concerns for stand-alone. There are currently only 10 kids on the bus at BGMS, now there is going to be 420. With grades 6-12 you lose that mentorship piece that you get from K-7.
- We like the current model. Happy with current offerings at the elementary and secondary school. K-7 the leadership opportunities for older kids. Possibly too many changes of teachers at a young age.
- Timing --> when will the decision be made and subsequent implementation timeline?
- Transportation --> trust, length of time, availability. Extra-curricular activities might take a hit for the first couple of years.
- Access to more programs --> what commitment do we have on programming enhancements? Losing staff, families and students from the region if this were to be pushed through (option 3). How will they transition special needs students? What would happen to extended community partnerships (i.e. DW Poppy Car show)? Want to be in walking distance of community school. Loss of culture and community. Concerns about the upheaval of current DW Poppy students (especially grade 11/12 students) Funds have been invested in DW Poppy Secondary - infrastructure would need to be changed.

- Environmental concerns regarding busing (costs and environmental impact). Costs for renewing and refreshing the bus fleet. Split bus scheduling might be expensive. What will happen with the elementary schools? We don't understand the need to separate the elementary, middle and secondary students. What is the rationale? Only seemed to be a discussion with option 1 and option 2. Segregation was not discussed with option 3. How will students in their grade 12 year be impacted? What will that transition look like? Feel like? How will they be supported?
- Is there funding available for portables (option 2)? Where is money coming from for options 2 & 3 if there is no funding for option 1? How do we engage in this conversation and give compromise - needs are at odds? Concerns over student behaviour / ensuring student safety. Holding students accountable? Concerns over student safety with grades 6-12. Does there need to be harsher punishments for misbehaviour?
- Split bell schedule --> concerns regarding timelines for busing (early for elementary, late for secondary - impacts sleep, extra-curricular activities etc.) Concerns about loss of sleep for students on the first shift, in a split bell schedule. Will costs be covered for busing, for both Aldergrove and DWP regions? Will public transportation come out to the DW Poppy area?

Question 4: *Are there any other ideas/needs that should be considered when planning for a middle school in the DW Poppy Region?*

- Put it to a vote of the parents and students. Property values. Effects parents in terms of transportation. Gas prices - have to leave for work early. We are fine with portables. Okay with the courses as they are - no complaints with the courses we have.
- Population won't decline because the families will have their children come to live on property. Aldergrove is growing and their programs will improve. Short term solution. Give us 10 years and we will see growth at DW Poppy too. Why not just move the grade 7s to DW Poppy?
- Kids are not happy. How much anxiety for kids around another transition within their school career? Loss of friends because their friends say they are going to a different school. Grades 6s with 8s and 9s who have drugs. Why was DW Poppy chosen to be the middle school?
- How can changes be made that would make DW Poppy a 'Choice' school such as theatre performance, where students would be drawn to DW Poppy? Why is there only 3 options that involve DW Poppy becoming a middle school. Can ACSS turn into a middle school? (Grade 6 students). What about realigning the RE Mountain catchment to help take stress off the other middle school/high school populations.
- Could both schools transform to 6-12 schools? More time for talking and sharing would be appreciated. Prefer a combined middle/high at DW Poppy rather than two stand-alones, builds sense of community because at school longer. Community development in Aldergrove and impact to enrolment numbers? What is the capacity of ACSS?

- Would rather see catchment changes reviewed than any change to DW Poppy. Prefer a combined middle/high at DW Poppy rather than two stand-alones, builds sense of community because at school longer.
- Is there something that the community can do to get behind the Board to pressure the Board? Why was ACSS picked to be the secondary school? Students want to maintain to their own cultures. How are we going to get the DW Poppy kids going to the new school? Elementary schools as options for middle school? How much space does BCIT use? Would BCIT go to portables? International students -- can they be removed? Middle high at both schools - ACSS and DW Poppy. More specialty programs to gain in the middle school system? What is the show of this process? We need to know about this. What is the context of the stickie activity? Can you please just keep asking for the money? Not going to come to an outside community - going to lose a lot of kids. Why can't we take the LSS kids to DW Poppy?
- How do the kids get home after school during extracurricular activities? Will the District provide bussing? Where would the catchment line be drawn? How will we address the lack of daycare in the DW Poppy region? Could they run a grade grades 6-12 school where the grade 6 & 7's were together as a middle and the grade 8-12s stayed together as the high school.
- Leave the school the same. The numbers don't make sense. The only model that makes sense is 6-8, 9-12. Grades 6-12 with no separation. If we add another transition, are we not taking away from the science that suggest that students at risk need 4-5 adults in their life? Students with stress/ anxiety special needs, need routine. Carbon Footprint.
- Fort Langley catchment students go to Walnut Grove (students were forced to go to DW Poppy without consultation last time). Kwantlen First Nation was not consulted about this and consultation is what the Enhancement Agreement is all about. Kwantlen First Nation must be consulted before this process concludes. Grades 7-12 at DW Poppy so it alleviates the concerns of having grade 6s at DW Poppy but still provides 7s with more opportunities.
- Timing - high school students shouldn't get out later as they have work & extra-curricular activities (scholarship implications) so they should be the ones who get to start earlier (not the middle schoolers). Don't want the split schedule at all; bus drivers - 2nd loops - carbon footprint, gas costs, etc. Do we need the split schedule? Can't we have all students at the same time?
- Don't want a larger, 'factory' school; want the country kids; a community. Like the high school is in the middle of nowhere - nothing for the kids to access. Can't programs for grades 6-12 be worked on and developed? Consideration re how large DW Poppy region is - friends will be so far afield, hard to get together - if we expand the learning area to include Aldergrove. Small town feel at DW Poppy, unsure if it can be transferred if you move to it being middle whereas grades 6-12 could expand the feeling of community. Everyone wants the community feeling. Could save \$ by not doing it. Don't believe the population numbers that the District is providing - no enrolment issues moving forward.

- How long is it going to take to hammer out all the details on the resource program - this whole team - don't want our SPED to fall through the cracks or 'slip out the gate' - less safety issues in smaller schools where specific things are put in place because they know the kids; to figure out sensory rooms, etc. What details aren't being considered? What are the concerns with K-7 school? Why can't we leave it just the way it is? Will there be a loss of playgrounds when they go to middle school? They still need the playgrounds. Will the BCIT program be lost?
- Side note: Feeling that the filters were geared to get people to agree that middle schools are beneficial. Another idea - Leave everything the way it is. None of the options. Move BCIT out of the building and put them in portables. Create a middle school that is only grades 7 and 8 in DW Poppy, while still applying for funding.
- Should we consider a third party for consultation so that there is no room for bias and protects the integrity of the process?
- Wanting to know that if this occurs will any schools (elementary) be shut down. Wanting specialty teachers for each course. How do you transition programs from high school and have them working in another area without the community they grew up in? Would like to retain the community. Concern of BCIT leaving. Have they taken into consideration the building in Aldergrove? Concern for students from out of catchment staying. Transportation concerns of moving the Aldergrove kids here. After school activities affected. Concern of smaller elementary schools and at what cost to them staying open. Innovative ways: can we move teachers around?
- Changing catchment boundaries. Has this been considered? Don't understand the significance and focus on segregation. Can we eliminate the focus on segregation of 6-8 / 9 -12 (options 1 & option 2)? DW Poppy region does not want to lose the grade 9 - 12s. How will traditions, heritage etc. be kept if option 3 were to come to fruition? Fort Langley may need an option outside of option 1 – 3. Submission of capital letters. Don't accept that Aldergrove and DW Poppy regions are declining enrolment regions.

Closing

Summary of Ways to Engage – Jo Abshire reiterated how people can take part in the consultation. She spoke about the importance of explaining positions fully when emailing concerns.

Attend a community meeting, complete the online survey, email feedback@sd35.bc.ca.

Woody Bradford closed the evening by thanking everyone for attending and spoke to the importance of the process. He also asked that people speak with others in their building and make sure to focus the conversation around the facts rather than opinions. He reiterated that we are all here because we care about kids and stated that he looked forward to continuing the conversation.