

**DISTRICT ATTENDEES:**

Woody Bradford - Assistant Superintendent

Jo Abshire - Communications Manager

David Tod - Trustee

Jeremy Lyndon – Principal, ACSS

Rhonda Krisko – Principal, Wix-Brown

Mark Touzeau – Vice Principal, Shortreed

Tanya Rogers – Principal, North Otter

Dean Pacheco, Principal, DW Poppy

Kurt Reynaud, Vice Principal, DW Poppy

Aaron Powell, Vice Principal, DW Poppy

**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, highlighted four 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, email [feedback@sd35.bc.ca](mailto:feedback@sd35.bc.ca).

**Community Meetings Schedule – as per presentation**

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

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

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

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

Thursday, October 17 6pm – 8pm @ Fort Langley Elementary

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

Thursday, November 7 6pm – 8pm @ 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 directed people to the course guides from the secondary schools available at the back of the room.

**Middle School Programming Opportunities** – DW Poppy Principal, Dean Pacheco talked about opportunities and the process of timetable scheduling under the different plans. He outlined the pros and cons from the perspective of someone who makes the schedule.

**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 (enrolment has an impact on opportunities)
- 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 (one grade in portables)
- 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 (comprehensive secondary school)
- Facility – Learning Spaces converted to Middle Explorations (i.e. Peter Ewart)
- Extracurricular - Aligned with other Middle/Secondary Schools
- Transportation – 40 Minute Max Ride Time
- Enrolment – 700 Middle, 1100 Secondary Students (enrolment is not changing in next 10-15 years)
- Timeline – Based on Board's Decision; 1–3 years

**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 | 26 |
| Extracurricular         | 25 |
| Transportation          | 15 |
| Safety & Well Being     | 11 |
| Facility                | 10 |
| Timeline                | 0  |
| Enrollment              | 1  |

**Question 2:**

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

- Middle school children growing up a little bit faster, making their own choices, and being more independent. Extracurricular activities. Larger peer groups. Not limited to number of students.
- Explorations/opportunities (giving students opportunities to try out trades, art, etc.). Tap into the trade teachers (actual trade tickets) if it becomes 6-12 model (it is a school within a school) vs. elementary teachers taking over wood shop, etc. Teachers' perspective - collaboration across grades. Pro-D opportunity for both ends of the spectrum for teachers. More gym time, more playground time, more tech time if went K-5. Resources would be more plentiful.
- Programming and it would be hands on with more choices/opportunities. More mature models for kids. Extracurricular activities. Kids these days are more mature and the middle model would benefit them. We like the separate schedules if sharing the building. Having that age group of kids together (in terms of their development). Grade 8-12 is too much.
- We like a standalone a little better than having the 6s with the 12s. Kids would be happier to have the opportunities for trades/expos. Excited about the students not getting mixed with grades 10-12. Age-appropriate.
- Middle school (at DWP) would mean less transition for students. It would strengthen the community. Leadership and mentorship opportunities. Band teacher / music teacher not having to travel as much. Alignment of programs (6-12 band, as an example). Improvement in programming. Alignment with extracurricular activities. Increase in programming for grade 6 and 7 students.

**Question 3:**

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

- Separating my kids from their peers. Preference to stay in community with friends, siblings, etc. There isn't the concern about Grade 6's with 12's. Possibility we will lose community if we go to two separate schools. Community aspect is huge.
- Another parent - thinks that having the two sites will grow the community and make it stronger. Concerns about tearing 'the guts' out of our community. Concerns about adding

an extra transition into students' lives. Impact of this transition with the special education students.

- Concerns with sending students 13 km away and transportation concerns (e.g. involvement in extra-curricular activities based on distance from 'home' community). Concerns about the early bus schedule with a split schedule - that age is when you need the most sleep.
- Sharing middle school grades with 9-12, we would rather have them split. If split transportation model parents, would have to make two trips if they have one in each. Missing out on extracurricular if on a different bell schedule and dismissed later than everyone else. What if you want your kids on the bus together and one is middle and the other is secondary? What if you have one in elementary, middle, and one in secondary? A challenge getting them all to school on time if driving.
- We wanted to have a smaller secondary school for a better community feel. We are concerned about the loss of community culture with the displacement of DW Poppy kids. Students expecting to graduate from DW Poppy having to move in their graduation year. Human cost to increasing the distance between home and school – two trips per day. Traffic to Aldergrove is horrific. Concerns over losing great teachers (e.g. DW Poppy's music program).
- If it is a late start with secondary, how do they get to work, play sports without missing class: Transportation, how do we make it less if it is 6-12? People in our region are already leaving because our current schools do not have enough programming. If we have a split schedule, parents may choose to drive the kids and thus be making the trip four times per day. Concerns with not having before/after school care that is currently offered in elementary schools. Transportation with young kids early on the road.
- Transportation, no sidewalks, children will have to wait for the bus. Rules around proximity. What explorations would be offered? Extracurricular activities (before and after school). Challenges getting students there. Choosing small rural school/community vs. "inner city" school. Challenges with middle school, secondary school, and daycare trips. Huge catchment. Concerns about staff impact at DW Poppy. Transportation: how would bussing change with a 6-12 model at DW Poppy? What cost increases/pressures would there be with respect to increasing busing with the 6-8 / 9-12? What would the pick-up times be? Concerns that ACSS is at capacity as soon as this takes place. Participation in extra-curricular activities - will everyone have an opportunity to participate?
- Parents have bought in this neighbourhood to have their children attend DW Poppy as a high school. The expectation of living in this area is understood that their children would be attending smaller schools where programming could be limited. Pick-up for kids from extracurricular activities right now is a 5-7 minute drive. Having to do the same at ACSS is more complicated and time consuming. Will the life-skills program or special ed programming change and still be able to offer the same services? These families would have moved to different communities or catchments to avoid this disruption from happening. Parents want this small-town feeling.

**Question 4:**

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

- See evidence that middle schools are truly what is best for kids; have they considered that we don't need a middle-school in the DW Poppy region. "If not broken, don't fix it." Don't want to see the end of 'community'.
- Peterson Road as the middle school. Middle school doesn't need the same kind of explorations as secondary. Wix would be a good middle school. Our little bubble is a drain on the rest of the District because of the extra funding spent on topping up the secondary. Everyone who wants to send their kids to middle school then bus the kids to Betty Gilbert.
- Would the Outdoor School continue into the DW Poppy middle or middle-high? Current understanding is that it is going to end in Grade 5?
- Has the District considered doing a 6-12 at ACSS? Will ACSS be at capacity and then are we creating a different challenge? We made the choice to come to rural community - we understood that there will be fewer opportunities. When people were against the 6-12 model, option 3 was not on the table. Public transportation. How much will community feedback be incorporated into the decision? Trust.
- Is there any possibility of a referendum occurring to allow the community to have a final vote in this decision process? Can there be a variation where middle school would include just grades 7 & 8 for the DW Poppy region? Could the portable option #2 be used to buy time until Capital Funding Option 1 is fulfilled? Which other courses could be outside in a portable rather than a specific grade (i.e. languages)? Understand it is important to have grade 6 within the school; could a higher grade occupy the portables on the property?

**Summary of Group Activity – Groups were asked to pick one thing to highlight.**

- One group shared that they were excited about opportunities available to the students, a passion they weren't aware previously existed.
- One group was also excited about Grades 6-12 at DW Poppy and the possible alignment of programming you could create.
- One group expressed the plans were seen as a challenge. They believed in the idea that "if it's not broken, don't fix it."
- One group was also worried about transportation, bussing, and poor sidewalks.
- One group shared an idea. They suggested an outdoor school currently at Fort Langley could continue into DW Poppy Middle and grow the program.

- One group talked about other possible options being offered, suggesting instead of a certain grade in the portables, is there a different way of rotating students through portables. For example, all math or all languages to be housed in portables.

### Closing

**Summary of Ways to Engage** – Jo Abshire reiterated how people can take part in the consultation.

Attend a community meeting, complete the online survey, email [feedback@sd35.bc.ca](mailto:feedback@sd35.bc.ca).