



*Report to the Board of Education
Regular Meeting*

Long Term Facilities Plan Middle Schools Update

Presented by:

Gord Stewart, Superintendent of Schools
Woody Bradford, Assistant Superintendent
Mal Gill, Assistant Superintendent
December 12, 2017

SCHOOL DISTRICT NO. 35 (LANGLEY)
*Report to the Board of Education
Long Term Facilities Plan
Middle Schools Update*

TABLE OF CONTENTS

INTRODUCTION AND BACKGROUND	3
DW POPPY COMMUNITY.....	4
Transition Committee Meetings	4
Next Steps.....	7
BROOKSWOOD COMMUNITY	7
PAC Representatives/Administrators Meeting	7
Next Steps.....	8
WALNUT GROVE COMMUNITY	8
PAC Representatives/Administrators Meeting	8
Next Steps.....	9

APPENDICES

- I. LETTER TO PARENTS/GUARDIANS REGARDING DW POPPY MIDDLE TRANSITION COMMITTEE – OCTOBER 6, 2017
- II. DW POPPY MIDDLE TRANSITION COMMITTEE MEETING NO. 1 PRESENTATION AND NOTES – OCTOBER 12, 2017
- III. DW POPPY MIDDLE TRANSITION COMMITTEE MEETING NO. 2 PRESENTATION AND NOTES – OCTOBER 26, 2017
- IV. DW POPPY MIDDLE TRANSITION COMMITTEE MEETING NO. 3 PRESENTATION AND NOTES – NOVEMBER 22, 2017
- V. BROOKSWOOD PAC REPRESENTATIVES/ADMINISTRATORS MEETING PRESENTATION AND NOTES – NOVEMBER 27, 2017
- VI. WALNUT GROVE PAC REPRESENTATIVES/ADMINISTRATORS MEETING PRESENTATION AND NOTES – OCTOBER 18, 2017

**Report to the Board of Education
Long Term Facilities Plan
Middle Schools Update**

INTRODUCTION AND BACKGROUND

The Board of Education passed the following motions at the October 25, 2016 Regular Meeting of the Board regarding middle schools in the District:

"That the Board of Education supports the establishment of a District-wide middle school model as part of the Long Term Facilities Plan."

"That the Board of Education approves that staff undertakes a consultation with the Brookwood, DW Poppy and Walnut Grove communities regarding the transition to a middle school model upon completion of the informational community meetings."

District staff determined that the Fundamental community should also be included in the consultations, specifically Coghlan Fundamental Elementary, which is located in the DW Poppy region of the District and is a K-7 grade configuration.

The District established, for planning purposes, a Working Committee consisting of:

- Gord Stewart, A/Superintendent of Schools
- David Green, Secretary-Treasurer
- Woody Bradford, Assistant Superintendent
- Claire Guy, Assistant Superintendent
- Mal Gill, Assistant Superintendent, Human Resources
- Ken Hoff, Communications Manager
- Brian Iseli, Assistant Secretary-Treasurer
- Sam Muraca, District Vice-Principal, Educational Planning
- Tristan Schaufler, Director of Facilities, Transportation and Capital Planning

Beginning in October 2016, the Committee met on multiple occasions and undertook the work of planning meetings, gathering information, networking with schools, synthesizing information and brainstorming potential options, culminating in a report to the Board at their Regular Meeting on May 30, 2017. District staff outlined a plan for next steps and the Board of Education passed the following motions:

"That the Board of Education directs staff to establish a Transition Committee to report back to the Board with a detailed plan to implement a middle school model in the Brookwood community once the Brookwood-Fernridge Community Development Plan is approved by the Township of Langley."

"That the Board of Education approves the establishment of a Grade 6 to 12 middle/secondary education delivery model at the DW Poppy Secondary facility and directs staff to establish a Transition Committee to report back to the Board by December 2017 with an implementation plan for establishing the model which will include a timeline, facility change requirements and education programming implications."

**Report to the Board of Education
Long Term Facilities Plan
Middle Schools Update**

"That the Board of Education directs staff to report back to the Board by December 2017 on facility implications for the elementary schools in the DW Poppy zone by transitioning to a Kindergarten to Grade 5 education delivery model."

"That the Board of Education directs staff to include representation from Coghlan Elementary as part of the DW Poppy Transition Committee and report back to the Board by December 2017 with an implementation plan to transition Coghlan to a Kindergarten to Grade 5 model."

"That the Board of Education directs staff to report back to the Board by December 2017 on facility implications for Coghlan Fundamental Elementary School by transitioning to a Kindergarten to Grade 5 education delivery model."

"That the Board of Education directs staff to establish a Transition Committee to report back to the Board by March 2018 with an implementation plan for establishing the middle school model in the Walnut Grove community which will include a timeline, facility change requirements and education programming implications."

"That the Board of Education directs staff to request Ministry of Education capital funding in the Five Year Capital Plan submission for the acquisition of a site for construction of a middle school and sufficient funds to renovate an elementary school to a second middle school facility."

DW POPPY COMMUNITY

Transition Committee Meetings

On October 6, 2017 Assistant Superintendent Woody Bradford sent a letter to parents/guardians within the DW Poppy family of schools' communities and the Coghlan Fundamental Elementary School community regarding the establishment of a Middle Transition Committee (Appendix I). Committee members included the Assistant Superintendent, Director of Facilities, Capital Projects and Transportation, administrators, PAC presidents/representatives, teachers, support staff and students as well as teachers from the BCIT program housed at DW Poppy Secondary School. Three meetings were scheduled for the fall (October 12, October 26 and November 22).

October 12, 2017

The first meeting of the Middle Transition Committee was held at DW Poppy on October 12, 2017. The key themes for this first meeting were to:

- Build Team - Connect as a Group
- Identify Guidelines for Decision-making
- Share Hopes and Dreams for the Process

***Report to the Board of Education
Long Term Facilities Plan
Middle Schools Update***

The purpose of the meeting was to bring together representatives from all school communities involved and collectively set the direction for moving forward. The District's Core Values were reviewed along with the work of the previous year's consultation process. The Committee discussed the Board of Education's four motions passed on May 30, 2017 to establish a clear purpose for their work.

Middle school administrators from Yorkson Creek and Betty Gilbert middle schools (Kevan Reeve, Stephanie Labby and Zoltan Bako) made a presentation to the Committee on Langley's Middle School Pillars and provided a richer level of knowledge and understanding of middle programming to help support the decisions the Committee would be making in the creation of a Grade 6-12 school at DW Poppy.

Other factors considered at the first meeting were the project funding request (\$4.5 request to the Ministry of Education under the District's Five-Year Capital Plan), the current facility considerations (i.e., BCIT program) and the District's Vision.

Each table group had the opportunity to share their hopes and dreams for the process and the creation of the school. The information was collected and showed emerging themes that would be used to move through the process. Appendix II includes the presentation from this meeting along with a summary of the discussions that took place.

October 26, 2017

On October 26, 2017 the Committee came together again with the addition of the Director of Facilities, Transportation and Capital Projects (Tristan Schaufler). The main focus for this meeting was a review of the hopes and dreams shared at the October 12th meeting, a discussion regarding the DW Poppy facility and the forming of working groups around eight broad themes.

One of the predominant ideas coming from committee members was the need to ensure there is a focus on maximizing the opportunity to elevate experiences for students in the Poppy community throughout the reconfiguration process. The group was clear about wanting a strong school community to be created at the middle school level, and to also have it continue at the high school level. It would be important that the Committee model this shared goal throughout the process.

Facility discussions included a review of past similar projects undertaken by the District, the process the District needs to follow in order to acquire funds from the government or outside agencies to support the project, the timeline for conversion of DW Poppy to a Grade 6-12 school and the physical constraints of the current facility. Discussions with the Township of Langley regarding the potential for them to partner with the District on the installation of an artificial turf field on the site was also shared with the Committee.

***Report to the Board of Education
Long Term Facilities Plan
Middle Schools Update***

The final part of the evening was spent sharing with the themes that had emerged from the meeting on October 12th. These different topics led to the creation of working groups (consisting of 4 to 5 Committee members in each group) under the following themes:

1. Athletics
2. Arts
3. Outdoor Learning
4. Learning Commons
5. Explorations
6. Open Learning Spaces
7. Playground
8. Scheduling

Each committee member was asked to join a working group that was of interest to them. The working groups, facilitated by an administrator, were asked to assign roles and responsibilities of their members and create a driving question that would guide their action plan.

Appendix III includes the presentation from this meeting along with a summary of the discussions that took place

November 22, 2017

The November 22nd Committee meeting focused on more detailed discussions with working groups and an introductory look at the possibilities for the elementary schools that would be reconfigured for Kindergarten to Grade 5 students. Considerations brought forward included the necessity of ensuring quality, long term planning for each of the elementary schools in the region, with particular concern expressed regarding low enrolment projections for the Wix-Brown area.

One of the options discussed was the possibility of moving the existing Fundamental program at Coghlan Elementary to Wix-Brown. The Fundamental program has requested some upgrades to their site (gym, resource room space, etc.) and the Wix-Brown facility could provide an excellent opportunity to address these needs. A preliminary conversation with representatives from the two communities indicates this could be a viable solution for the needs of both communities. Staff will continue to work with the two communities over the next several months to look at the feasibility of moving the Fundamental program from the Coghlan site to the Wix-Brown site.

Appendix IV includes the presentation from this meeting along with a summary of the discussions that took place

***Report to the Board of Education
Long Term Facilities Plan
Middle Schools Update***

Next Steps

District staff will continue to work with the Middle Transition Committee with a goal of completing the following by the end of the current school year:

- A series of Committee meeting dates have been set for the remainder of the 2017-18 school year. Working groups will continue to refine their requirements as part of the Business Case to be submitted to the Ministry of Education in support of the funding requested to convert DW Poppy to a Grade 6-12 middle/secondary school. Staff do not anticipate a response from the Ministry on the Five-Year Capital Plan before late spring.
- District Facilities staff will work on facility options for the reconfigured space for Grades 6 to 8 and Grades 9 to 12.
- The Middle Transition Committee will work on a detailed timeline for conversion to be completed for the 2020-2021 school year.
- District staff will continue discussions with representatives from BCIT regarding a long term plan for the sustainability of the BCIT program in the Langley School District.
- District staff will continue to work with the Coghlan and Wix-Brown communities regarding the moving of the Fundamental program to coincide with the reconfiguration of DW Poppy to a Grade 6-12 middle/secondary school.

BROOKSWOOD COMMUNITY

PAC Representatives/Administrators Meeting

Assistant Superintendent Mal Gill met with PAC representatives and administrators from the Brookwood region on November 27, 2017 to update schools on the process for transition to middle schools in the region. The District believes in the middle school model and is moving ahead with plans to transition all families of schools as resources will allow. Specifically, for the Brookwood region, staff recommended that a follow-up meeting with the community take place once more was known about the Brookwood-Fernridge development plans.

During the meeting, feedback from the consultation from January 21, 2017 was reviewed; specifically, staff focused on the three middle school transitions presented to the community. Through the feedback and from staff research, staff was not able to choose a 'best fit' model within the current choices. Therefore, with the approval of Brookwood-Fernridge Community Plan and its eventual impact on school populations at all levels, it was decided that staff would meet regularly (approximately twice a year) to review population projections. The District will, once population creates a need for an additional school, make a recommendation through the District Capital Plan, for a middle school in the region. The District will await a response from the Ministry before making

***Report to the Board of Education
Long Term Facilities Plan
Middle Schools Update***

final decisions regarding the transition of an elementary school to a middle school facility.

PAC representatives, after an informative presentation from the principal and vice principal of Yorkson Creek Middle School, provided feedback regarding the following three questions:

1. When should the transition team begin meeting? Recommendation from PAC's to Staff.
2. What other Brookwood middle collaboration opportunities should be explored?
3. Additional Considerations

PAC and administrative representatives will meet twice yearly to review the following:

- Population growth and the impact on school communities in the Brookwood region
- Brookwood Middle Collaboration opportunities

Next Steps

Regular meeting dates will be set with the community to discuss the population growth in the Brookwood region. Staff will provide population projections and determine available learning space for potential increases in numbers. When an appropriate business case can be made for a new school in the region, staff will include a request for funding for a new middle school in the District Capital Plan. In addition, staff will work with the Brookwood family of schools to provide students with opportunities for students to benefit from the middle school pillars through collaborative curricular and extra-curricular events.

WALNUT GROVE COMMUNITY

PAC Representatives/Administrators Meetings

Assistant Superintendent Mal Gill met with PAC representatives and administrators from the Walnut Grove region to update schools on the process for transition to middle schools in the region.

The District believes in the middle school model and is moving ahead with plans to transition all families of schools as resources will allow. Specifically, for the Walnut Grove region, staff and trustees heard the recommendations from the community during consultations and has requested the acquisition of a site for construction of a new middle and sufficient funds to renovate an elementary school to a second middle school facility in the Walnut Grove region of the District. Although, it has been published that West Langley has been chosen as the second sight, final recommendations have not been

***Report to the Board of Education
Long Term Facilities Plan
Middle Schools Update***

made to convert any elementary school. The District will await a response from the Ministry before making final decisions regarding the transition of an elementary school to a middle school facility. In addition, land cannot be acquired until the approval process from the Ministry is complete.

PAC representatives, after an informative presentation from the principal and vice principal of Yorkson Creek Middle School, provided feedback regarding the following two questions:

1. Langley School District is moving towards a middle school structures (timeline to be determined). With the current grade structure, what middle opportunities are possible?
2. Additional Considerations

Next Steps

Walnut Grove family of school administrative teams will work closely with their schools to begin the process, within the current K-7 and 8-12 structure, to implement some aspects of the middle school pillars so that students can begin to benefit from the middle experience. Once the Ministry provides some direction regarding the motion requesting support for funding for a new middle and money towards the renovation of a current elementary school, a transition committee will be established and work on timelines, facility change requirements and educational programming implications will commence.

Assistant Superintendent Gill has extended an invitation to meet with individual PACs in the Walnut Grove area.

SCHOOL DISTRICT No. 35 (LANGLEY)
Report to the Board of Education
Long Term Facilities Plan
Middle Schools Update

APPENDIX I

**LETTER TO PARENTS/GUARDIANS REGARDING
DW POPPY MIDDLE TRANSITION COMMITTEE
OCTOBER 6, 2017**



October 6, 2017

To the Parents/Guardians of the DW Poppy Family of Schools and Coghlan Fundamental Elementary

Dear Parents/Guardians,

As families are aware, there has been an ongoing consultation process with the DW Poppy community and the Langley School District regarding the transition to a middle school model and the resulting reconfiguration of schools in your community.

At the Regular Meeting of the Board of Education on May 30, 2017, Trustees passed the following motions in this regard:

That the Board of Education approves the establishment of a Grade 6 to 12 middle/secondary education delivery model at the DW Poppy Secondary facility and directs staff to establish a Transition Committee to report back to the Board by December 2017 with an implementation plan for establishing the model which will include a timeline, facility change requirements and education programming implications.

That the Board of Education directs staff to report back to the Board by December 2017 on facility implications for the elementary schools in the DW Poppy zone by transitioning to a Kindergarten to Grade 5 education delivery model.

That the Board of Education directs staff to include representation from Coghlan Elementary as part of the DW Poppy Transition Committee and report back to the Board by December 2017 with an implementation plan to transition Coghlan to a Kindergarten to Grade 5 model.

That the Board of Education directs staff to report back to the Board by December 2017 on facility implications for Coghlan Fundamental Elementary School by transitioning to a Kindergarten to Grade 5 education delivery model.

Planning for the reconfiguration in the DW Poppy region has begun. The Transition Team, made up of District staff, administrators, PAC presidents/representatives, teachers, support staff and students will meet over the course of the next several weeks to discuss potential challenges and opportunities for the establishment of a Grade 6 to 12 middle/secondary school at the DW Poppy site.

Proposed changes, and the process for implementing the changes, will be shared with the larger school community via school PACs throughout the transition process, culminating with a report to the Board of Education at their Regular Meeting on December 12, 2017. The District will continue to work closely with the DW Poppy school communities and values the work that has been completed to date.

Sincerely,

Woody Bradford

Assistant Superintendent

cc: Principals - DW Poppy Family of Schools

SCHOOL DISTRICT NO. 35 (LANGLEY)
***Report to the Board of Education
Long Term Facilities Plan
Middle Schools Update***

APPENDIX II

**DW POPPY MIDDLE TRANSITION COMMITTEE MEETING NO. 1
PRESENTATION AND NOTES
OCTOBER 12, 2017**

Transition to Middle School Programming in the DW Poppy Community



TRANSITION COMMITTEE MEETING NO. 1

Thursday, October 12, 2017
DW Poppy Secondary School

Welcome and Introductions

Woody Bradford






Langley
Schools

Overview of the Meeting

- Traditional Welcome and Introductions
- Process – What are our hopes?
- Guiding Principles – Core Values and Action
- Middle School Pillars – Decision-making Process
- District Vision – Alignment between DW Poppy and the District
- Key Considerations
- Beginning with the End in Mind – Planning Together

DWP Transition Committee Mtg No. 1

October 12, 2017




Introductions

District Leadership Team
 Woody Bradford
 Assistant Superintendent
 Mal Gill
 Assistant Superintendent
 Brian Iseli
 Secretary-Treasurer

District Staff
 Tristan Schaufler, Director
 Facilities, Capital Projects and
 Transportation
 Shind Chand
 Assistant Secretary-Treasurer

School Administrators
 George Kozlovic, Principal
 Dean Pacheco, Vice-Principal
 Gord Yu, Vice-Principal
 DW Poppy Secondary
 Clint Jackson, Principal
 Ft Langley Elementary
 Dianne Chretien, Principal
 North Otter Elementary
 Nathan Erker, Principal
 Peterson Rd Elementary
 Scott Johnson, Principal
 Wix-Brown Elementary
 Cathy Gracie, Principal
 Coghlan Fundamental Elementary

DWP Transition Committee Mtg No. 1 October 12, 2017



Who are we as a group?

- Quick round table introduction
- Share name and who you represent (i.e., PAC, Students, Staff, School)
- Please place name tag on

DWP Transition Committee Mtg No. 1 October 12, 2017

Process

Woody Bradford



To Date – Board of Education Motions



- That the Board of Education approves the **establishment of a Grade 6 to 12 middle/secondary** education delivery model at the DW Poppy Secondary facility and directs staff to establish a Transition Committee to **report back to the Board by December 2017** with an implementation plan for establishing the model which will include a timeline, facility change requirements and education programming implications.
- That the Board of Education directs staff to report back to the Board by **December 2017 on facility implications for the elementary schools** in the DW Poppy zone by transitioning to a Kindergarten to Grade 5 education delivery model.
- That the Board of Education directs staff to include representation from **Coghlan Elementary as part of the DW Poppy Transition Committee** and report back to the Board by December 2017 with an implementation plan to transition Coghlan to a Kindergarten to Grade 5 model.
- That the Board of Education directs staff to report back to the Board by December 2017 on **facility implications for Coghlan Fundamental Elementary School** by transitioning to a Kindergarten to Grade 5 education delivery model.

A Focus on Students



- Caring for the social – emotional well-being of children
- Being mindful of the physical well-being of children
- Providing vibrant and sustainable learning opportunities for all children



DWP Transition Committee Mtg No. 1

October 12, 2017

What is your hope for the process?



- On stickies write one or two hopes you have for the process
- Be prepared to share with others in the room



DWP Transition Committee Mtg No. 1

October 12, 2017

Reflections – Strength of the Community



**“If it is going to work in this model,
it will work here”**

~ DWP Consultation Team 2017

**“As fast as we can and
as slow as we must”**

DWP Transition Committee Mtg No. 1

October 12, 2017

Guiding Principles

Woody Bradford



Our Core Values



Integrity
Excellence
Courage
Community

DWP Transition Committee Mtg No. 1

October 12, 2017

Guiding Principles for Transitioning DW Poppy to a Middle/Secondary School



1. That the process be one of **integrity** where honesty and transparency are of utmost importance.
2. That **trust** between communities and the District be developed and maintained throughout the process.
3. That the District **listen** to communities and sincerely reflect on feedback and ideas.
4. That the District **value and honour** community members and treat them with respect.

DWP Transition Committee Mtg No. 1

October 12, 2017

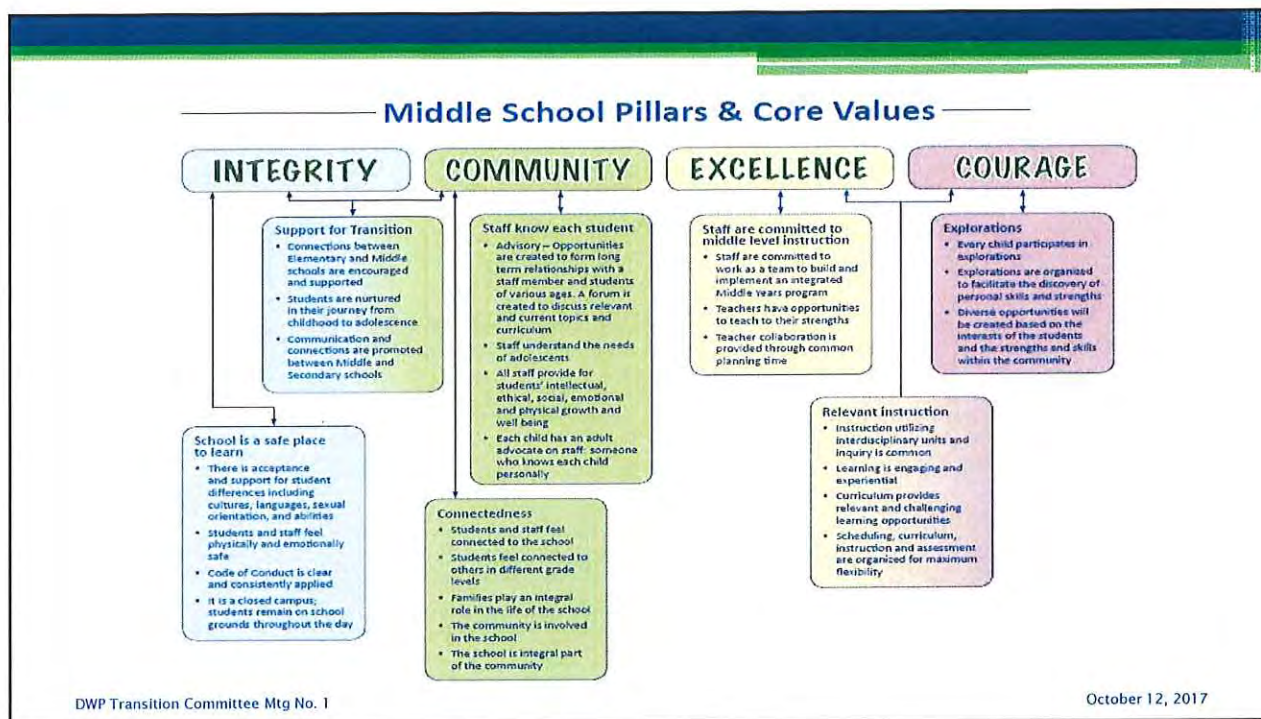
Langley School District Middle School Pillars

Introduction to the Middle School
Philosophy:



Zoltan Bako, Stephanie Labby &
Kevan Reeve

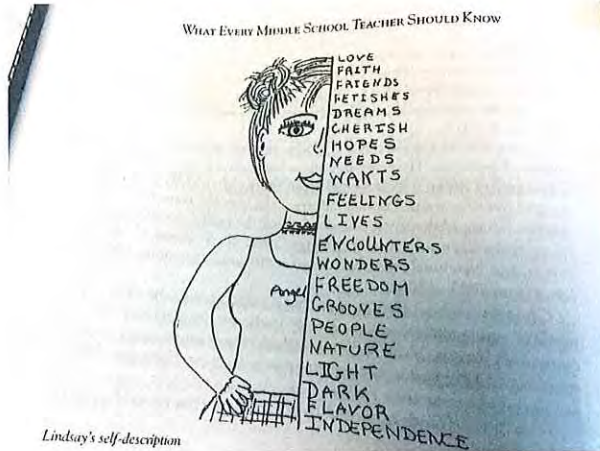




Why Middle School?

- Other than infancy, children aged 10 to 14 undergo the greatest physical, emotional, intellectual and social changes of their lives
- Middle schools are organized in every way to assist students with this transition from childhood to young adult

What is a Young Adolescent Like?



Physically

- Puberty begins for most children during this time
- Students grow taller and put on weight
- They are often uncoordinated and constantly hungry
- The need for physical activity – both frequency and intensity increases
- How do I deal with this new body? Where did these feet come from?

DWP Transition Committee Mtg No. 1

October 12, 2017

What is a Young Adolescent Like?



Intellectual Changes

- Students begin to be able to think about abstract concepts
- Often challenge authority
- Are curious about how the world works, but might not want to show it
- Experiential learning becomes more important
- Want to know how the world works

DWP Transition Committee Mtg No. 1

October 12, 2017

What is a Young Adolescent Like?



Emotionally

- Children experience strong emotions and are learning how to express these emotions positively
- Adolescents often become very idealistic ("That's not fair!")
- Beginning of sexual feelings towards others
- Self-confidence is fleeting
- Easily embarrassed
- They are busy discovering things about themselves – their skills and abilities, likes and dislikes, how they fit into the world



DWP Transition Committee Mtg No. 1

October 12, 2017

What is a Young Adolescent Like?



Socially

- Friends become increasingly important
- Belonging to a group of peers is essential
- Peer pressure becomes increasingly powerful
- They love to communicate!

DWP Transition Committee Mtg No. 1

October 12, 2017



What is a Middle School Like?

- Everything about middle school reflects the unique characteristics of these children staff, curriculum, schedules and physical layout
- It's flexible!
- Are student-focused, rather than subject
- Staff are generalists and they are knowledgeable of the unique needs of a middle schooler

DWP Transition Committee Mtg No. 1

October 12, 2017



What is a Middle School Like?

Instruction

- Students provided with opportunities to work collaboratively
- Emphasis on experiential learning – students are working with materials
- Recognizes learning can take place outside the classroom
- Inquiry and project based learning opportunities

DWP Transition Committee Mtg No. 1

October 12, 2017

Middle School Pillars and Core Values

Teaming and Collaboration

- Students and staff feel connected to the school
- Teachers get to know their students well and can support their social/emotional development
- Teacher collaboration is provided through common planning time
- Teachers are committed to working as a team to build and implement an integrated curriculum

DWP Transition Committee Mtg No. 1

October 12, 2017

Middle School Pillars and Core Values

Flexibility

- Scheduling
- Physical learning environment



DWP Transition Committee Mtg No. 1

October 12, 2017



Middle School Pillars and Core Values

Advisory

- Small group opportunities where students are able to connect with another adult and peer group to form and build relationships
- Students feel connected to the school
- A forum is created to discuss and act upon current topics
- ALL staff provide for students' intellectual, ethical, social, emotional and physical growth and well being

DWP Transition Committee Mtg No. 1

October 12, 2017



Middle School Pillars and Core Values

WEB (Where Everyone Belongs)

- A mentorship program designed to help the students feel connected to the school
- Used to help transition the new Grade 6 students to middle school
- Gives opportunities for our Grade 8 students to mentor and build leadership qualities

DWP Transition Committee Mtg No. 1

October 12, 2017

Middle School Pillars and Core Values



Looping

- Students stay with the same teacher/team of teachers for their Grade 6 and 7 years
- Aids in building belonging
- Enhances collaboration amongst teachers
- Increases social and emotional growth
- Gives opportunity to build interventions and work with students for success
- Students make a connection with their teacher and build a rapport with a foundation based on trust
- Teachers get to know their students well and can help the students explore choices and passions
- Gives stability

DWP Transition Committee Mtg No. 1

October 12, 2017

Middle School Pillars and Core Values



Explorations

- All students have the opportunity to discover personal skills and strengths
- Diverse opportunities based on the students and the strengths and skills within the community
- A chance to explore areas of passion

DWP Transition Committee Mtg No. 1

October 12, 2017



Middle School Pillars and Core Values

Transitions

- Connections between Elementary and High School are encouraged, promoted and supported
- Students are with peers and are nurtured in their journey from childhood to adolescence

DWP Transition Committee Mtg No. 1

October 12, 2017



In Closing.....

- The middle school philosophy offers the developmentally appropriate environment to meet the unique needs of our students
- Students learn best when they feel best
- By fostering values of belonging and connectedness at a young age students will carry these values to adulthood
- Students are academically more successful when all of their developmental needs are understood and met

DWP Transition Committee Mtg No. 1

October 12, 2017



Questions












DWP Transition Committee Mtg No. 1

October 12, 2017



Guidelines for Decision Making

- Middle School Pillars
- District Vision
- Facility
- Budget \$4.5 Million

DWP Transition Committee Mtg No. 1

October 12, 2017



Group Work

- Within our decision-making guidelines, what are our hopes/dreams for DW Poppy as a middle/secondary?
- Resources – Pillars, Maps, Considerations, Vision
- List ideas/thoughts/considerations

TRANSITION COMMITTEE ATTENDEES:

Woody Bradford, Assistant Superintendent
Dawn Perreault, DPAC Representative

Cathy Gracie, Principal - Coghlan Fund Elem
Shelly Wutke, PAC - Coghlan Fund Elem
Cindy Kempf, Teacher - 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
Steve Comm, Teacher - Ft. Langley Elem
Margaret Rogers, Staff - Ft. Langley Elem

Dianne Chretien, Principal - North Otter Elem
Kathryn Bergdal, PAC - North Otter Elem
Aarshi Singh, Student - North Otter Elem
Elaine Wallace, Teacher - North Otter Elem

Nathan Erker, Principal - Peterson Rd. Elem
Jana Hikichi, PAC - Peterson Rd. Elem
Marie Condon, Parent - Peterson Rd. Elem
Elana 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
Kate Whitford, PAC - Wix-Brown Elem
Sage Kellner, Student - Wix-Brown Elem
Kaitlyn Chalmers, Teacher - Wix-Brown Elem

GUESTS:

Don Bowman - BCIT
Zoltan Bako, Principal - BGMS
Kevan Reeve, Principal - YCMS
Stephanie Labby, Vice-Principal - YCMS

REGRETS:

Olivia Lemire, Student - Coghlan Fund Elem
Jeanie Slewidge, Staff - Coghlan Fund Elem
Kaeden Horn, Student - Ft. Langley Elem
Carmen Phelan, Staff - North Otter Elem
Tristan Schaufler, Director, Facilities,
Transportation and Capital Projects

WELCOME AND INTRODUCTIONS**Woody Bradford - Assistant Superintendent**

Activity - What is your hope for the process?

Some reflections from activity:

- Opportunities for student to have access to exploration spaces.
- Opportunities for students to mix and build community and connections Grades 6-12.
- Identify opportunities for community building especially through extra-curricular activities.

PRESENTATION OF THE MIDDLE SCHOOL PHILOSOPHY**Zoltan Bako, Stephanie Labby, Kevan Reeve – Middle School Administrators**

Middle School Pillars and Core Values – Integrity, Community, Excellence, Courage

Why middle school?

- Meeting the unique needs of children aged 10 to 14.
 - Physical changes
 - Intellectual changes
 - Emotional changes
 - Socially

What is middle school like?

- School reflects the unique characteristics of these children
- Flexible
- Student-focused
- Staff are generalist and knowledgeable about unique needs of students
- Instruction
 - Opportunity to work collaboratively
 - Experiential learning – hands on
 - Learning takes place outside the classroom
 - Inquiry and project based
- Teaming and collaboration
 - Students and staff connected to the school
 - Teachers get to know their students well and support social/emotional development
 - Teacher collaboration is provided through common planning time
 - Teachers are committed to working as a team to build and implement an integrated curriculum
- Flexibility
 - Scheduling - Exploration and PE time is blocked in but other time is flexible
 - Physical learning environment
- Advisory
 - Small group opportunities where students are able to connect with another adult and peer group to form and build relationships
 - Forum is created to discuss and act upon current topics
 - ALL staff provide for students' intellectual, ethical, social, emotional and physical growth and well being.
- WEB (Where Everyone Belongs)
 - Mentorship program designed to help the students feel connected to the school
 - Help transition the new Grade 6 students to middle school
 - Opportunities for the Grade 8 students to mentor and build leadership qualities.

- Looping
 - Students stay with the same teacher/team of teachers for their Grade 6 and 7 years
 - Aids in belonging
 - Enhances collaboration among teachers
 - Increases social and emotional growth
 - Opportunity to build interventions and work with students for success
 - Students make a connection with their teachers
- Explorations
 - Opportunity to discover personal skills and strengths
 - Diverse opportunities based on the students and strengths and skill
- Transitions
 - Connections between elementary and high school encouraged, promoted and supported

ACTIVITY FOR TABLE GROUPS

- Guidelines for decision-making
 - Middle School Pillars
 - District Vision
 - Facility
 - Budget = \$4.5 Million
 - Hopes and dreams for DWP as a middle/secondary school
 - Resources
 - List ideas/thoughts/considerations

IDEAS SHARED FROM ACTIVITY

- With additional teams added will improvements be made to existing field – transforming athletic facilities to meet needs of 6-12. Equity of athletic facilities among schools.
- More lighting in school to make building more inviting – natural and artificial lighting. Creating more open spaces.
- Separate wing for middle school with separate entrance – possibly have Grade 6 and 7 in modular with opportunity for integration.
- Learning environments – courtyard to be used as possible garden, opportunity to expand outdoor space use.
- Parking and bussing concerns.
- Public/private partnerships to help finance facilities such as theatre or gym, playground etc.
- Septic field – will they be able to handle increased need.
- Discussion about staffing and supervision
- Concern expressed about a need for having separate admin for middle and high school
- DWP is a community not a separate middle and high school
- Concerns expressed about capacity of school and use of facility.
- Agricultural learning.

SCHOOL DISTRICT No. 35 (LANGLEY)
Report to the Board of Education
Long Term Facilities Plan
Middle Schools Update

APPENDIX III

DW POPPY MIDDLE TRANSITION COMMITTEE MEETING No. 2
PRESENTATION AND NOTES
OCTOBER 26, 2017

CP1



TRANSITION TO MIDDLE SCHOOL PROGRAMMING IN THE DW POPPY COMMUNITY

TRANSITION COMMITTEE MEETING NO. 2

Thursday, October 26, 2017
DW Poppy Secondary Learning Commons



DWP Transition Committee Mtg No. 2

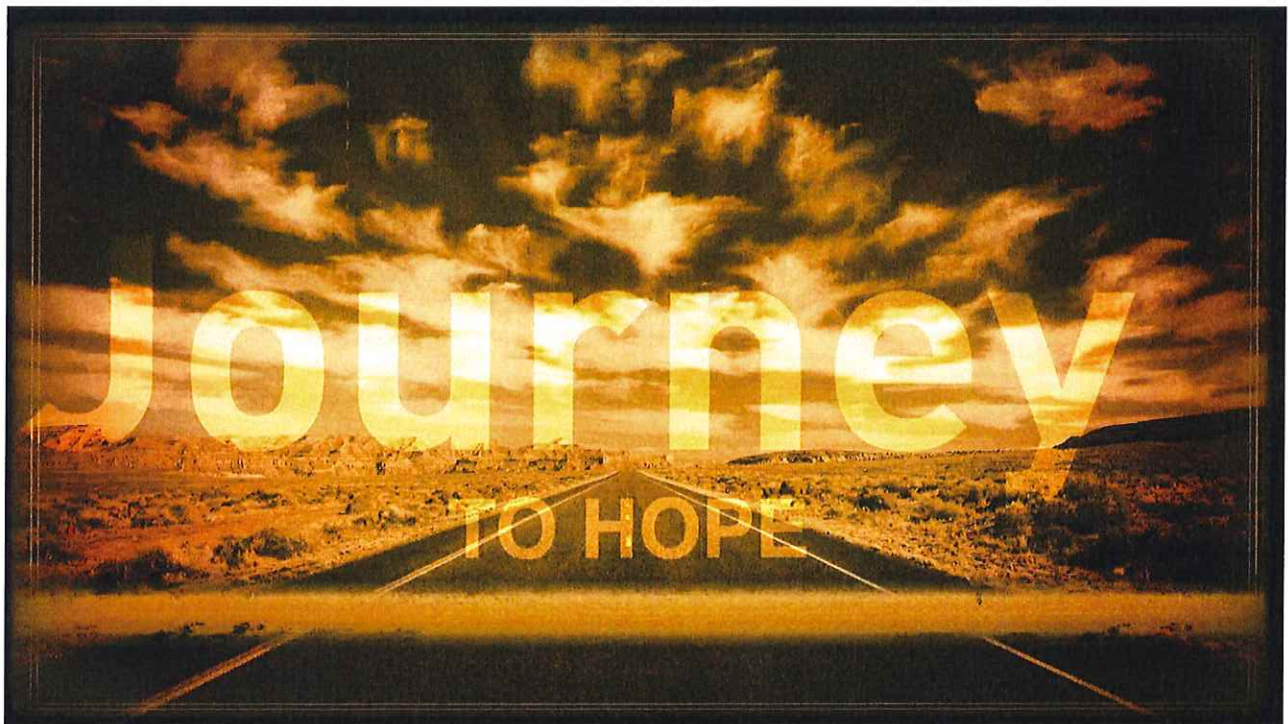
October 26, 2017

SHAPE OF THE EVENING

- Introductions
- Summarize Learning
- Facilities and Maintenance
 - Tristan Schaufler, Director, Facilities, Capital Projects and Transportation
- Question and Answers
- Working Groups – Themes

DWP Transition Committee Mtg No. 2

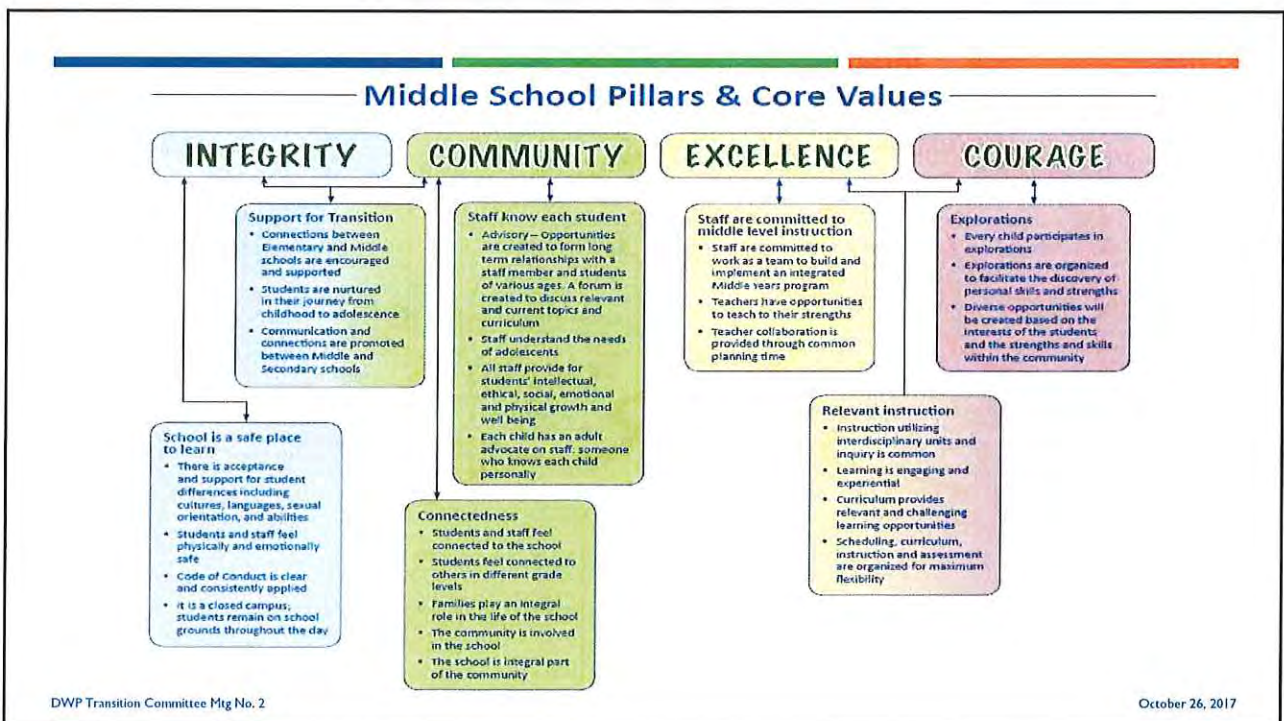
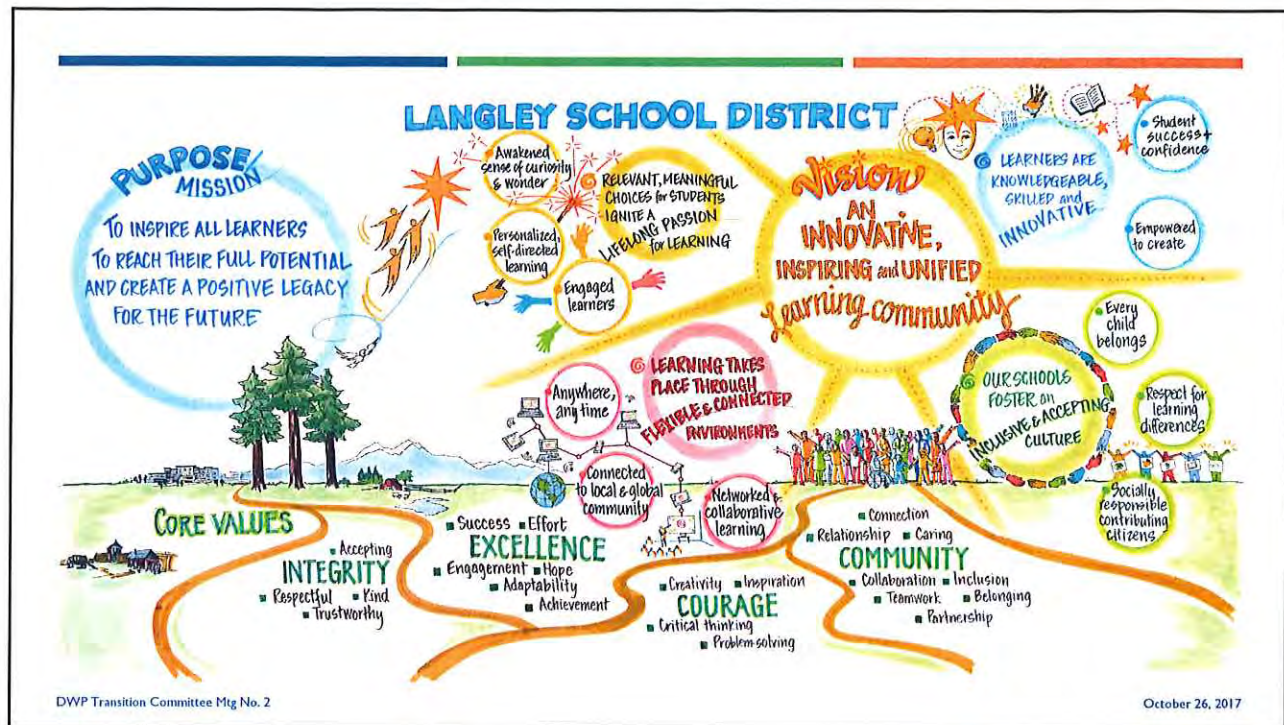
October 26, 2017

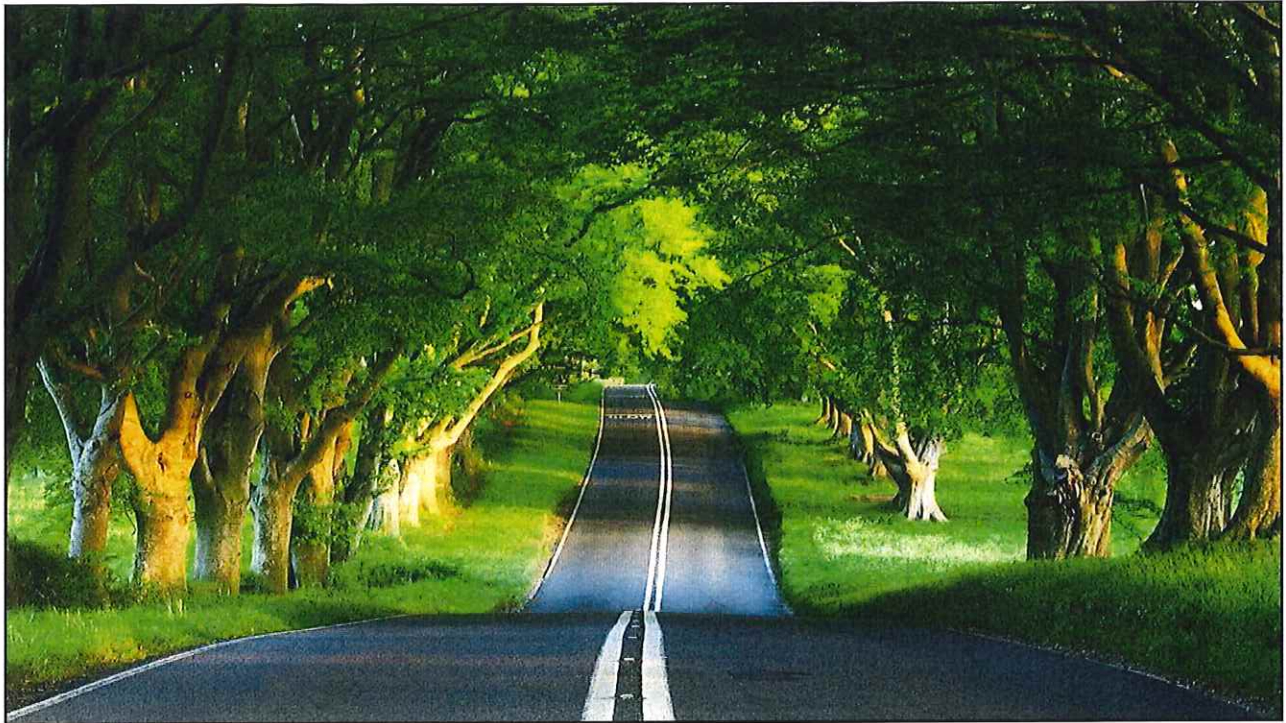


- Caring for the social – emotional well-being of children
- Being mindful of the physical well-being of children
- Providing vibrant and sustainable learning opportunities for all children



October 26, 2017





THEMES

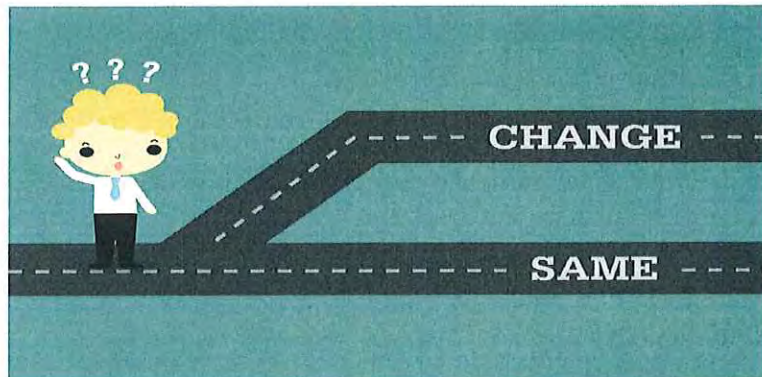
- Athletics
- Arts
- Outdoor Learning
- Explorations
- Learning Commons
- Open Learning Spaces
- Playground
- Scheduling

Other considerations

- Partnership with BCIT
- Elementary Conversation

DRIVERS FOR CHANGE – WHAT DO WE NEED TO CONSIDER?

- Educational Rationale drives Facility Changes



DWP Transition Committee Mtg No. 2

October 26, 2017

WHAT WE KNOW?

- 2 – 3 Year Timeline
- Working within the Middle Pillars and Langley Middle Schools
- Request for up to 4.5 Million – educational rationale to determine budget costs
- Board update report due in December

DWP Transition Committee Mtg No. 2

October 26, 2017

FACILITY QUESTIONS – PROVIDE PERSPECTIVE

- Process – Can you describe the process of accessing funds for a project like this?
- Decision-making – How are decisions made and/or considered when projects like this go forth?
- Partnerships – Athletics and Arts – Can you describe the process that a school goes through to work with various stakeholders (ie. Township) to improve facilities?
- Field – What is the cost of an artificial field at Poppy?
- Gym – Can you share a rough estimate of the cost on building a new gymnasium? Can you share what other schools at the middle school level have for their gym space?
- Outdoor Space – What have other schools done to convert their courtyard to a learning space?

DWP Transition Committee Mtg No. 2

October 26, 2017

FACILITY QUESTIONS – PROVIDE PERSPECTIVE

- Theatre – Can you share the cost of adding a theatre to a school? (any past projects that we have partnered on with various stakeholders?)
- Playground – What do other Middle Schools have for a playground? Where on the Poppy site would be a good place for one?
- Septic Field - How old is it? Does it need to be replaced? Will it need to be expanded to accommodate middle school? Costs associated with this?
- Modular Units – What are the costs on one modular unit? Can you share the conditions on the work that is needed for an expansion to the school if modular units were added? Where do you see opportunities to add more space to Poppy?

DWP Transition Committee Mtg No. 2

October 26, 2017

TIME FOR REVIEW



DWP Transition Committee Mtg No. 2

October 26, 2017

REVIEW NOTES FROM LAST TIME

- Please take a moment to go through the notes that were captured last time
- Please capture any more questions that you think will be important to ask Tristan

DWP Transition Committee Mtg No. 2

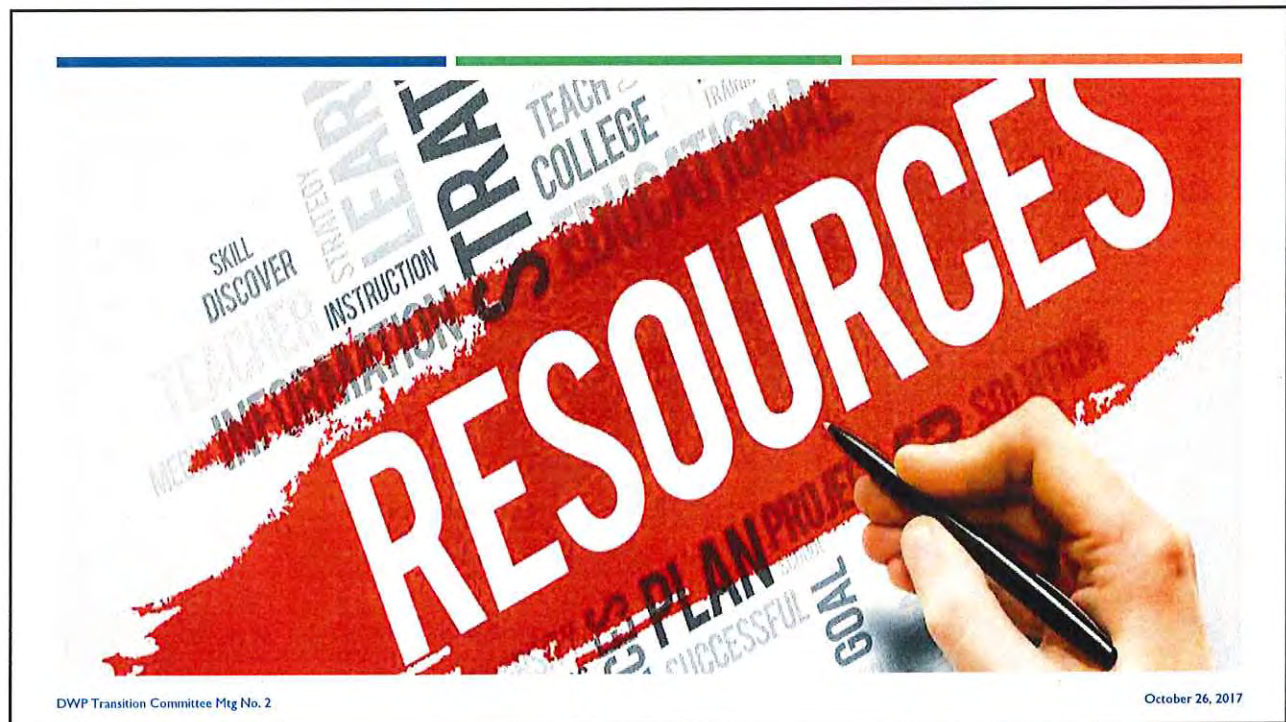
October 26, 2017

THEMES

- Athletics (Clint)
- Arts (Cathy)
- Outdoor Learning (Dianne)
- Explorations (Gord)
- Learning Commons (Chris)
- Open Learning Spaces (George and Scott)
- Playground (Nathan)
- Scheduling (Dean)
- Other

DWP Transition Committee Mtg No. 2

October 26, 2017



DWP Transition Committee Mtg No. 2

October 26, 2017

RESOURCES FOR US TO USE TO SUPPORT OUR LEARNING AND DECISION-MAKING

- Middle pillars
- Current Langley middle schools
- Poppy community interests/values

DWP Transition Committee Mtg No. 2

October 26, 2017



DWP Transition Committee Mtg No. 2

October 26, 2017

WORKING GROUPS

- Please go to an area of interest
- At your group discuss why you have chosen that as an area of interest
- Decide on how you will capture your learning
- Discuss with your group the 'main question' that is going to drive your learning?
 - What explorations will we possibly offer at DW Poppy Middle?
- Come up with a number of other questions that you would like to explore under this main question
- Brainstorm ideas on how you might gather the answers to these questions
- Assign roles and responsibilities within the group to have a plan of action to create the rationale, research and options for the District Leadership Team and Board of Education to consider

DWP Transition Committee Mtg No. 2

October 26, 2017



DWP Transition Committee Mtg No. 2

October 26, 2017

TRANSITION COMMITTEE ATTENDEES:

Woody Bradford, Assistant Superintendent
Tristan Schaufler, Director, Facilities,
Transportation and Capital Projects
Dawn Perreault, DPAC Representative

Cathy Gracie, Principal - Coghlan Fund Elem
Shelly Wutke, PAC - 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
Steve Comm, Teacher - Ft. Langley Elem
Margaret Rogers, Staff - Ft. Langley Elem

Dianne Chretien, Principal - North Otter Elem
Kathryn Bergdal, PAC - North Otter Elem
Elaine Wallace, Teacher - North Otter Elem
Carmen Phelan, Staff - North Otter Elem

Nathan Erker, Principal - Peterson Rd. Elem
Jana Hikichi, PAC - Peterson Rd. Elem
Marie Condon, Parent - Peterson Rd. Elem
Elana 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
Kate Whitford, PAC - Wix-Brown Elem
Kaitlyn Chalmers, Teacher - Wix-Brown Elem

GUESTS:

Don Bowman - BCIT
Don McRae - BCIT

REGRETS:

Jeanie Slewidge, Staff - Coghlan Fund Elem
Ty Yakabuski, Student - DW Poppy Sec

Kaeden Horn, Student - Ft. Langley Elem
Aarshi Singh, Student - North Otter Elem
Sage Kellner, Student - Wix-Brown Elem

RECAP OF EVOLVING THEMES FROM LAST MEETING

- Other considerations – partnership with BCIT, Elementary conversion
- Questions about scheduling and potential opportunity for student enrichment
- Educational rationale for Facility Changes
- Discussion about parameters for conversion

FACILITIES AND MAINTENANCE PRESENTATION**Tristan Schaufler, Director of Facilities, Transportation and Capital Projects**Facility Questions Raised from Last Meeting - addressed by Tristan

- Field – Township is considering building a synthetic sport field, night time use, increase parking, can't build on septic field 2.2 m from township, possible timeline of 3 years to coincide with opening of middle school. Field use after hours need to be booked through township.

- Partnership considerations, utilization of space, potential lease opportunities.
- Area standards document determine space allotted for school spaces. 1100 capacity school would be funded for 1 large gym.
- Enrolment numbers are largest driver for funding.
- 350K for one modular classroom. Modular has larger footprint. Permanent build cost is comparable to modular.
- Is there any appetite to seek private partnerships to fund specialty spaces? Concerns about corporate sponsors – names.
- What would happen to Poppy Car show if synthetic field is put in?
- Possible multi-purpose room.
- What would enrolment be if all catchment students came to DWP?
- Concerns that there may not be room for Coghlan students after transition occurs.
- Concerns about washrooms for community field.
- If there is an appetite to seek private partnership, who and when would be responsible for soliciting potential local businesses?

Presentation Feedback/Follow-up Questions

Coghlan Fundamental Elementary

- Does the Township provide funds to build public washrooms for Township scheduled use of the fields? (None at Betty Gilbert and it has been a big issue)
- Will the Grade 8's be part of the new wing/module to honor the true middle school philosophy?

Ft. Langley Elementary

- Poppy should be seen as a place to take pressure off others part of Langley, but this budget doesn't seem to be something that will bring and keep students here in this zone. Feeling is that people leave to other zones/schools (Walnut Grove/ Christian Middle) because of other opportunities that these other locations provide.

North Otter Elementary

- Our elementary school population has grown over the last few years, are we building and planning for future growth?
- It would be great to have an equestrian program here.
- How are they going to utilize the rooms in the elementary schools?

Peterson Rd Elementary

- If currently there are not enough common eating spaces and the cafeteria is already over capacity, where would the additional students eat?
 - This question was answered - the middle school would eat in their classrooms as is currently done in the other middle schools in the district.
- If we build on to the current structure, how do we ensure the additional classrooms would not feel segregated from the rest of the school?

- Will the current gym facilities be able to accommodate not only the additional classes but also extra-curricular activities?
- A suggestion was made to look at building multi-purpose rooms.

Wix-Brown Elementary

- 4.5 mil gives classes for 6 & 7, but not 8. No playground, no expo improvements. If 6,7,8 aren't together then it's not a middle school.
- Why are we ramming everyone into a school and emptying all the others?
- Were these changes decided before the new language and now this isn't a good decision?
- If we empty the elementary schools and put those kids in a modular, with no improvements to explore classes, where is the win?
- So the modular slides that were shown in the past are modulars we can't afford? Is that false advertising?
- Where are the improvements for the secondary if they share facilities?

WORKING GROUPS - THEMES

Arts

- How do we maintain and improve the music and theatre programs that are currently happening at Poppy?
- Was the Chief Sepsas Theatre at Langley Fine Arts paid for in full or in part by an outside agency? How was it funded? What would that agreement look like?
- Who is responsible to solicit these partnerships?
- Would the Township help to fund a community theatre?
- How will they continue to incorporate the other exploration programs (but include the middle school students) into contributing to the arts?
- We hear that there is already limited space for the drama program, how will this continue to run when there are more students in the building?
- The band, choir and musical theatre programs need to run linear. Will this happen after the transition? Scheduling?
- Has there ever been any interest in finding benefactors that would be interested in funding an addition?

Athletics

How do we engage the community through the athletics?

Questions deriving from our BIG QUESTION:

1. Do we continue to offer such a wide range of athletics, as Poppy currently does, or do we try to specialize as this can be a draw to many people?
2. How do we upgrade current facilities or add to facilities e.g. equipment rooms, working spaces?

Explorations

- To learn about opportunities for potential students and those currently in the school.
- Relates to trades.

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

Potential exploration that may be offered:

- Currently DWP offers – wood, metal, auto, foods, computers, art, music, drama, business, drafting, electronics, maker, stagecraft, musical theatre
- Dance program
- Learning Commons/Inquiry
- Textiles program
- Mentoring opportunities/peer tutoring possibly with low incidence program
- Horticulture program
- Equestrian program
- Outdoor education program – outward bound learning, kayaking, camping, hunting, hiking
- Environmental studies
- Sustainable resources course

Rationale for Horticulture/Outdoor Education Program:

- Large number of fertile lands in community
- Many local businesses involved in farming, agriculture, dairy, poultry
- Potential career opportunities
- Connection to community
- Possibility for work placement and work opportunity
- BC agriculture
- Potential to access local expertise
- Many families in this community hunt, camp, hike and involved in outdoor activities

Learning Commons

The re-design of public high school libraries into library learning commons coincides with the rise of access to information, technological innovation, and a shift to student-centered learning.

The two spaces of the Learning Commons complement each other in providing staff and students with access to technology for research, design, and presentation of knowledge.

The physical space consists of two main components areas – the Learning Commons proper (old library space), and the outdoor education centre. The key elements of the Learning Commons main space include:

- Aboriginal Lounge
- Maker Space
- Flexible Classroom
- Design Space

- Individual and Collaborative Space
- Exploration Centre

The outdoor classroom space is a natural extension of the comprehensive school philosophy of DW Poppy. As a place-based area and experiential learning, the outdoor classroom is a bookable component of the learning commons for both middle and high school classes. This area includes:

- Aboriginal (Longhouse) Interpretation Centre
- Meditation, Reflection and Collaborative spaces
- Natural environments

Open Learning Spaces

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

- Current common learning areas are the Library and cafeteria area
- Need to:
 - Creating a multipurpose fitness area
 - Creating a common space for all grades in their own area
 - Create classes where 2 rooms can open up to be one large
- Questions:
 - Can we afford common space, if the budget is only for classrooms?
 - How can we modernize learning spaces in the Middle to help Secondary students begin to learn in a modern way before they enter post-secondary?
- If 6,7,8 are all together, then common learning space happens inside the Secondary space, as grade 8's move to middle area.

Outdoor Learning

- Community space:
 - How can we use it for bringing 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 we use it to deepen students' connection with the land and with nature?
 - Cost effective – North Otter \$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
 - Community space for out of school – after school programs, etc.
- How will the creation of outdoor educational spaces benefit both the high school and middle school?
- How can we design a space that will be used in good weather and bad and will enrich learning and fill the gap left by lack of indoor space?

Playground

Can a playground be built that can be seen as an extension of the gym? How much physical space is available? Can the playground be located near entrance/exit points for the middle school?

- Needs:
 - Must be of interest to the students / Must be challenging / risky play
 - Swings – students and parent want swings
 - Must be large enough to accommodate a class of 30
 - Incorporate brain challenges / along with physical
 - Accessible to all students
- How may we find answers to these questions?
 - Can students visit other schools to come up with ideas?
 - Have students take part in online searches and pull together ideas

Scheduling

What does a schedule look like for a middle school? How can we integrate it into a 6-12 model?

Wonders

- Length of day for MS
- Length of classes for MS
- Length of breaks for MS
- Would we have FLEX for middle?
- Will there be different start/end times?
- Can we get the 'late bus'?
 - Locking the schedule (Is the MS schedule static?)

Considerations

- Are there different bells?
- Bussing schedules need to be considered
 - Do we bus them all together? Do the elem/middle school students ride together?
 - Do the buses drop off high school then go back for MS (elementary would be different buses entirely)
- Schedule in terms of extra-curricular to ensure spaces are available (i.e. Sports)
- Booking of athletic spaces for teams for 6-12 (educational rational)
 - 2 fields for soccer, rugby
 - gym spaces for volleyball
 - Musical Theatre takes over Dramnasium

Need to keep mindful

- Band is linear for 6-8 – mandatory for grade 6
- 6-8 to be all linear

SCHOOL DISTRICT No. 35 (LANGLEY)
Report to the Board of Education
Long Term Facilities Plan
Middle Schools Update

APPENDIX IV

DW POPPY MIDDLE TRANSITION COMMITTEE MEETING No. 3
PRESENTATION AND NOTES
NOVEMBER 22, 2017

CP1



TRANSITION TO MIDDLE SCHOOL PROGRAMMING IN THE DW POPPY COMMUNITY

TRANSITION COMMITTEE MEETING NO. 3

Wednesday, November 22, 2017
DW Poppy Secondary Learning Commons

WELCOME



DWP Transition Committee Mtg No. 3

November 22, 2017



SHAPE OF THE EVENING

- Updates
- Committee Work
- K-5 Possibilities

DWP Transition Committee Mtg No. 3

November 22, 2017



UPDATES

- BCIT
- Building Committee
- Report to the Board of Education



DWP Transition Committee Mtg No. 3

November 22, 2017





DWP Transition Committee Mtg No. 3

November 22, 2017

THEMES

- Athletics (Clint)
- Arts (Cathy)
- Outdoor Learning (Dianne)
- Explorations (Gord)
- Learning Commons (Chris)
- Open Learning Spaces (George and Scott)
- Playground (Nathan)
- Scheduling (Dean)

DWP Transition Committee Mtg No. 3

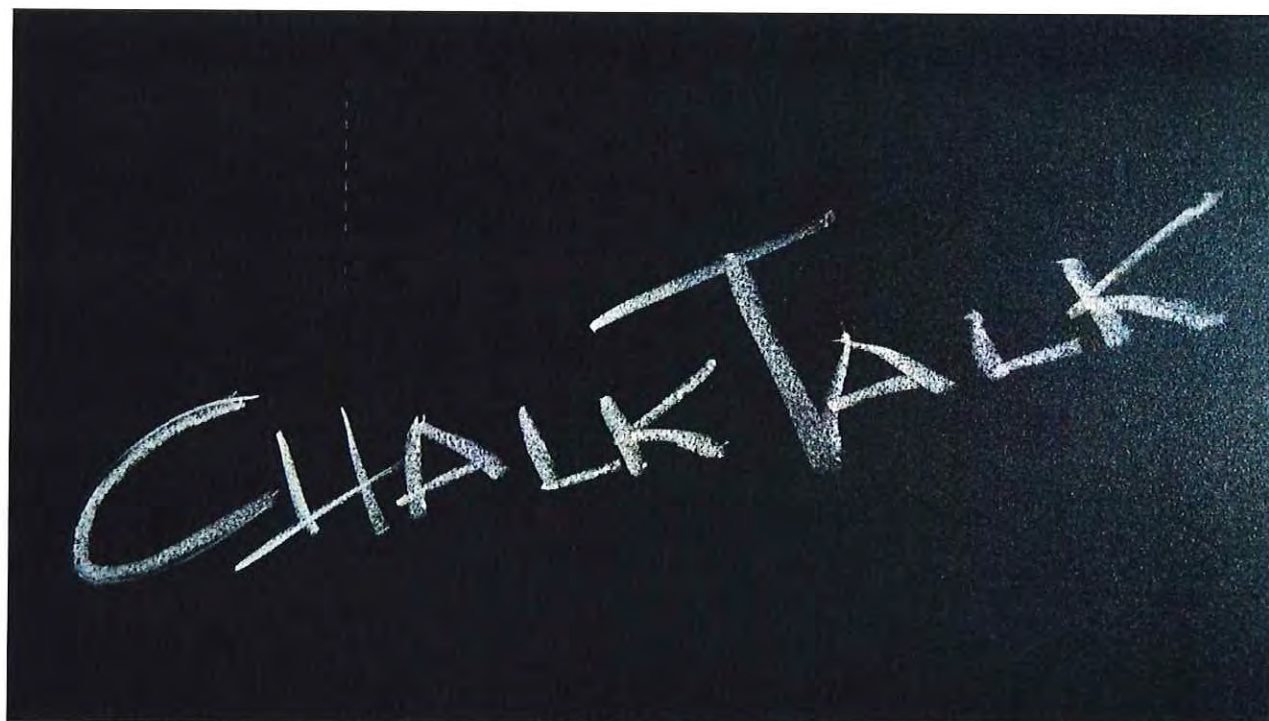
November 22, 2017

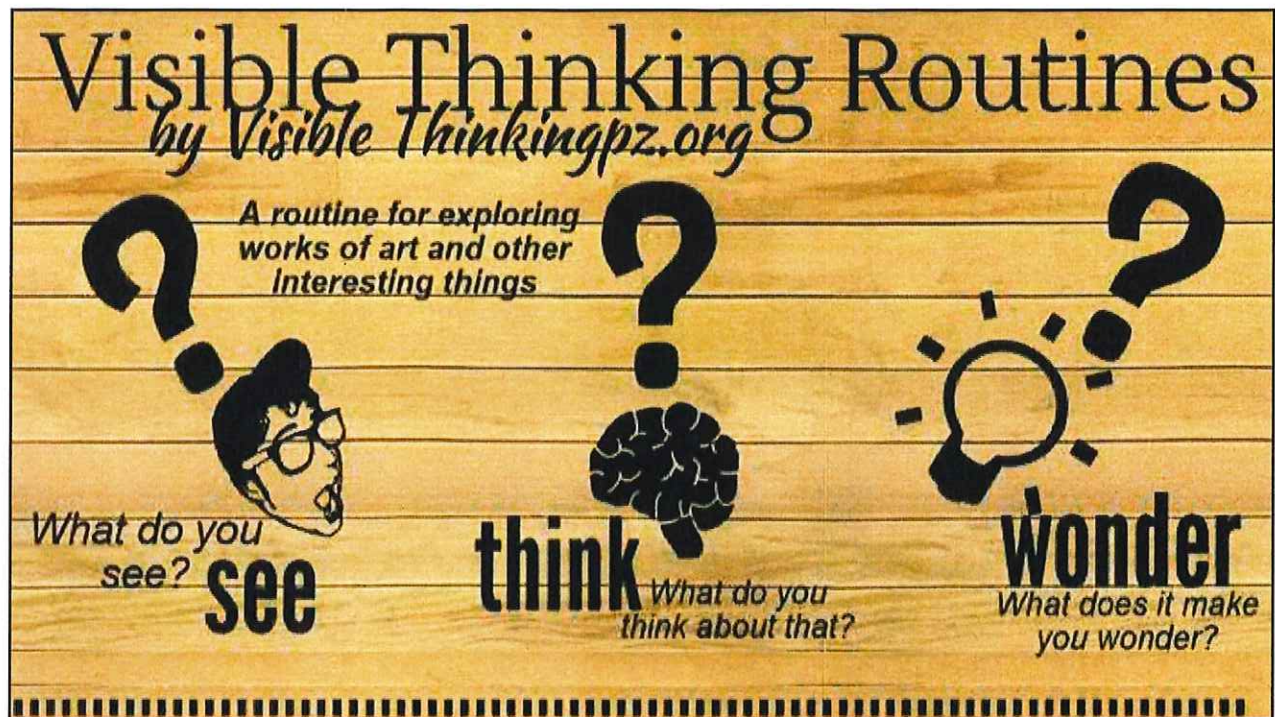
FEEDBACK



DWP Transition Committee Mtg No. 3

November 22, 2017





CHALK TALK - PROCESS

- Decide on ONE key question for your group
- Each person write as many ideas, thoughts or questions as you can
- If you agree with an idea recognize that with a symbol (i.e., star) *
- See if you can link ideas as you think more deeply about the question
- All done without talking

CHALK TALK

- How do we maintain and improve the music and theatre programs that are currently happening at DW Poppy?
- How do we engage the community through athletics?
- What are some potential explorations we could offer at DWP that would help students re-connect with the local community?

DWP Transition Committee Mtg No. 3

November 22, 2017

CHALK TALK

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

DWP Transition Committee Mtg No. 3

November 22, 2017

CHALK TALK

- What questions or thoughts do you have about a middle school playground at Poppy?
- What ideas or questions should we consider about scheduling?

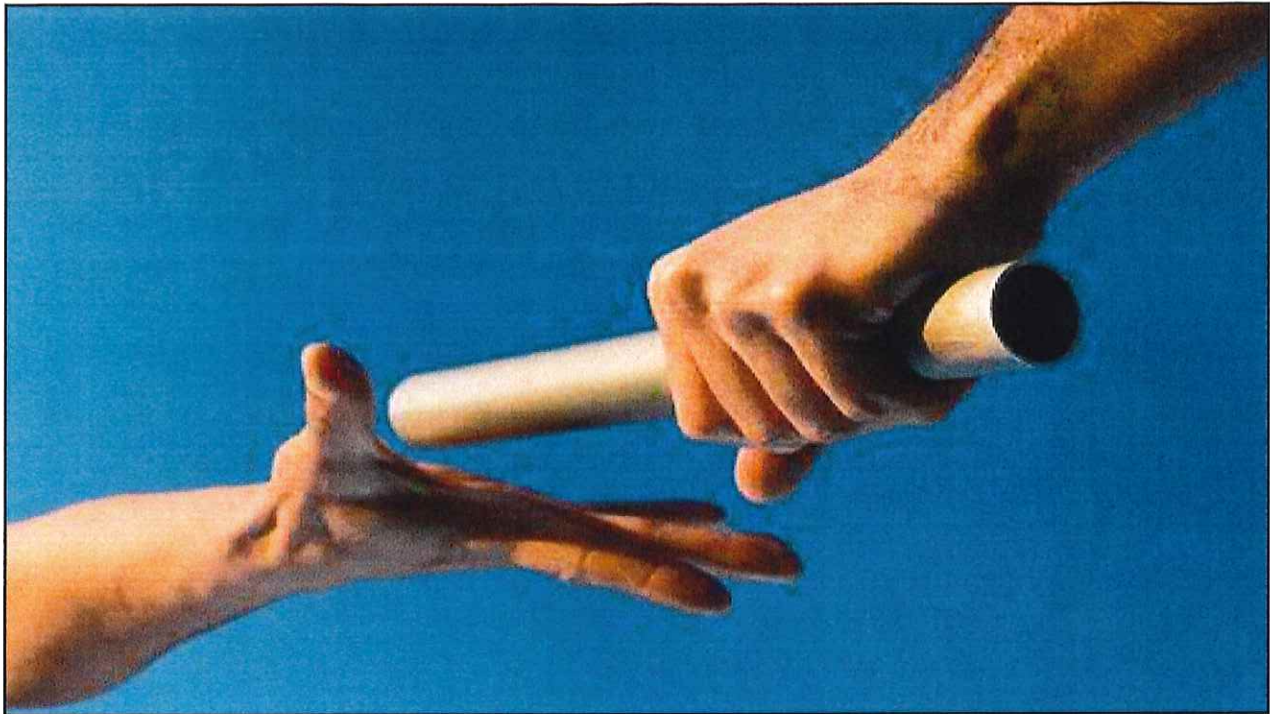
CHALK TALK – PROCESS

- Move to another table with your team
- Each person write as many ideas, thoughts or questions as you can
- If you agree with an idea recognize that with a symbol (i.e., star) *
- See if you can link ideas as you think more deeply about the question
- All done without talking



WORKING GROUPS

- Review learning from last time and the feedback from other teams (chalk talk)
- Identify achievable goals or targets as a team (i.e., building partnerships with community members – funding and support)
- Brainstorm ideas around options or programs within your theme (i.e., what might it look like for our students at Poppy Middle?)
- Create a plan of action by gathering ideas and assigning roles and responsibilities



BOARD OF EDUCATION MOTION: K-5

*"That the Board of Education directs staff to report back to the Board by **December 2017** on **facility implications for the elementary schools** in the DW Poppy zone by transitioning to a Kindergarten to Grade 5 education delivery model."*

*"That the Board of Education directs staff to include representation from **Coghlan Elementary as part of the DW Poppy Transition Committee** and report back to the Board by December 2017 with an implementation plan to transition Coghlan to a Kindergarten to Grade 5 model."*

*"That the Board of Education directs staff to report back to the Board by December 2017 on facility **implications for Coghlan Fundamental Elementary School** by transitioning to a Kindergarten to Grade 5 education delivery model."*

TRANSITIONING TO K-5

- What makes a successful K-5 elementary school?
- What ideas can we come up with to ensure all our K-5 elementary schools are sustainable over time?

DWP Transition Committee Mtg No. 3

November 22, 2017



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

1. Updates

Assistant Superintendent Bradford provided updates to the Committee on:

- Programs – Space – December 4th 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

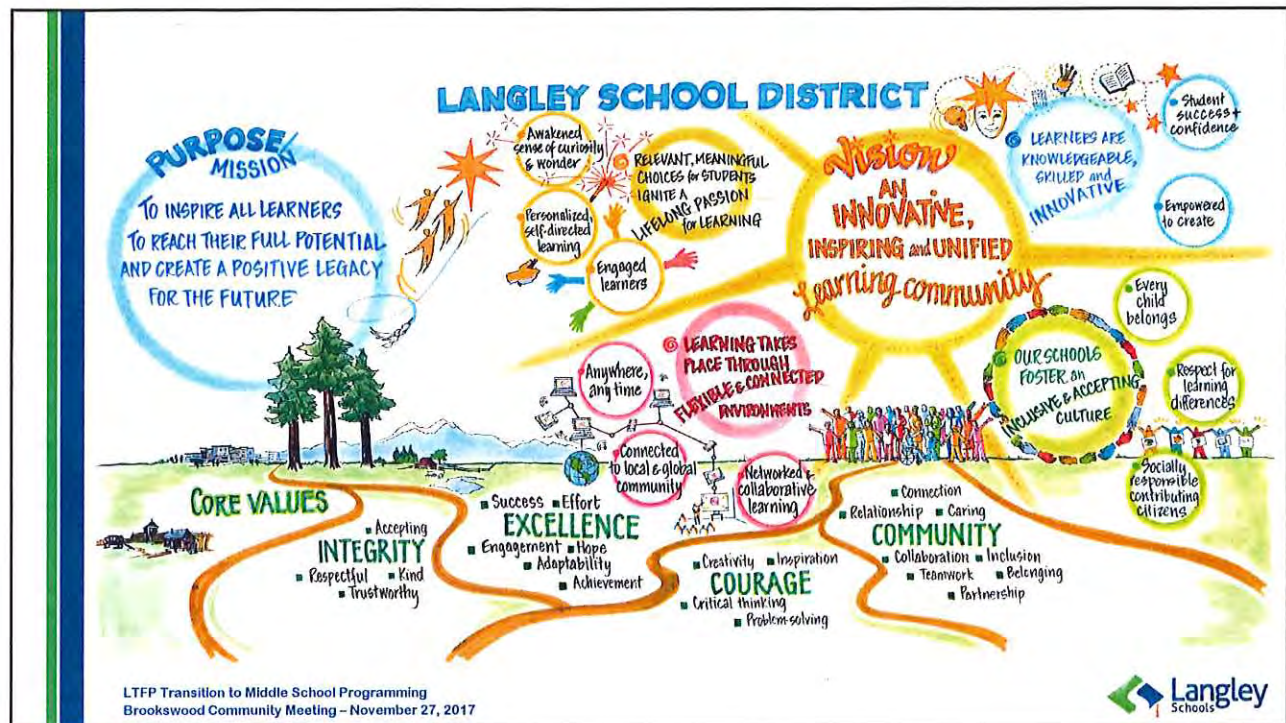
- Establishing culture and one that connects to middle/high school. This is particularly important in the Fort community where Walnut Grove is closer and the Langley Fine Arts School is close
- Be a school people want to come to; we hear from parents we are known as the school that doesn't let kids fall 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.

SCHOOL DISTRICT NO. 35 (LANGLEY)
***Report to the Board of Education
Long Term Facilities Plan
Middle Schools Update***

APPENDIX V

**BROOKSWOOD PAC REPRESENTATIVES/ADMINISTRATORS MEETING
PRESENTATION AND NOTES
NOVEMBER 27, 2017**



LONG TERM FACILITIES PLAN MIDDLE SCHOOL PROGRAMMING IN THE BROOKSWOOD COMMUNITY



Monday, November 27, 2017
Brookwood Secondary School

WELCOME AND INTRODUCTIONS



LTFP Transition to Middle School Programming
Brookswood Community Meeting – November 27, 2017

Phyllis Atkins



OVERVIEW OF THE MEETING

1. Traditional Welcome and Introductions
2. Guiding our Action
3. Reflect – Setting the Stage
4. Recommendations
5. Transition Committee
6. Middle School Pillars
7. Key Questions/ Future Direction

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



INTRODUCTIONS

District Leadership Team

Mal Gill, Assistant Superintendent

School Administrators

Brookwood Secondary

John Pusic, Principal
Mike Pue, Vice Principal
Jeff Keen, Vice Principal

Alice Brown

George Gray, A. Principal

Belmont Elementary

Beth Cairnie, Principal
James Rybeyre, Vice Principal

Glenwood Elementary

Charlene Redekop, Principal

Noel Booth

Esther Schmidt, Principal

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



GUIDING OUR ACTIONS



A FOCUS ON STUDENTS

- Caring for the social – emotional well-being of children
- Being mindful of the physical well-being of children
- Providing vibrant and sustainable learning opportunities for all children

OUR CORE VALUES



Integrity
Excellence
Courage
Community

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



GUIDING PRINCIPLES FOR AN EFFECTIVE COMMUNITY CONSULTATION

1. That the consultation process be one of *integrity* where honesty and transparency are of utmost importance.
2. That *trust* between communities and the District be developed and maintained throughout the process.
3. That the District *listen* to communities and sincerely reflect on feedback and ideas.
4. That the District *value and honour* community members and treat them with respect.

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



REFLECT SETTING THE STAGE



To Date

- **Middle school implementation in Langley Secondary, Aldergrove Secondary and Willoughby Slope communities**
- **Long Term Facilities Plan Recommendation**

It is recommended that School District No. 35 (Langley):

“Commences a stakeholder consultation process to discuss middle grades education with a potential follow-up process on middle grades configuration for the Brookwood, D.W. Poppy, and Walnut Grove areas.”

TIMELINE: NOVEMBER 2016 – MAY 2017

- **Small Group Meeting to discuss proposed consultation plan/timeline**
 - Administrators and PAC representatives: November 23, 2016
- **Three community meetings planned for each area of the District**
 - Brookwood: January 17, February 22 and April 26, 2017 Fall 2017 (TBD)
 - DW Poppy: January 11, February 16 and April 19, 2017
 - Fundamental: January 26, March 2 and May 8, 2017
 - Walnut Grove: January 31, February 27 and May 2, 2017
- **Small Group Meeting to review feedback from all communities and discuss potential options/timeline for moving forward**
 - Administrators and PAC representatives: April 5, 2017
- **Final report to the Board of Education Regular Meeting on May 30, 2017**
- **Transition Committee established and Implementation Plan developed**

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



INITIAL COMMUNITY THEMES AND QUESTIONS – BROOKSWOOD COMMUNITY

Themes emerging from first Brookwood community meeting (January 17, 2017):

- Community would like options.
- Possible school closure?
- Development plans in the community? Interim possibilities?
- Catchment changes under Grade 6-8 model?
- Commitment to French Immersion?
- Bussing implications of options?
- Impact on Brookwood Secondary?
- Funds for conversion?
- Which community will proceed first with this model? Timeline of implementation?

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



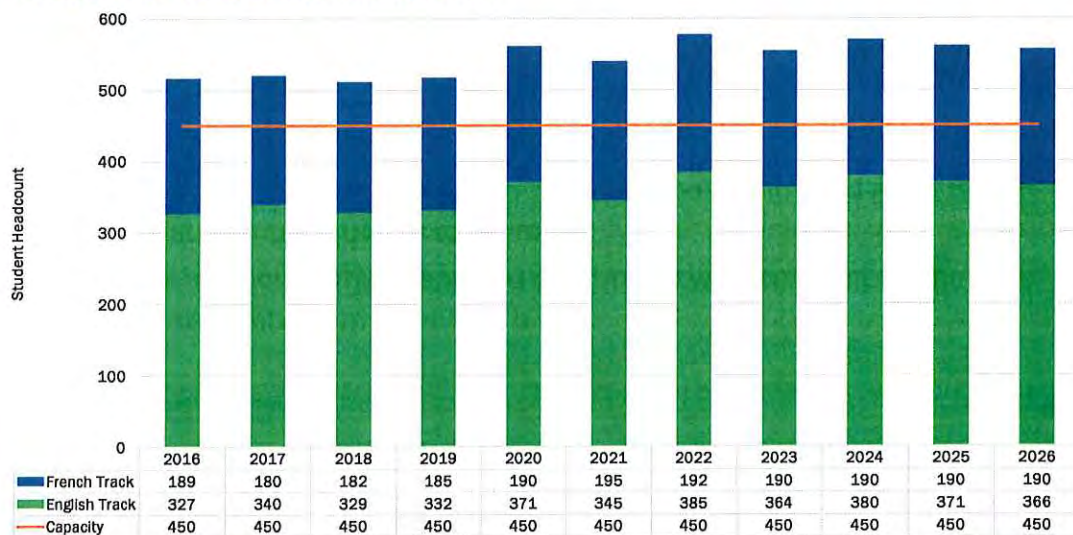
STAND ALONE MIDDLE SCHOOL – GRADE 6-8 @ NOEL BOOTH

- Becomes a dual track school operating at 120% of middle capacity
- Middle capacity based on class sizes of 30
- Belmont becomes a single track English stream operating at over 100% of elementary capacity
- Alice Brown becomes a single track French stream
- Requires a catchment change so that the Noel Booth and Alice Brown English students would go to Belmont
- Possible impact on the Glenwood catchment with catchment changes moving students from Noel Booth

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



NOEL BOOTH DUAL TRACK 6-8 MIDDLE SCHOOL PROJECTED HEADCOUNT ENROLMENT



LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



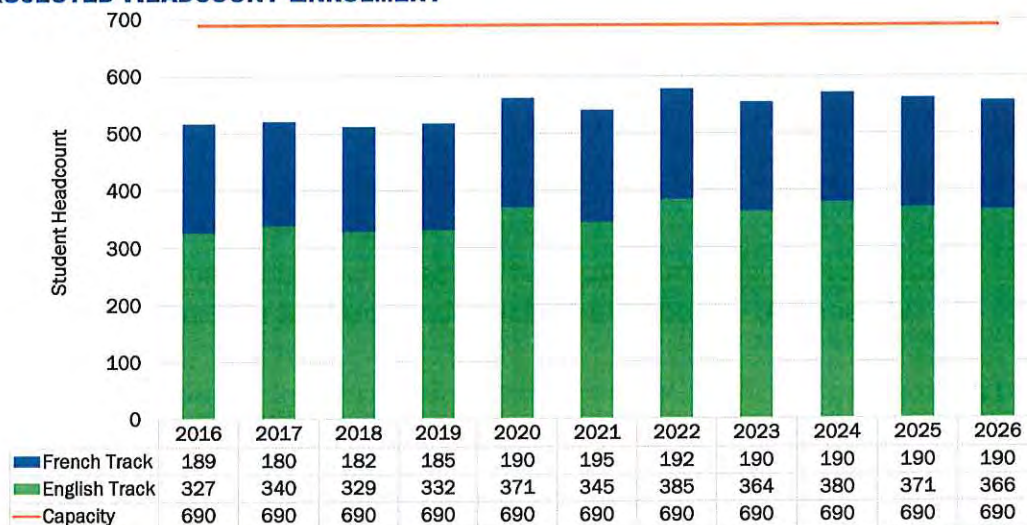
STAND ALONE MIDDLE SCHOOL – GRADE 6-8 @ BELMONT

- Becomes a dual track school operating at 80% of middle capacity
- Middle capacity based on class sizes of 30
- Noel Booth becomes a single track English stream operating at 145% of elementary capacity (would require addition of portables)
- Alice Brown becomes a single track French stream
- Requires a catchment change so that the Belmont and Alice Brown English students would go to Noel Booth
- Requires a catchment change so that approximately 70 Noel Booth students transfer to Glenwood which would operate at capacity

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



BELMONT DUAL TRACK MIDDLE SCHOOL PROJECTED HEADCOUNT ENROLMENT



LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



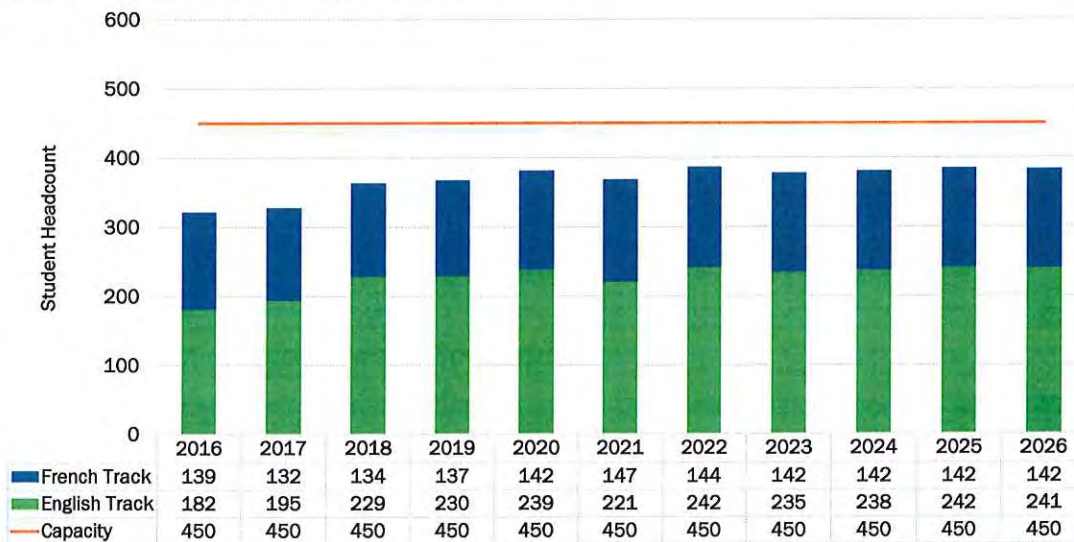
STAND ALONE MIDDLE SCHOOL – GRADE 6-7 @ NOEL BOOTH

- Would operate at 80-90% of middle school capacity
- Middle capacity based on class size of 30
- Belmont becomes a single track English stream operating at over 100% of elementary capacity
- Alice Brown becomes a single track French stream
- Requires a catchment change so that the Alice Brown English students and some Noel Booth students would go to Belmont
- Requires a catchment change to move some Noel Booth students to Glenwood
- No impact on Brookwood Secondary

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



NOEL BOOTH DUAL TRACK 6-7 MIDDLE SCHOOL PROJECTED HEADCOUNT ENROLMENT



LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



MIXED GROUP CONVERSATIONS

After hearing the information on the two different middle configuration options, please discuss the following:

1. What opportunities/considerations would you like to add to option #1: Stand Alone Middle School Gr. 6-8 @ Noel Booth?
2. What opportunities/considerations would you like to add to option #2: Stand Alone Middle School Gr. 6-8 @ Belmont?
3. What opportunities/considerations would you like to add to option #3: Stand Alone Middle School Gr. 6-7 @ Noel Booth?

LTFP Transition to Middle School Programming
Brookswood Community Meeting – November 27, 2017



RECOMMENDATION



MOVING FORWARD

- Measuring impact of recent Supreme Court decision on the transition to middle school programming
- Update on Brookwood, DW Poppy and Fundamental community consultations
- Report and recommendation(s) were presented to Trustees at the Regular Board of Education meeting on May 30, 2017

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



PASSED AT THE MAY 30, 2017 BOARD MEETING:

‘RECOMMENDED MOTION #1: It is recommended that the Board of Education directs staff establish a Transition Committee to report back to the Board with a detailed plan to implement a middle school model in the Brookwood community once the Brookwood-Fernridge Community Development Plan is approved by the Township of Langley.

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



WHAT DOES THIS MEAN?

- **Brookwood Community Plan:**
 - is a vision for the community over the next 20-25 years
 - Growth seems to be planned in smaller neighborhoods with restriction on residential buildings
 - Over 90% to be single family
- Look at our options for Middle within this context
- Look at Capital Plan submission for Brookwood to support the possible population growth as a result of the potential development

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



LANGLEY SCHOOL DISTRICT: VISION FOR MIDDLE



LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017





LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



TRANSITION COMMITTEE



TRANSITION COMMITTEE STRUCTURE

- Administrators from each of the Brookwood family of schools
- PAC Presidents (or designate) from each of the Brookwood family of schools
- A teacher from each of the Brookwood family of schools
- A student from each of the Brookwood family of schools
- Additional members may include the Assistant Superintendent, Secretary Treasurer and Community Partner representatives

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



TRANSITION COMMITTEE KEY CONSIDERATIONS AND OPPORTUNITIES

Initial Considerations

- Supreme Court Ruling
- Timeline
- Transportation
- Safety
- Facility Upgrades
- Impact on Elementary Schools
- Communication Structure

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



TRANSITION COMMITTEE KEY CONSIDERATIONS AND OPPORTUNITIES

Opportunities

- Access to a facility that will provide outstanding educational experiences for students
- Enrolment stability and growth
- New programs (i.e., Outdoor Education)
- New modular units to support learning, safety and growth
- Meeting the needs of our adolescent learners – equal opportunities

LTFP Transition to Middle School Programming
Brookswood Community Meeting – November 27, 2017



LTFP Transition to Middle School Programming
Brookswood Community Meeting – November 27, 2017



LANGLEY SCHOOL DISTRICT MIDDLE SCHOOL PILLARS

Introduction to the Middle Philosophy:
Stephanie Labby and Kevan Reeve

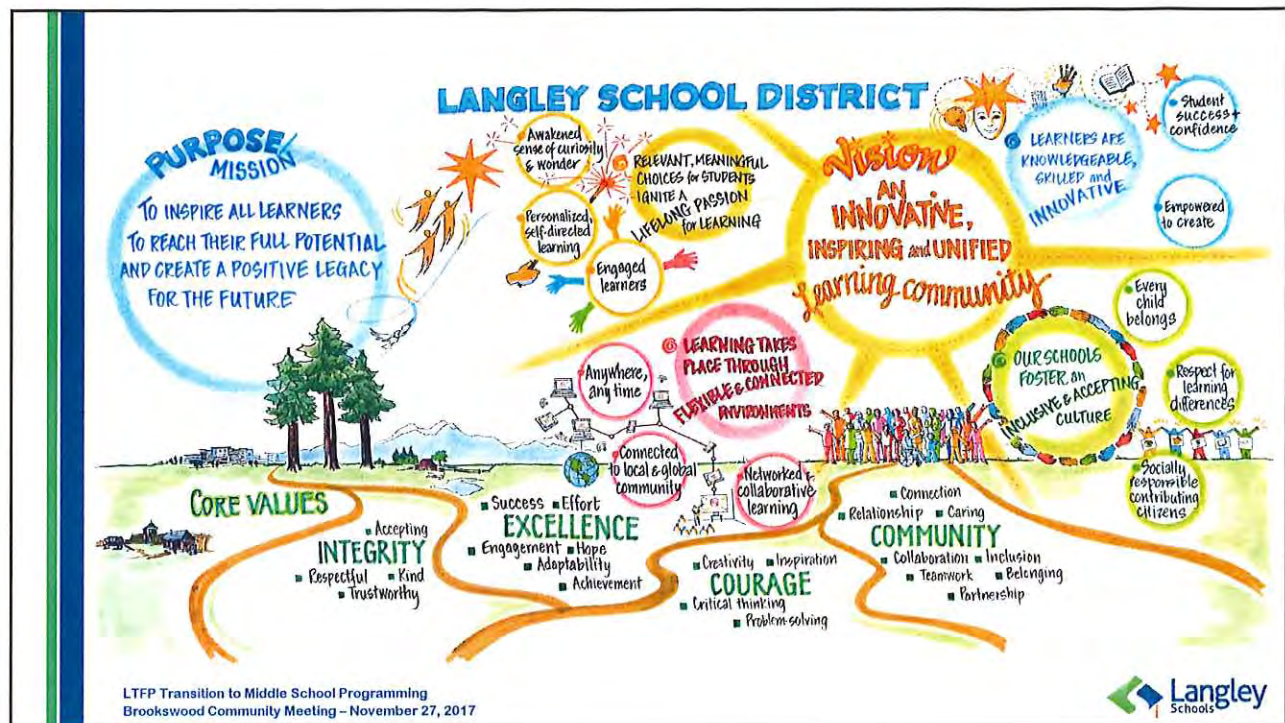


MIDDLE SCHOOL PILLARS

Middle School Pillars & Core Values



LTFP Transition to Middle School Programming
Brookswood Community Meeting - November 27, 2017

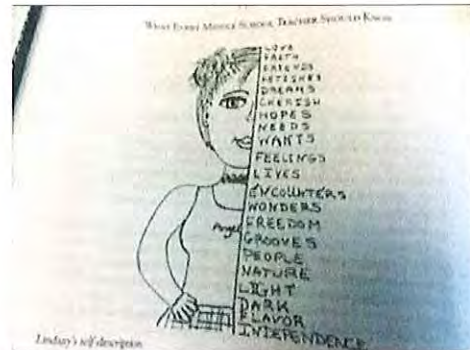


WHY MIDDLE SCHOOL?

- Other than infancy, children aged 10 to 14 undergo the greatest physical, emotional, intellectual and social changes of their lives
- Middle schools are organized in every way to assist students with this transition from childhood to young adult

WHAT IS A YOUNG ADOLESCENT LIKE?

- *Physically*
- Puberty begins for most children during this time
- Students grow taller and put on weight
- They are often uncoordinated and constantly hungry
- The need for physical activity – both frequency and intensity increases
- How do I deal with this new body?
Where did these feet come from?



LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



WHAT IS A YOUNG ADOLESCENT LIKE?

Intellectual Changes

- Students begin to be able to think about abstract concepts
- Often challenge authority
- Are curious about how the world works, but might not want to show it
- Experiential learning becomes more important
- Want to know how the world works

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



WHAT IS A YOUNG ADOLESCENT LIKE?

Emotionally

- Children experience strong emotions and are learning how to express these emotions positively
- Adolescents often become very idealistic ("That's not fair!")
- Beginning of sexual feelings towards others
- Self-confidence is fleeting
- Easily embarrassed
- They are busy discovering things about themselves – their skills and abilities, likes and dislikes, how they fit into the world

LTFP Transition to Middle School Programming
Brookswood Community Meeting – November 27, 2017



WHAT IS A YOUNG ADOLESCENT LIKE?

Socially

- Friends become increasingly important
- Belonging to a group of peers is essential
- Peer pressure becomes increasingly powerful
- They love to communicate!

LTFP Transition to Middle School Programming
Brookswood Community Meeting – November 27, 2017



WHAT IS A YOUNG ADOLESCENT LIKE?

- Everything about middle school reflects the unique characteristics of these children staff, curriculum, schedules and physical layout
- It's flexible!
- Are student-focused, rather than subject
- Staff are generalists and they are knowledgeable of the unique needs of a middle schooler

LTFP Transition to Middle School Programming
Brookswood Community Meeting – November 27, 2017



WHAT IS A MIDDLE SCHOOL LIKE?

Instruction

- Students provided with opportunities to work collaboratively
- Emphasis on experiential learning – students are working with materials
- Recognizes learning can take place outside the classroom
- Inquiry and project based learning opportunities

LTFP Transition to Middle School Programming
Brookswood Community Meeting – November 27, 2017



MIDDLE SCHOOL PILLARS AND CORE VALUES

Teaming and Collaboration

- Students and staff feel connected to the school
- Teachers get to know their students well and can support their social/emotional development
- Teacher collaboration is provided through common planning time
- Teachers are committed to working as a team to build and implement an integrated curriculum

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



MIDDLE SCHOOL PILLARS AND CORE VALUES

Flexibility

- Scheduling
- Physical learning environment



LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



MIDDLE SCHOOL PILLARS AND CORE VALUES

Advisory

- Small group opportunities where students are able to connect with another adult and peer group to form and build relationships
- Students feel connected to the school
- A forum is created to discuss and act upon current topics
- ALL staff provide for students' intellectual, ethical, social, emotional and physical growth and well being

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



MIDDLE SCHOOL PILLARS AND CORE VALUES

WEB (Where Everyone Belongs)

- A mentorship program designed to help the students feel connected to the school
- Used to help transition the new Grade 6 students to middle school
- Gives opportunities for our Grade 8 students to mentor and build leadership qualities

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



MIDDLE SCHOOL PILLARS AND CORE VALUES

Looping

- Students stay with the same teacher/team of teachers for their Grade 6 and 7 years
- Aids in building belonging
- Enhances collaboration amongst teachers
- Increases social and emotional growth
- Gives opportunity to build interventions and work with students for success
- Students make a connection with their teacher and build a rapport with a foundation based on trust
- Teachers get to know their students well and can help the students explore choices and passions
- Gives stability

LTFP Transition to Middle School Programming
Brookswood Community Meeting – November 27, 2017



MIDDLE SCHOOL PILLARS AND CORE VALUES

Explorations

- All students have the opportunity to discover personal skills and strengths
- Diverse opportunities based on the students and the strengths and skills within the community
- A chance to explore areas of passion

LTFP Transition to Middle School Programming
Brookswood Community Meeting – November 27, 2017



MIDDLE SCHOOL PILLARS AND CORE VALUES

Transitions

- **Connections between Elementary and High School are encouraged, promoted and supported**
- **Students are with peers and are nurtured in their journey from childhood to adolescence**

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



IN CLOSING

- **The middle school philosophy offers the developmentally appropriate environment to meet the unique needs of our students**
- **Students learn best when they feel best**
- **By fostering values of belonging and connectedness at a young age students will carry these values to adulthood**
- **Students are academically more successful when all of their developmental needs are understood and met**

LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017



KEY QUESTIONS FUTURE DIRECTION

**The school is not the building, the school is the
community of learners...we want to get going
on creating the community!!**



Moving Ahead: Brookwood Middle Collaboration

- Will continue to be focussed
 - Fall get-togethers (continue visioning)
 - Family School Staff collaboration
 - Student activities
 - Academics
 - Project based
 - Modern languages
 - Techology
 - Arts
 - Applied Skills
 - Athletics
 - Events:
 - Terry Fox
 - Me to We
 - ACE it Tour for the day
 - Leadership
 - Other innovations
- 



**LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017**



SMALL GROUP CONVERSATIONS

1. When should the transition team begin its work?
Recommendation from PAC's to Staff.
2. What other Brookwood Middle Collaboration opportunities should be explored? Comments on what you heard...
3. Additional Considerations

**LTFP Transition to Middle School Programming
Brookwood Community Meeting – November 27, 2017**



TRANSITION COMMITTEE ATTENDEES:

Mal Gill, Assistant Superintendent

George Gray, Acting Principal – Alice Brown Elem.

Stephanie Stovold, PAC – Alice Brown Elem.

Adam Henry, PAC – Alice Brown Elem.

Joanne Hodgins, PAC – Alice Brown Elem.

James Ribeyre, Vice-Principal – Belmont Elem.

Nicole Long, PAC – Belmont Elem.

Sabrina Clegg, PAC – Belmont Elem.

Nicole Manfredi, PAC – Belmont Elem.

Stefanie Eastcott, PAC – Belmont Elem.

Charlene Redekop, Principal – Glenwood Elem.

Miranda Phoenix, PAC – Glenwood Elem.

Penny Vernon, PAC – Glenwood Elem.

Danielle Placek, PAC – Glenwood Elem.

Esther Schmit, Principal – Noel Booth Elem

Emily Taylor, PAC – Noel Booth Elem.

Laura Warren, PAC – Noel Booth Elem.

Karen Hudson, PAC – Noel Booth Elem.

John Pusic, Principal – Brookwood Sec.

WELCOME AND INTRODUCTIONS

Mal Gill - Assistant Superintendent

PRESENTATION OF THE MIDDLE SCHOOL PHILOSOPHY

Stephanie Labby, Kevan Reeve – Middle School Administrators

Middle School Pillars and Core Values – Integrity, Community, Excellence, Courage

Why middle school?

- Meeting the unique needs of children aged 10 to 14
 - Physical changes
 - Intellectual changes
 - Emotional changes
 - Socially

What is middle school like?

- School reflects the unique characteristics of these children
- Flexible
- Student-focused
- Staff are generalist and knowledgeable about unique needs of students
- Instruction
 - Opportunity to work collaboratively
 - Experiential learning – hands on
 - Learning takes place outside the classroom
 - Inquiry and project based
- Teaming and collaboration
 - Students and staff connected to the school
 - Teachers get to know their students well and support social/emotional development
 - Teacher collaboration is provided through common planning time

- Teachers are committed to working as a team to build and implement an integrated curriculum
- Flexibility
 - Scheduling - Exploration and PE time is blocked in but other time is flexible
 - Physical learning environment
- Advisory
 - Small group opportunities where students are able to connect with another adult and peer group to form and build relationships
 - Forum is created to discuss and act upon current topics
 - ALL staff provide for students' intellectual, ethical, social, emotional and physical growth and well being.
- WEB (Where Everyone Belongs)
 - Mentorship program designed to help the students feel connected to the school
 - Help transition the new Grade 6 students to middle school
 - Opportunities for the Grade 8 students to mentor and build leadership qualities.
- Looping
 - Students stay with the same teacher/team of teachers for their Grade 6 and 7 years
 - Aids in belonging
 - Enhances collaboration among teachers
 - Increases social and emotional growth
 - Opportunity to build interventions and work with students for success
 - Students make a connection with their teachers
- Explorations
 - Opportunity to discover personal skills and strengths
 - Diverse opportunities based on the students and strengths and skill
- Transitions
 - Connections between elementary and high school encouraged, promoted and supported

ACTIVITY FOR TABLE GROUPS

1. *When should the transition team begin meeting?*

- Rather than transition team, look at community outreach teams (teacher leadership) to try to implement some of the middle school ideas within the elementary school.
*** need teacher champions at Alice Brown
- Yearly at the minimum
- Collaboration conversations ongoing (6 times a year)
- Could we meet twice a year (or more if needed) as a Transition Team to focus on developing Middle Collaboration activities listed in Question 2? Parents are concerned that if we don't meet as a team with representation from each school, some of these ideas may not get off the ground.

- one year prior to the school opening BUT there is room for the larger committee present tonight to meet and discuss on an ongoing (perhaps bi-yearly) basis and discuss how we can adopt some of the middle school ideals into the upper intermediate grades

2. *What other Brookwood Middle Collaboration opportunities should be explored?*

- Get the grade 6 & 7's to the high school to get familiar
- Orientation camp in the spring for 6 & 7's
- Looping could be something we could try in our school
- Teacher Pro D to better learn the middle school model and incorporate it in our school
- Advisory at Belmont as a possibility
- Work with FI at Noel Booth to create language and learning opportunities
- Strengthening the connections between the four schools.
- Leadership Conference and events
- Brookwood Band – do the practice at the high school
- Bring groups of teachers, students and parents together to provide input
- During exam week, have two schools at a time in various pairings go to the high school to have Explorations experience.
- Brookwood Youth Conference is a fabulous experience. Could more days like this be planned on Pro-D days for our Gr. 6-7 students?
- Inviting Feeder schools to watch dress rehearsals
- Partner Gr. 8 students with Gr. 6 students and have a buddy day (similar to the WEB program). Buddies would give younger students another connection when they enter Middle or High School.
- Sports Day – Have a special Sports Day for Gr. 6-7's in addition to traditional Sports Days held at feeder schools.
- National Aboriginal Day Picnic for our Gr. 6-7's together.
- Gr. 6-7 Leadership Conference run by the Gr. 8's
- Invite Gr. 6 or 7 students to some assemblies at Brookwood if appropriate
- Gr. 7 Camp – could it be booked together at the same place at the same time for Brookwood schools and plan a few activities together
- Plan Fieldtrips together between Brookwood Elementary Schools – Victoria, Science World, Britannia Mines
- Mini – musicals/theatre productions for Gr. 6, 7 and 8 students
- Have a Grade swap between two Brookwood Elementary. Have Glenwood 7's go to Belmont and Gr. 6's from Belmont come to Glenwood and do an Explorations together. It would address the Explorations piece as well as the Social Emotional piece. It would also give teachers an opportunity to Team and Collaborate together. The next time, the swap could go the other way.
- Grade 5 program should partner Brookwood schools together.
- have elementary school students visit the secondary schools to experience Explorations
- have visits with a purpose (theatre, sports...)
- have the high school host regional sports tournaments
- have high school students go to elementary schools to assist with coaching, drama...
- introduce Explorations within the elementary schools (to establish similar structures)
- regional Terry Fox run

- various schools to host an event during the year for all the elementary schools in the region
- seek out opportunities at the elementary school level to incorporate the middle school model into the day-to-day basis
- video conference between leadership teams
- get the parents of the community to better understand the middle school philosophy – have the presentation available to all schools

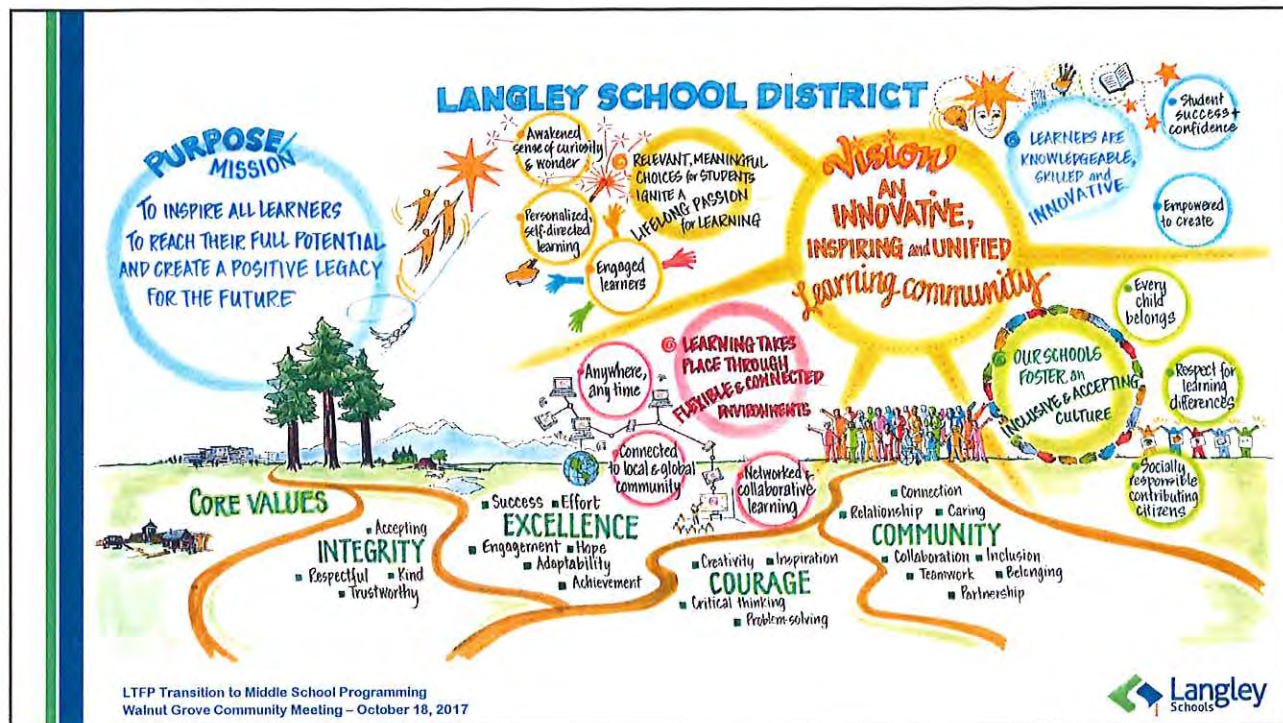
3. *Additional Considerations*

- Discuss at our PAC meeting what we can do to help the Grade 6 & 7's with that transition
- 4 – Buddy system – 1 on 1 visits to Brookwood for Grade 7's with Grade 8's
- Student involvement in collaboration
- Get concrete plans, don't wait until "space" is open
- Brookwood to allow access to resources
- "Key is getting our middle years teachers at the elementary school to embrace the philosophy and approach"
- What communication will be sent to our community about the move to Middle School not being imminent
- As the schools fill, where will French be? Will it move? A conversation will be helpful at that time.
- Concern if boundary lines changed for our English students – will students be grandfathered into their current school?
- Keeping up with the rate of development so that we are thoughtfully planning, especially around boundary lines
- Can we send a Brookwood grade 6-8 teacher team to the Middle School Conference? Middle School Pro D. for Brookwood?
- Focus on promoting various performances that happen at Brookwood, so students can attend. Put them in the Elementary newsletters.
- Brookwood Secondary should be seen more as a Community Center for our feeder schools (hosting a variety of evening, Pro-D day and summer special days or mini-camps).
- We would like to see not just typical "leadership" kids involved in connecting with Grade 6 and 7 students. We would like to see a broad variety of students (arts students, mechanics students, woodworking students, academics students, tech oriented students) involved in engaging with Gr. 6 and 7 students so that Gr. 6 and 7 students can seem that there is place for them to belong in a Middle and High School setting.
- English and French program within one school – limits the ability to collaborate without diluting the French minutes in French
- How do we ensure this is inclusive of everyone?
- The district should absorb the additional cost of bussing etc. to facilitate the transition process so that it doesn't financially impact any school
- A process should be established to continue to add ideas
- How do we get the grade 6 and 7 teachers begin to adopt the middle school philosophy?
- How do we make this happen quickly so it isn't dragging on and on and the kids now in the system miss out? – series of attainable goals

SCHOOL DISTRICT NO. 35 (LANGLEY)
***Report to the Board of Education
Long Term Facilities Plan
Middle Schools Update***

APPENDIX VI

**WALNUT GROVE PAC REPRESENTATIVES/ADMINISTRATORS MEETING
PRESENTATION AND NOTES
OCTOBER 18, 2017**



LONG TERM FACILITIES PLAN MIDDLE SCHOOL PROGRAMMING IN THE WALNUT GROVE COMMUNITY

TRANSITION PRE-PLANNING MEETING



Wednesday, October 18, 2017
Walnut Grove Secondary School

WELCOME AND INTRODUCTIONS



OVERVIEW OF THE MEETING

- Traditional Welcome and Introductions
- Reflect – Setting the Stage
- Recommendation and Next Steps
- Process Guiding our Action
- Composition of the Transition Committee
- Key Considerations and Opportunities for the Transition Committee

INTRODUCTIONS

District Leadership Team

Mal Gill, Assistant Superintendent

School Administrators

Walnut Grove Secondary

Balan Moorthy, Principal

Logan Kitteringham, Vice-Principal

Paul Trattle, Vice-Principal

Michelle Wood, Vice-Principal

Alex Hope Elementary

Carol Osborne, Principal

Courtney Robertson, Vice-Principal

Dorothy Peacock Elementary

Joanne Rempel, Principal

Dawn Driver, Vice-Principal

Gordon Greenwood Elementary

Tia Dawson, Principal

Ryan Neufeld, Vice-Principal

James Kennedy Elementary

Lisa Lainchbury, Principal

Carolyn Roberts, Vice-Principal

Topham Elementary

Derek McCracken, Principal

West Langley Elementary

Sean Oliver, Principal

LTFP Transition to Middle School Programming
Walnut Grove Community Meeting – October 18, 2017



REFLECT SETTING THE STAGE



To Date

- **Middle school implementation in Langley Secondary, Aldergrove Secondary and Willoughby Slope communities**
- **Long Term Facilities Plan Recommendation**

It is recommended that School District No. 35 (Langley):

“Commences a stakeholder consultation process to discuss middle grades education with a potential follow-up process on middle grades configuration for the Brookwood, D.W. Poppy, and Walnut Grove areas.”

WGSS MIDDLE MOTION:

That the Board of Education directs staff to establish a Transition Committee to report back to the Board by March 2018 with an implementation plan for establishing the middle school model in the Walnut Grove community which will include a timeline, facility change requirements and education programming implications.

PASSED AT THE JUNE , 2017 BOARD MEETING:

		Main Motion - Majority (Voted)
7	11/17/05/00-10	Moved: Trustee Ross
		Seconded: Trustee Coburn
		Result:
That the Board of Education directs staff to request Ministry of Education capital funding in the Five Year Capital Plan submission for the acquisition of a site for construction of a middle school.		
		Amendment - Majority (Voted)
1	11/17/05/00-11	Moved: Trustee Ross
		Seconded: Trustee Ted
		Result: CARRIED UNANIMOUSLY
Amendment to motion:		
That the Board of Education adds and sufficient funds to renovate an elementary school to a second middle school facility at the end of the motion.		
		Amendment - Majority (Voted)
1	11/17/05/00-12	Moved: Trustee Ross
		Seconded: Trustee Coburn
		Result: CARRIED UNANIMOUSLY
Motion as amended:		
That the Board of Education directs staff to request Ministry of Education capital funding in the Five Year Capital Plan submission for the acquisition of a site for construction of a middle school and sufficient funds to renovate an elementary school to a second middle school facility.		

LTFP Transition to Middle School Programming
Walnut Grove Community Meeting – October 18, 2017

A FOCUS ON STUDENTS

- Caring for the social – emotional well-being of children
- Being mindful of the physical well-being of children
- Providing vibrant and sustainable learning opportunities for all children



LTFP Transition to Middle School Programming
Walnut Grove Community Meeting – October 18, 2017



MIDDLE SCHOOL PILLARS

Middle School Pillars & Core Values



LTFP Transition to Middle School Programming
Walnut Grove Community Meeting – October 18, 2017



RECOMMENDATION AND NEXT STEPS



WHAT WE HEARD

- Prefer to have French Immersion students Grades 6 to 8 remain with a middle school rather than at a secondary school
- Concern over student safety in terms of access to school (216th Street overpass and congestion on 88th Street)
- Would prefer to minimize walk for students Grades K to 5
- Difficult to access the secondary school - need a middle school stand alone model
- Would prefer the middle school(s) to be situated in West Langley/Topham and Gordon Greenwood/Dorothy Peacock areas of the region
- Need to approach the Ministry for additional school space

LTFP Transition to Middle School Programming
Walnut Grove Community Meeting – October 18, 2017



MOVING FORWARD

- Measuring impact of recent Supreme Court decision on the transition to middle school programming
- Update on Brookwood, DW Poppy and Fundamental community consultations
- Report and recommendation(s) were presented to Trustees at the Regular Board of Education meeting on May 30, 2017
- Formation of a Transition Committee to continue working with the community

LTFP Transition to Middle School Programming
Walnut Grove Community Meeting – October 18, 2017



RECOMMENDATION / NEXT STEPS

- Build a case for Ministry funding for a new middle school and conversion of one existing site to a middle school
- Establish a Transition Committee, to take effect no later than September 2018, to determine the timeline and implementation plan for converting the Walnut Grove community to a middle school model

LTFP Transition to Middle School Programming
Walnut Grove Community Meeting – October 18, 2017



PROCESS GUIDING OUR ACTIONS



GUIDING PRINCIPLES FOR AN EFFECTIVE COMMUNITY CONSULTATION

1. That the consultation process be one of integrity where honesty and transparency are of utmost importance.
2. That trust between communities and the District be developed and maintained throughout the process.
3. That the District listen to communities and sincerely reflect on feedback and ideas.
4. That the District value and honour community members and treat them with respect.

LTFP Transition to Middle School Programming
Walnut Grove Community Meeting – October 18, 2017



TRANSITION COMMITTEE



TRANSITION COMMITTEE STRUCTURE

- Administrators from each of the Walnut Grove family of schools
- PAC Presidents (or designate) from each of the Walnut Grove family of schools
- A teacher from each of the Walnut Grove family of schools
- A student from each of the Walnut Grove family of schools
- Additional members may include the Assistant Superintendent, Secretary Treasurer and Community Partner representatives

LTFP Transition to Middle School Programming
Walnut Grove Community Meeting – October 18, 2017



TRANSITION COMMITTEE KEY CONSIDERATIONS AND OPPORTUNITIES

Initial Considerations

- Supreme Court Ruling
- Timeline
- Transportation
- Safety
- Facility Upgrades
- Impact on Elementary Schools
- Communication Structure

LTFP Transition to Middle School Programming
Walnut Grove Community Meeting – October 18, 2017



TRANSITION COMMITTEE KEY CONSIDERATIONS AND OPPORTUNITIES

Opportunities

- Access to a facility that will provide outstanding educational experiences for students
- Enrolment stability and growth
- New programs (i.e., Outdoor Education)
- New modular units to support learning, safety and growth
- Meeting the needs of our adolescent learners – equal opportunities



LTFP Transition to Middle School Programming
Walnut Grove Community Meeting – October 18, 2017



KEY QUESTIONS



SMALL GROUP CONVERSATIONS

Brainstorm thoughts and ideas that are important considerations from your school's perspective

1. Timeline considerations?
2. When should the transition committee begin meeting?
3. What should be the short term and long term mandate?

TRANSITION COMMITTEE ATTENDEES:

Mal Gill, Assistant Superintendent

Courtney Robertson, Vice-Principal – Alex Hope Elem.

Brie Walmsley, PAC – Alex Hope Elem.

Joanne Rempel, Principal – Dorothy Peacock

Jen Hunter, PAC – Dorothy Peacock

Tasha Keay, PAC – Dorothy Peacock

Laurel Kloger, PAC – Dorothy Peacock

Tia Dawson, Principal – G. Greenwood Elem.

Alison Martens, PAC – G. Greenwood Elem.

Lisa Lainchbury, Principal – J. Kennedy Elem

Karen Dickson, PAC – J. Kennedy Elem.

Yvonne Shimmin, PAC – J. Kennedy Elem.

Derek McCracken, Principal - Topham

Kim Davies, PAC - Topham Elem.

Jennifer Engele, PAC - Topham Elem.

Michelle Heaven, PAC - Topham Elem.

Balan Moorthy, Principal – Walnut Grove Sec.

Paul Trattle, Vice-Principal – Walnut Grove Sec.

Sean Oliver, Principal – West Langley Elem.

Leah Campo, PAC – West Langley Elem.

Danika Dickson, PAC – West Langley Elem.

Cheryl Friesen, PAC – West Langley Elem.

REGRETS:

Rebecca Budrow, PAC – Glenwood Elem.

Lynette Owen, PAC – G. Greenwood Elem.

Ally Angell, PAC – J. Kennedy Elem

WELCOME AND INTRODUCTIONS

Mal Gill - Assistant Superintendent

PRESENTATION OF THE MIDDLE SCHOOL PHILOSOPHY

Stephanie Labby, Kevan Reeve – Middle School Administrators

Middle School Pillars and Core Values – Integrity, Community, Excellence, Courage

Why middle school?

- Meeting the unique needs of children aged 10 to 14.
 - Physical changes
 - Intellectual changes
 - Emotional changes
 - Socially

What is middle school like?

- School reflects the unique characteristics of these children
- Flexible
- Student-focused
- Staff are generalist and knowledgeable about unique needs of students
- Instruction
 - Opportunity to work collaboratively

- Experiential learning – hands on
 - Learning takes place outside the classroom
 - Inquiry and project based
- Teaming and collaboration
 - Students and staff connected to the school
 - Teachers get to know their students well and support social/emotional development
 - Teacher collaboration is provided through common planning time
 - Teachers are committed to working as a team to build and implement an integrated curriculum
- Flexibility
 - Scheduling - Exploration and PE time is blocked in but other time is flexible
 - Physical learning environment
- Advisory
 - Small group opportunities where students are able to connect with another adult and peer group to form and build relationships
 - Forum is created to discuss and act upon current topics
 - ALL staff provide for students' intellectual, ethical, social, emotional and physical growth and well being.
- WEB (Where Everyone Belongs)
 - Mentorship program designed to help the students feel connected to the school
 - Help transition the new Grade 6 students to middle school
 - Opportunities for the Grade 8 students to mentor and build leadership qualities.
- Looping
 - Students stay with the same teacher/team of teachers for their Grade 6 and 7 years
 - Aids in belonging
 - Enhances collaboration among teachers
 - Increases social and emotional growth
 - Opportunity to build interventions and work with students for success
 - Students make a connection with their teachers
- Explorations
 - Opportunity to discover personal skills and strengths
 - Diverse opportunities based on the students and strengths and skill
- Transitions
 - Connections between elementary and high school encouraged, promoted and supported

ACTIVITY FOR TABLE GROUPS

1. ***Langley School District is moving towards a middle school structure (timeline to be determined). With the current grade structure, what middle opportunities are possible?***
 - "advisory - teachers at WLE are already doing things that look a lot like advisory."
 - Pods - 6 divisions each.

- Looping - as long as there aren't any 5/6 classes in the school. Extra cost item. Demand all 6 & 7s in smaller schools, or schools with an odd number of 6 & 7 & 6/7 divisions. Else, add a division to create that.
- Will space permit this sort of thing at a school like West Langley Elem?
- "Explorations - we do this to a limited degree right now, but it can be expanded to more than once per week.
- Advisory group, with the cohorts staying together for two years.
- Leadership for Grade 7's. Does not currently exist but would like to start it.
- Create "wings" in the school to keep common ages together.
- Events that can be led by older students. "
- "Looping is an interesting concept but it would depend on staff and not sure how that would be received.
- Explorations introduced. Space though is at a premium...how would that work? Portables for expos.
- Outdoor education opportunities
- Maker space carts (PAC would be more than willing to make a budget line to restock with materials as need be)
- opportunities for engineering/building without needing a whole workshop.
- prep changes so 6/7s do rotations through expos (how would this work for prep teachers?)
- "We embrace the concept of grade teachers collaborating together and sharing at their grade levels (the two Gr. 7 teachers trading off with socials/Language Arts, Math/Science). We're not so sure about the looping idea, and lean towards the idea of the Gr. 6 teachers staying with the 6's from year to year, the 7's staying with the 7's from year to year. The group of Gr. 6 and Gr. 7 teachers could then be the teachers who provide the Explorations (or selected ones) so that students have the opportunities to get to make those connections.
- We like the idea of the 6's and 7's taking some leadership roles and mentoring the 4's and 5's to help prepare them for the 6/7 experience.
- We played with the notion of having the collective group of 6 and 7 teachers throughout Walnut Grove become the pool of Exploration teachers. Similar to the model that was presented from Yorkson this evening, those teachers (perhaps on a Wednesday afternoon, which would become Explorations time throughout all of Walnut Grove) could move/rotate through the Walnut Grove area.
- "Building on teacher's strengths to have explorations - for the whole school and/or just grade 6 and 7.
- Advisory - small groups so each student has an adult other than classroom teacher to connect with - how do we do this at an elementary level?
- Maker Space Van provided by the district.
- Maker space cart within the school.
- Grade 6 and 7 looping.
- Partnership with the high school - us going to them and them coming to us.
- Science Cart/Van - for experiences/labs - for the high school to help with.

- Buddy up the Grade 6s and Grade 7s with the Grade 8 students in the high school - like an advisory model - starting in Grade 6 and continuing into Grade 8. This would promote leadership with the Grade 8s and connection with the Grade 6s and 7s.
- Using Learning Commons space with the high school students coming to elementary.
- Make a high school ""class"" that comes to the elementary school - regularly - could be an explorations class at the high school.
- Electronics Cart - which has tools and a bunch of old electronics that kids can take apart and put together.
- Middle school information bulletin board - "living document" - philosophy behind it... District philosophy...

2. Additional Considerations

- "Criteria for selection of locations need to be set out up front - a list would help people understand, at any stage of the process, why certain locations might be favoured over others.
- Should impact of selected sites on their immediate physical communities be considered?
- Budget for interim projects we might choose to adopt?
- How do we develop the 4/5s into leadership roles even if the 6/7s are still in the building?
- Covered: SCC, Timeline, transportation, safety, facility upgrades, impact on elementary communication structure
- "Perhaps more than one teacher should be part of the committee - one per grade?
- If a mobile maker space etc. would come around to visit schools, would like an expert (i.e.; a middle school district explorations teacher.)
- Initial training/staff development for current Grade 6 and 7 teachers.
- We would like to learn more about the positive components of looping. "
- "With our Japanese program, we're thinking Japanese could become one of the explorations; students would no longer study Japanese all year long in 6 and 7 and could then study it with greater intensity in a shorter period of time as an exploration.
- We would strongly suggest that whatever considerations are implemented in our current Walnut Schools, there is equity/uniformity in the programs at all schools (i.e. one school doesn't offer cooking ""because they can"", whereas another school can't offer that option as an exploration).
- Collaboration Days should bring the 6 and 7 teachers from all of Walnut Grove schools together to create that uniformity.
- "It would be great to have a district video discussing/ celebrating the middle school model/philosophy (flash mob or something else that's super fun).
- Lots of conversations needed to explore middle school philosophy.
- We'd love to have Stephanie and Kevan come to our school to do a couple of presentations - one for staff and one for parents.
- Ongoing ""sound bites"" of information shared out throughout the year to talk about the middle schools - things that can be shared at staff meetings and at PAC meetings to excite people to move forward and ask the question why not NOW?