

SD42 District Parent Advisory Council (DPAC)

**2008 School Trustee Candidate
Questionnaire**

Responses from:

**MAPLE RIDGE
CANDIDATES**

Please vote on November 15th!

Maple Ridge Candidates (15) for five seats:

Rani BELLWOOD
Mandeep BHULLER
Susan CARR
Ken CLARKSON
Michael COOK
Marc DIXON
Laurie GESCHKE
Mike HUBER
Rebecca MONTGOMERY
Stan NIZOL
Albert PASQUALOTTO
Alison PATCHETT
Suzanne PSOTA
Dave REMPEL (*incumbent*)
Stepan VDOVINE (*incumbent*)

In September 2008, DPAC conducted an on-line survey of local parents. DPAC used contact lists of informed and involved parents to email invitations to respond to the survey. Those parents were invited to share the invitation with their parent contacts. 182 responses were gathered.

The survey asked parents to identify their top five issues for the upcoming school trustee election, they were also asked the top five characteristics they consider when voting for trustees.

The written questions DPAC asked candidates are largely based on the survey results. The survey results can be read at http://www.geocities.com/dpac_sd42/

Candidate's were asked twelve questions and given nine days to respond. This document compiles the responses received.

DPAC would like to thank candidates for their thoughtful, considered responses.

DPAC hopes voters find this document useful in making an informed decision at the ballot box on November 15th.

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Candidates were asked about their personal education

Rani BELLWOOD High School Graduate; Certificates: Violence reduction, Alzheimer Society – Family facilitation, RM Early Childhood Development and, Ministry of Children & Family Development

Mandeep BHULLER General Studies Diploma, Douglas College; Special Education Teachers Assistant Certificate, Ridge Meadows College

Susan CARR Grade 12 Graduate, Vancouver Community College (Business Graduate)

Ken CLARKSON SFU Professional Development Program 1975; SFU Bachelor of General Studies 1981; Western Washington University Master's Degree in Education 1991

Michael COOK Bachelor of Education, SFU (1987); Baccalaureate Diploma in Integrated Learning/Humanities, SFU (1991) Masters in Education in Curriculum Design, UBC (2000)

Marc DIXON Juris Doctorate (JD), Western State University College of Law; Bachelor of Arts, Concordia University; Business and Entrepreneur Certificate, FAME Renaissance Venture Group

Laurie GESCHKE Grade 12 graduate; 2 years University transfer mostly languages, French, Spanish and German, Douglas College; Industry-related courses in Roberts Rules of Order, Money Laundering, Creativity at Work, and Building Democracy; Completed/graduated International Leadership Training School, International School of Fundraising, the Perspectives Course and all the BC Central Credit Union Director Training Courses.

Mike HUBER Graduate of MRSS '93; Attended St. Francis Xavier University studying Business Administration and General Studies; Diploma in Real Estate Trades and Services, October 2005

Rebecca MONTGOMERY B.A. SFU (1989); BSW- UVic (Prior Learning Assessment portfolio needs to be submitted before degree granted)

Stan NIZOL Honours - Business Administration, past Director of the Chamber of Commerce and Chair of the Economic Advisory Commission

Albert PASQUALOTTO BA History and Economics, MA Economics, MEd. Counselling plus additional Post Grad courses

Alison PATCHETT Graduate, Saugeen Central Secondary School, 1990; Social Service Worker Diploma, Sheridan College, 1992; Share Speech and Language Development Certificate, Coquitlam, 1998; Facilitator Training Certificate, June 2008

Suzanne PSOTA Grade 12 graduate, continuing education courses in book keeping, accounting, sign language, Simply Accounting, and many parenting courses, to name a few.

Dave REMPEL Graduated from Secondary School (M.E.I.) Diploma; M. B. Bible School Diploma; M. B. Bible College B.R. E. degree; U.B.C. B. Ed. degree; University of Oregon, M.A and Ph D. degrees - plus countless certificates for workshops, courses, charitable work and community involvement.

Stepan VDOVINE Currently pursuing BA in Political Science

According to respondents to DPACs parent survey in September 2008 as the top characteristic they look for when voting for school trustees is *character (honest, respectful, forthright etc.)*. Therefore, each candidate was asked to provide a character reference from an individual who knows them well and lives in the community they are running in (Maple Ridge or Pitt Meadows).

Rani BELLWOOD

I've known Rani for several years. I find her to be compassionate, friendly, patient, and willing to talk to anyone who stops to talk to her. She is a very personal person and gets along well with anyone I have known her to meet.

I think she would be the right person for the position of School Board Trustee, because of her confidence, and personality.

Rani can handle anything no matter how hard or sensitive it may be!

Sincerely yours,
Karen Venables, Maple Ridge

Mandeep BHULLER

Mandeep demonstrates integrity through an honest and transparent approach to all of his work. The theme of all of his work has always been healthy child and youth social development. His fundraising and community

development projects have required hard work and dedication to the non-profit local agencies for whom he has volunteered and worked. Mandeep does not attempt to appease people by making only popular choices or decisions. He tries to help others understand the reasons behind his decisions. His decisions are always open to feedback. He is pleasant to work with and does not fear a challenge.

Dave Cote

Susan CARR

I have known Susan Carr (Burkinshaw) for many years in many capacities. I have found through these 30+ years Susan to be one of the strongest and most outgoing people I know. Her captive personality continues to hold us as closest of friends and I know I can rely on her in any situation.

Susan is organized, efficient, extremely competent and has an excellent rapport with people of all ages. Her communication skills both written and verbal are excellent. Strong minded, strong willed and very approachable would be words I best use to describe her. The first word that comes to mind though, is dependability to the fullest extent.

Through the years I find Susan has always been very level headed and thinks ideas through before acting on them. As a mother of three children, she shows support and good judgment.

As a caregiver to her own mother, she showed patience, strength and dedication. As a business woman her tenacity and organizational skills are second to none. Susan carries herself with class, respect and confidence.

In summary, I highly recommend Susan for any position or endeavor that she may seek to pursue. She would be a valuable asset to any organization.

Kindest regards,
Debbie Bernhard

Ken CLARKSON

I have known Mr. Ken Clarkson for the past two decades and have come to know him intimately with respect to his involvement in education.

I learned Ken's passion for his trade and in delivering the very best learning opportunities to the students. He was an innovator and a risk taker with strong, progressive, pedagogical views. Acting as a mentor to myself and others on staff, he promoted his belief in a "child-centered" approach in the classroom, and was not averse to championing these views to the larger community in dialogue with parents and administrators. It was in observing this that I gained admiration and respect for Ken. He wore his beliefs on his sleeve.

Ken was attracted to the politics in education which his passion in the classroom had kindled. Over the past twenty years he has been deeply involved in the MRTA. His wide experience gives him the ability to see the big picture of how the education system functions.

In his private life, Ken pursues scholarly reading of educational texts to stay informed and engaged with current thought and practice. Always Ken's interests were first with the front line delivery of educational practice, as to how it affects the student. The popularity of the workshops Ken has presented confirms this, as the teachers recognize the impact his ideas have on students.

Ken is foremost a "people person". He has time for people. For Ken, the priority is not 'what' is achieved but 'how' it is achieved.

Sincerely,
Richard Ford Bowden

Michael COOK

I first met Mike Cook in the fall of 1986 when he began his teaching career at Port Moody Jr. Secondary School. In 1995, we both moved to Pinetree Secondary and to this day we still work together. Aside from a very close working relationship (teaching and coaching), we have also become personal friends.

Mike is a dedicated family man who has raised two outstanding children. Both Alana and Alexander have received fantastic parenting from Mike and his wife Monique (Nursing Supervisor at Ridge Meadows Hospital). His children have been exposed to the full range of opportunities offered by their elementary and secondary schools. I am one hundred percent confident that if I needed care for all or any of my three children Mike would be one of the first my wife and I would turn to. As a teacher of twenty three years, Mike is in a unique position of trust that not a lot of other professions demand. In the course of his career, Mike has shown integrity and maintained confidentiality when issues have arisen with students. Mike has always acted in a professional manner.

As a classroom teacher Mike has the respect of staff, students, and parents. As a department head for both Social Studies and Humanities he quickly gained the trust of staff and administration. Integrity has often been used to describe his personality when he received a leadership role in his career. For the last two to three years Mike has also gained the trust and respect of senior management with his role as the District on-line teacher for First Nations 12. This unique opportunity has enabled Mike to work with several stake holders such as adult education, on-line learning, and aboriginal elders. Mike's forthright approach has earned him respect well outside Pinetree Secondary.

Mike is an extremely approachable, knowledgeable, and reliable individual who I fully recommend as a nominee for a position as a school trustee in Maple Ridge.

Yours truly,
Jeff Wright, 27788 Arbutus Place, Maple Ridge

Marc DIXON

I have known Marc Dixon for over three years. I know him to be honest, trustworthy and a respectful person. There have been times when I and other acquaintances needed help or advice. Marc was more than helpful. He volunteered his time to help us and the amazing thing is there is no limit on his time or his generosity. I am proud to call him my friend. I highly recommend Marc Dixon. I believe that voting for him to be on the school board is a wise choice because he will bring a wealth of knowledge, honesty and accessibility to the board of trustee.

Joe Tolentino, Maple Ridge

Laurie GESCHKE

I am pleased to provide a reference for a lady I have known for over ten years.

Laurie has been an active participant in many worthwhile endeavours during this time. Allow me to list only those of which I am aware:

- an active member of Generations Christian Fellowship, a local church;
- an active member on the Board of Directors of a mid-sized Credit Union for over nine years; and
- appointed to the BC Provincial Advisory Committee to the board of Community Living BC, a crown agency.

Laurie's character is highly principled and it is with pleasure I endorse her application for School Trustee.

Yours truly,
Don MacDonald

Donmac Enterprises Inc., 12093 Acadia Street, Maple Ridge, 604.467.4031

Mike HUBER

It is with great pleasure that I write a character reference for Mike Huber.

I have known Mike for a number of years in a variety of capacities both professional and personal. In the years I have known Mike I have been impressed with the way he conducts his life. He is a dedicated father, accomplished business person and a community volunteer.

When I first heard Mike was interested in pursuing a spot on the school board my thoughts were that he would make a great candidate and I would be happy to support him in any way I could.

I believe anything Mike becomes involved with, will be more successful with him as a part of it. His dedication, focus, diligence, leadership and determination are all qualities Mike exhibits on a daily basis. Both professionally and personally Mike has a great reputation in the community as someone who is hardworking, generous and outgoing. Mike is in touch with the community; he was born in Maple Ridge and continues to live and work here. Mike is exactly the kind of individual needed on the school board.

I enthusiastically recommend Mike as a school board trustee and look forward to his success.

Chelsa Meadus, Owner of getmenus.ca, 604.313.4727

Rebecca MONTGOMERY

I write this character reference for Rebecca Montgomery who is running for school trustee. I have known Rebecca 37 years. We have been life-long friends and have supported each other through many situations; every personal challenge or joy, we have shared it.

I have resided in Maple Ridge since 1993, and both my children attended school in this community. I have actively been involved with my children's education supporting the PAC at Fairview Elementary as well as assisting with both my children's high schools.

Rebecca is a well educated individual who has always looked at life through positive eyes. She is honest, forthright, strong, kind, loving, as well as an incredible listener. When asked for her opinion, she asks questions. She thinks matters through, researches before making recommendations or decisions, which are always rational and knowledgeable.

I respect Rebecca for how she supported me through situations with my children who experienced challenges during their school-years, especially my son who had difficulties which went undetected in the public education system. Through discussions with Rebecca she assisted me in finding the best solution to support my son through his education, which was the successful completion of grade 12.

Rebecca has integrity, which to me is the greatest quality an individual can possess.

Respectfully submitted,
Jacquie Dowhaniuk

Stan NIZOL

No response.

Albert PASQUALOTTO

It is my pleasure to be able to write a letter of reference on behalf of Albert Pasqualotto. I have known Albert since he arrived in Maple Ridge in 1989 to become the Director of Secondary Education for our school district. Albert is a very moral, ethical man who quickly gained a reputation for his fair treatment of all he came into contact with in our district and the community at large. Albert's educational roots run deep, as he has served in an advisory capacity to a number of world wide educational think tanks.

Locally he was highly respected by all of the school district's employee groups for his ability to treat people in a fair manner while tackling some challenging situations. His skills were recognized in the community and he has served as a director of the Maple Ridge Community Foundation; is currently serving (for the second time) as a Director of Maple Ridge/Pitt Meadows Community Services Organization and was also a Director of the BC Summer Games when they were held in Maple Ridge.

Albert is a family man who values the role the family plays in public education. One of his sons is a high school teacher in Maple Ridge. Albert devotes some of his time each year working with young educators as an Adjunct Professor of Education teaching Educational Law for an eastern university.

Albert would bring an excellent skill set to the role of School Board Trustee and would be a definite asset to the Board.

Ian Strachan, Maple Ridge

Alison PATCHETT

I have known Alison Patchett since our sons commenced Kindergarten in 1999.

Over the years she became a close personal friend and later my employee, providing daycare to my three children for 5-1/2 years. My children love her as though she were family.

Alison strongly believes that it takes a community to raise a child, that one person can make a significant difference in the life of a child. This value system led to her career choices working with children and youth and to the extensive volunteer work she has done within the Mount Crescent Elementary community and the Maple Ridge community at large.

It is impossible to briefly list the multitude of committees, programs, activities etc. that Alison has volunteered for or spearheaded within this community. Despite her own substantial responsibilities, she has devoted an unbelievable number of hours to volunteering. She is a very well spoken, organized, dedicated, hardworking, trustworthy, reliable, responsible, accountable person. She has a unique ability to mobilize people to accomplish

great things. Alison is artistic and uses her creativity in innovative ways, frequently planning large community events on a shoestring budget.

I am very excited about Alison's new endeavor to represent parents of SD 42 because she has many valuable skills and ideas to contribute; as well I feel confident that she will work hard to include SD 42 parents as much as possible in the problem-solving/decision making processes with respect to the difficult challenges facing our school district.

Sincerely,
Lisa Fierro

Suzanne PSOTA

It is with great pleasure that I am writing this letter in support of Suzanne Psota. I came to know Suzanne from the time her oldest daughter entered grade 8 in 1998 and worked closely with her as a parent rep until her youngest daughter graduated in 2005 through my capacity as the principal of Garibaldi Secondary School. Suzanne was a very involved parent at our school and was the Parent Advisory Committee chairperson for 3 years, as well as the District Parent Advisory Committee chair for 3 years during that same time.

During the time that Suzanne and I worked together, I have always been impressed with her work ethic and her dedication to people and knowing her this hasn't changed to date. She worked very hard developing programs at the school that encouraged parents to become part of their children's education both at the school and at home.

She always had time to talk and gave great care when discussing issues with people. She always had a great sense for confidential information and knew when issues should go forward and when to keep a low profile.

Suzanne's sense for honesty has always been her strongest asset. She demands and gets this from all she touches. I was very fortunate as the Principal of a large secondary school to have a wonderful person like Suzanne by my side.

Sincerely,
J. Boscariol, Retired Principal, Maple Ridge

Dave REMPEL

Dave Rempel submitted this response:

Did not have time to secure such a document, but I could have asked many of the great citizens of Maple Ridge who have voted for me four times and I know they would provide such a document. However, anyone who needs a reference can call Bob Shantz at (604) 463 8890.

Stepan VDOVINE

Stepan is truly an amazing young man. Over the past three years he has proven his commitment and passion for the betterment of our education system in more ways than one.

For myself, as a parent this is what stands out:

- Stepan will stand up, speak out and be accountable for what he believes in.
- He has a complete understanding and respect of the role of a School Trustee that has been entrusted to him by the electorate, which he takes seriously
- Stepan values the roles that parents play in their children's education and always seeks their input.
- He knows the importance of open communication, collaboration and building respectful working relationships with all of the partner groups, including the parents and continually strives to that end.

As a member of PAC, SPC and DPAC, and a parent of a special needs child I have attended many board meetings over the years. To be quite frank I have found Stepan to be a `Breath of Fresh Air` at the Board Table. Please call me if you would like more information.

Deb Appleby, Maple Ridge, 604.463-9760

Candidates were asked about the experiences they feel have prepared them to be an effective school trustee.

Rani BELLWOOD

I have numerous skills that will enable me to be an effective school trustee including, exceptional management, communication, and facilitation skills. My multifaceted experience around people of many cultures and the excellent understanding I have of diversity among individual development, generational development are additional benefits along with my awareness of contracts and agreements.

Mandeep BHULLER

As a former school trustee I visited schools frequently and held portfolios including: Revenue Generation, Investment Advisory, Corrections Education, Aboriginal Education, Community Education, Anti-Vandalism Taskforce, BCSTA Representative to First Call Social Advocacy Coalition. In my service on non-profit child and youth organization boards including: Ridge Meadows

Child Development Centre Society, and the Maple Ridge/Pitt Meadows Youth Centre Society, Maple Ridge/Pitt Meadows Arts Council and The National Young Warriors Society taught me how to improve formal structures and functions of large organizations. Finally, my experience as a community development consultant taught me how to affect positive change for student achievement.

Susan CARR

PAC Co-Chair - 2 years, past Metro Women's Soccer League VP (4 yrs), Women's Soccer Rep GEUSC (10 years), former youth soccer coach (6 years), 13 year involvement in the school my children attend, School Noon Hour Supervisor (4 years), regularly attending school board meetings. Longevity with various sports group executives indicates the ability to communicate effectively and inclusively.

Ken CLARKSON

Thirty-three years teaching in elementary school, the last twenty in District 42. Over the past twenty years I have been involved with the MRTA in numerous capacities that have kept me informed of the issues affecting public schools in this district. I have been a part of this community for 50 years. My wife and I have raised two children who have gone through the Maple Ridge public education system.

Michael COOK

I am a parent of two children currently enrolled in District 42. Both have attended elementary (from K-7) in Maple Ridge and they are currently enrolled in the French Immersion Program at Maple Ridge Sec. My daughter is in Grade 12 and my son is in Grade 10. I have served as Vice-Chair of the School Pac at Maple Ridge Sec. for the last five years. I am currently a Secondary teacher in District 43 (Pinetree Sec-Coquitlam) where I have taught Social Studies since 1986. I am currently teaching Comparative Civilizations 12, Honours English and Social Studies, and First Nations 12 (Online). I have coached a variety of high school sports (primarily football and rugby) over the last 25 years.

Marc DIXON

I have two children at Hammond Elementary school. I have owned and managed several businesses for many years. The management experience I gained running these companies in addition to my legal education, has prepared me to be an effective school trustee.

Laurie GESCHKE

I was a volunteer director on the board of a mid-sized Credit Union in BC for 9 years. Its assets went from \$57M and falling to over \$123M during that time. I was on the committee which hired the CEO responsible for the balanced growth and healthy turnaround. I read financial statements and understand them. Some of the Credit Union's branches operate in a union environment, so I understand the delicacy of board and union interaction. I am also the President of the board of a nation-wide non-profit NGO (Non Government Organization) with UN ECOSOC Accreditation.

Mike HUBER

I have a proven track record of success. I believe my past experiences in managerial and leadership fields have prepared me for the challenges and opportunities that lay ahead as a school trustee. Real Estate Agent: 2005 - Present - Earned top honors- member of the Medallion Club 3 yrs. Reaching the top 10% of all agents in the Real Estate Board. Director of Sales and Expansion - Verizon / Telus Yellow Pages 2002 -2005, responsible for over 20 million dollars in annual revenues and managed over 300 employees. During this time with Verizon/Telus I earned the following recognitions; Award of Excellence in Leadership (Highest Verizon Award), numerous team and individual accomplishments including the Peer Recognition Winner.

Rebecca MONTGOMERY

I am a parent of 3 children and have been active in the PAC (Whonnock Elementary) for 8 years. I was a MCFD Social Worker for 10 years, and held a specialized caseload - permanent wards (guardianship) and at-risk youth. I sat on many school-based committees. For the past 7 years I have been employed by Ridge Meadows Association for Community Living developing respite and foster home resources for children with special needs. I have become very familiar with the struggles these children and parents encounter within the school system.

Stan NIZOL

I am a single parent of two school aged children in school district #42. As such I have been involved as a school volunteer for many years with Laityview Elementary. I believe that only a parent, through personal experience, can fully appreciate current hardships facing our schools. In addition to this I have been a local small business person in Maple Ridge for 7 years. I believe an effective school trustee must be a parent and have

business skills to help manage and increase funding for our schools. In addition to understanding the administration of a multi-million dollar budget business skills are required to formulate business plans needed in proposing new fundraising initiatives & partnerships with government and the private sector.

Albert PASQUALOTTO

Extensive experience in Public and Private Education (38 years, the last 11 as Assistant Superintendent). Five years as a manager for a School Publishing Company, six years as an Adjunct Professor of Educational Law

Alison PATCHETT

I have lived in Maple Ridge for fifteen years. I love this community and am passionate about education. I have been involved in a number of groups and committees that address some of the issues we are facing as a community. Since my oldest child started school I have been actively involved in my volunteering at their school. For the last 9 years I have held a number of Pac positions including Chair and Co. I'm currently working at a youth employment program with youth that have fallen through the cracks. I have a child in elementary school and a child in high school. These experiences would serve me well at the board table.

Suzanne PSOTA

Being involved with PACs, DPAC, SPCs and especially attending board meetings for 15 years, as well as being a director for BCCPAC for 2 years, during that time meeting with provincial reps for all the other education partners, I believe has helped me see things from a broader perspective. These experiences I believe will help me to further develop my skills and support me in being an effective school trustee for our district.

Dave REMPEL

Teaching for 13 yrs. Principal for 19 years. Trustee on the Board of Education 12 years. Member of the Rotary Club of Meadowridge - 10 years. President of the Can Cis Society (international adoptions) for 15 years. Trustee committee work over the past 12 years - the Parks and Leisure Commission, the MR Arts Council, the Tzu Chi Foundation, the Ridge Meadows Educational Foundation, and DSAC, just to mention a few.

Stepan VDOVINE

First elected in 2005. I have attended two local secondary schools, graduating in 2004. Throughout my first three-year term as a school trustee, I have been assertive in bringing forward the issues parents and community members care about most. To this end, I have worked for and supported: Increased funding for public education; An equitable access to services for special needs

and disadvantaged students; A more meaningful role for parents; Accountable and transparent governance process; Full-time teacher librarians at elementary schools; Fare-free access to public transit for all K-12 students in Metro Vancouver.

Candidates were asked to list their top five priorities (in order and in point form) for the incoming Board of Education to address. They could provide one or two sentences of explanation for each point, if they wished.

Rani BELLWOOD

i: One of the most important capacity building tools an individual can acquire are communication skills. Communication is an essential life skill, the building block necessary to enable an individual to achieve success in all aspects of life.

ii: Feelings of "equality" must exist to give an individual a sense of safety, comfort and confidence to express oneself without consequence of judgement.

iii: "Individual Identity" recognition transcends self limiting barriers, increasing individual potential. This is a key element in obtaining success and alleviating some of the most pressing challenges facing the individual.

iv: "Individual Understanding" reduces hindrances, obstacles and challenges resolving and enabling building of greater human potential inclusive of ESL and early childhood learning.

v: Build teamwork and cooperation skills to reflect a workplace environment where, interdependence, and good communication skills are mandatory. To better equip youth for the complicated, push button lifestyle, and economy we live in.

Mandeep BHULLER

i: Student Achievement

Work to support students in achieving higher standards in literacy and numeracy

ii: Graduation

Continue to establish programs in high school designed to offer students exploration opportunities in order to make more informed post secondary choices.

iii: Anti-vandalism

Continue to work with local neighbourhoods and schools coupled with new technologies to curb vandalism epidemic.

iv: Special Education

With the possibility of fiscal challenges looming, ensure that the educators and support staff are able to continue to provide students with special needs the appropriate supports to succeed at their neighbourhood school.

v: Facility Utilization

Continue to improve school facility utilization in a manner that demonstrates the need for reform to the Ministry of Education's concept of appropriate use of school space when they consider school capacity in their deliberation of the need for new schools.

Susan CARR

i: Student Achievement

Strive to offer the highest quality of achievement tools to our children so they are prepared to enter the world as well equipped young adults.

ii: Board & Partner Group Relations

Commit to strengthening a respectful and open working relationship with all partner groups.

iii: Declining Enrolment / Class Size

In conjunction with partner groups and senior staff, explore creative ways our schools can be utilized. Monitor class sizes & service delivery throughout the district. Advocate for new buildings based on housing development needs in the east.

iv: Educational Funding

Work towards maintaining and increasing funding for student services such as special needs, learning disabilities & behavioural issues. Educational funding must be a priority for our government. Without adequate funding our system breaks down and our children suffer.

v: Playgrounds

In support of our Healthy Lifestyle Choice initiatives, I believe our food choice offerings are one piece of the pie. All schools should have access to safe playground equipment encouraging physical activity. I support striking a committee to look at ways our district can achieve this vision. I would also like to see additional skate park venues for our youth.

Ken CLARKSON

i: Working with other school trustees to regain local control over the public education system.

Over the past thirty years there has been a steady erosion of the power of school boards. It is time to build stronger communities by transferring some of the powers from the province back to local school boards. Those who are affected by the decisions should be the ones making the decisions.

ii: Developing inclusive decision making processes that accept and respect diversity and find strength in it.

Too many decisions, of the few our Board has been allowed to make, have been made behind closed doors. We need to elect trustees who practice inclusive decision making processes and who are not afraid to voice their opinions in public.

iii: Funding the public education system.

Who shall control our school system? A government whose democratic responsibility is to protect and empower its citizens or the private sector whose prime motivation is profit? We also need debate, discussion and consensus on issues of school fund raising and school fees.

iv: Support for students with special learning needs.

The new board will need to examine the results of the recently completed Special Education Survey and work with its partner groups to develop solutions that will work best - for the common good.

v: Continue to develop choice for our students.

I like the way our high schools have developed distinct identities by providing different opportunities to our students. As a district we need to continue to develop alternatives and to expand them to the elementary level.

Michael COOK

i: The Creation of Life-Long Learners

My 1st priority as a School Trustee is the same goal that I have had for the last 22 years as a secondary teacher/educator-the creation of life-long learners. To encourage among students of all abilities the achievement of high levels of academic excellence and global awareness.

ii: Promote 'Best Practice' in District educational programs.

As a School Trustee I would work to support and promote the many programs and initiatives currently being offered by District 42.

iii: Increased Communication

As a School trustee I would work towards increasing communication among all the educational partners in District 42. Parents want to be informed and it would be my promise that no critical decisions would be made without substantial input from all the educational partners.

iv: Catchment Areas/School Closures

There needs to be a clear and fair method used to determine catchment areas and school enrollments. Maple Ridge is in transition with many new families moving in and school populations changing from year to year. This board may have to close schools or move students around to keep schools open. Hard decisions will have to be made and a clear policy is needed.

v: School Safety

All students should feel safe at school and all schools should have programs in place that reinforce respect for others and emphasize personal responsibility. Programs to reduce school vandalism also need to be developed.

Marc DIXON

i: Reduce class sizes so that all children get adequate attention for learning in addition to implementing programs to improve student achievement.

ii: Work very hard on opening the lines of communication so that all parents have the chance to be involved in shaping the education of our children.

iii: Continue financing and expand successful school programs and promote the maximized use of resources among schools and the community.

iv: Study and address issues that affect the educational environment in the schools, student achievement, attendance, dropouts, truancy, expulsions and bullying.

v: Raise faculty and staff pay to competitive levels to attract and retain the best teachers

Laurie GESCHKE

i: Foster respect for parents as the primary educators of their children and the primary stakeholders in public education today.

All British Columbians support public education through their tax dollars, but it is local parents who support the public system in our district by authorizing the local public schools to educate their children. Without these parents' support, our School District would not have funding to operate public

schools in our district or to pay teachers. Parents need to be meaningfully included at all levels in the education of their children and teens.

ii: Foster Excellent Education for all students enrolled in public schools
Children learn at different rates and in different ways. The quality of our enrolled students' education should be the primary focus of the board of education, however, "students" are not even mentioned in the Mission or Vision Statements, and only mentioned once in the Values. Ensuring the quality of our students' educations must be the primary focus at the board level.

iii: Foster community, communication, and co-operation amongst partner groups in the district, such as MRSTA, DPAC
The current board has not been able to maintain effective communication and dialog with partner groups and individuals, including individuals who were duly elected by the public. I have good people skills, and have been trained to use and understand Roberts Rules of Order.

iv: Work toward strengthening the public education system to keep it relevant and a desirable for parents to choose for their children.

v: Work with other levels of government to strengthen the role of local School Boards to keep them effective and relevant for the future.

Mike HUBER

i: Improved Communication
I will work together with the community to improve relationships with municipal and provincial groups and associations involved in our school system. I will communicate and implement action based on the community's concerns and solutions.

ii: Student Achievement

iii: Special Needs and Support

iv: School Safety

v: Class Sizes

vi: Parent Participation
As outlined in your survey results, the top five priorities for the board to address this year are listed above. I believe that although the survey clearly indicates a focus on these concerns, the Board of Trustees' first priority should

be to encourage greater parent and community involvement. After establishing the necessary relationships between parents, PAC, DPAC and the school board, we can work together to prioritize and meet our community's needs.

Rebecca MONTGOMERY

i: To re-establish a healthy, functioning, and respectful relationship between the board and its partner groups.

Mutual respect needs to be re-created - consultation and cooperation established and nurtured for the benefit of our children and youth.

ii: Advocate to make the Ministry of Education more accountable for decisions which impact our students and their learning.

Funding formulas; support for "grey area" children; empty classrooms are not "empty", they are music rooms, computer labs, sensory rooms - a look at "functional capacity."

iii: Form working partnerships

To better support our special needs and grey area children, including those with behavioural and mental health issues.

iv: Allocation of funds.

To work on ways to fund resources to support student learning to its full capacity rather than wasting time and money defending positions and paying legal bills.

v: To re-visit decisions on Riverside's French immersion and school closures.

Did the announcement identifying the 3 schools being considered for closure create a self-fulfilling prophecy? Was the declining enrollment a result of, (after a couple of years of rumour and then the announcement) parents choosing to register their children elsewhere? Also, explore the idea of other educational choices being offered in the district - fine arts? Traditional?

Stan NIZOL

i: Work to eliminate the double dipping of GST

School boards must receive equal treatment with regards to GST rebates as municipalities. The current shortfall is adversely affecting our schools ability to fund necessary programs.

ii: Before & After school care

Current programs to allow schools to offer care must be expanded as a vital fundraising tool. Schools are in an ideal position to: Allow flexibility to

parents who require limited care during the week; Create affordable care by charging only for care times required; Require a staff member of the care program to have educational abilities to assist the children with their homework. Child care should be educational instead of simply being a repository for kids when the parents work.

iii: Funding

It is vital that we work with the provincial government to provide adequate funding for services such as summer school, adult literacy and pre-school learning. The onus is currently placed upon the school boards with insufficient funding.

iv: Special needs students

It is imperative that we convince the provincial government to restore funding for special needs children. Universal education is a right that should not be funded according to ability.

v: Bussing

Currently only children living 3.2 kms or more from school qualify for bussing. With the closure of schools children are forced to walk longer distances & along busy streets. This is unacceptable and dangerous. I believe the School board is ideally suited to make a business case to partner with TransLink to provide free bussing for children to and from school. In return TransLink can expect increased ridership from an entire generation accepting & comfortable using public transit.

Albert PASQUALOTTO

i: To improve the Board's working relationships with employee groups, parents and the community as a whole.

ii: To promote Public Education and ensure that all students are given the opportunity and support to be challenged and successful.

iii: While stressing accountability and creativity we need to ensure that this is done with compassion and understanding.

iv: To be an advocate for Maple Ridge/Pitt Meadow's unique educational needs to the Provincial Government.

v: To provide a safe, orderly and positive educational environment for all students and employees

Alison PATCHETT

i: Student Achievement

Continuing to come up with tools to tackle student achievement. Giving more time for the educators to talk and learn from each other in terms of "best practices".

ii: Lobbying for fairer funding

I do not believe the current funding formulas meet the needs of this community. More lobbying and advocacy work is needed.

iii: Special needs education

Having a learning community where all learners feel valued and respected. Where all learners and educators have the support and tools they need to achieve.

iv: School Closure school opening

BC Public land needs to remain public land. School closure should only happen as a last resort. Not to gain a few dollars or to open another school down the road. Planning and foresight is needed in this direction

v: Keeping Kids in School

More work and planning as a board is greatly need in this direction.

Suzanne PSOTA

i: Effective & inclusive communication with all education partners

You have to be able to look at the whole picture of any situation and I feel that without the input of all the parties the whole picture isn't complete. That has to be recognized and acted upon.

ii: Insure all children receive educational instruction

All children regardless of their dreams, abilities or disabilities deserve to receive an education. I will do what I can to ensure no child is left behind and is able to achieve their dreams for their future.

iii: Work to ensure our School Board respects diversity and different opinions.

When you sit on a board there will always be times that you don't all agree. You have to agree to disagree and move on with the best interest of the children in mind.

iv: Look at ways to support, promote and encourage parental involvement at our schools.

Not all parents can attend PAC meetings etc. but there are many other ways to involve parents to help support children's learning. Stats show that when parents take an active roll in their children's learning at any level, from reading at night, to attending meetings, helping with home work, or attending sporting events, their learning outcome is higher.

v: Safety for our children and staff

There has been some concern lately about parking around our schools. I have some ideas such as traffic control trained crossing guards. Safety needs to be front and centre in our schools so when there is a need it should be dealt with sooner than later.

Dave REMPEL

i: Maximize learning in the classroom -i. e. literacy and numeracy skills. Maximize success for all students.

ii: Promote social responsibility and safe schools.

iii: Expand parent input and involvement in schools and expand the utilization of community resources.

iv: Align Board and District goals(vision, mission and values) with programs (curriculum), and budget , monitored with an effective and efficient accountability framework

v: Address class size and composition

Stepan VDOVINE

i. Establishing strong relationships with all partner groups;

ii. Committing to an open and collaborative governance approach;

iii. Providing strong leadership by empowering stakeholders and advocating for the needs of students and the system;

iv. Working to provide equitable access to services for all students;

v. Ensuring that all our schools are safe and healthy for students and employees.

Question for Candidates:

Parents identified student achievement (how well all students are learning) as their top issue. What role should the Board of Education have in monitoring and supporting student achievement in school district #42? How should the board communicate to parents and the public the results of their efforts to support student achievement?

Rani BELLWOOD

The Board of Education should take an important role in monitoring and supporting student achievements, because successful results will benefit other students, extend into next generations, families, and communities. The board could communicate the results to the parents and public through email, newsletters, newspapers, tables, and public forums.

Mandeep BHULLER

The Board of Education is the ultimate elected body which is accountable to parents, children, all employees, and the public through the policy directions it sets for the management team to delegate to the appropriate people in the system to develop plans which steer us towards student achievement. The Board shall communicate results of such efforts through Board goal reviews, achievement contract updates, and individual school growth plans. The format of that communication in each case should be formulated through consultation with partner groups.

Susan CARR

All Board members should be well versed with regards to our Achievement Contract. There are many ways of assessing student achievement (formative & summative). In conjunction with senior staff, front line teachers and support teachers, we must strive to ensure our assessment practices are a true reflection of student learning. Our Achievement Contract must always be accessible to parents through our website and we should always be available to answer questions regarding our practices. We know kids learn differently so we must continue to closely monitor and adjust support as needed.

Ken CLARKSON

Unfortunately most of the Board's role in this area is defined by the Province. I was very involved in the Accreditation process that we use to use to identify student achievement and I am familiar with the present system. New systems are constantly being developed because of the perceived faults of the previous one. The top down approach doesn't work because the people mostly affected by the process are not involved in creating it. I do believe the Board could make better use of its Communications Officer and the Local Newspapers to communicate to the public.

Michael COOK

Currently, all schools in District 42 record their attendance and student progress on a new computer program called BCESIS. In the near future, parents will be able to call up this information from their home computer. The Board needs to facilitate this process and make sure that each school has an up-to-date webpage where students and their parents can quickly contact administrators and teachers. Parental support is critical to student success and parents and students need to be well informed about what assignments are required and when they are due. These webpages can also to publicize the Board's efforts to promote student success.

Marc DIXON

I believe that the Board of Education should form a working partnership with the principals and parents to monitor and support student achievement. This working partnership must be supported financially. A proper school newsletter will be extremely helpful to get important information to parents, followed up by information sessions.

Laurie GESCHKE

Currently the board is limited in what it can do in this area by provincial law and Ministry of Education policy and regulations. However, other school districts have had success with specialty schools, such as the Langley School of Fine Arts. This or other types of specialization should be piloted in our school district, in the expectation that they will be self-sustaining.

Mike HUBER

This topic is an incredibly important topic. One which we could not begin to summarize in 100 words. Nor be finalized by one individual or group, it must be a collaborative effort. However, it is important to note, I feel we should

have great involvement in the process of learning. I believe when it comes to the topic of assessments of learning that educators are the best judges of student learning. Each level, age, grade and school is unique and it would be ignorant to comment in short.

Rebecca MONTGOMERY

Keeping parents informed of school achievement is firstly at the school level. Regular communication between parents, teachers and school can be supported by ensuring that teachers have the time to effectively accomplish this.

Stan NIZOL

There have been many controversial results showing student achievement. I believe the best option is to work with teachers to formulate programs that suit our children's needs. We have excellent teachers with the skills and drive necessary and we need to trust them. There must also be opportunities for parental involvement in such decision making so all involved feel part of the process. There should also be involvement from private learning centres who can advise and help implement new methods if necessary.

Albert PASQUALOTTO

The Board needs to support the following: 1. Schools need to clearly explain academic and personal development expectations to students and parents. 2. Board and District Office to be actively involved in stressing and supporting the districts goal of achieving the many forms of student success. 3. The District to actively celebrate student success. 4. To promote options for students to be successful.

Alison PATCHETT

I believe Continuing data collection, educators input and reflections are needed to determine the best practices through this district. More conversation is needed at the board table. The public need to know they are an important part of this process and need to be involved. More communication and research is needed in this area.

Suzanne PSOTA

Leadership roll by supporting our teachers who are working with the children to develop a plan which will identify student achievement levels and help support where ever needed initiatives to raise or support achievement levels.

The board should keep the parents and public aware of initiatives and results by listing on the web site, news releases, sent home with report cards would ensure they reach the homes, and ask parents/public for their input on how they would like to receive or access this information.

Dave REMPEL

Board should develop policies and procedures which direct and guide staff to channel the best teachers, resources and support into the classroom. Communications should include; District web site, Superintendents quarterly report, local newspapers, letters to parents, public meetings, presentation at public Board Meetings, etc.

Stepan VDOVINE

The Board must use all tools available—policy, finance and advocacy—to ensure its key role in the improvement of student learning. The Board must ensure a more meaningful role for the parental involvement. It must engage with all partner group and work collaboratively to address challenges facing learning conditions. The Board must commit to an ongoing dialogue with parents and the community in communicating challenges and successes. The Board must provide strong leadership, speaking up for the needs of all kids and the system.

**Question for Candidates:
School safety is a significant issue for parents.
What should the Board of Education do to ensure
our schools are safe for all students?**

Rani BELLWOOD

The Board of Education should continue to update policies as are presently being done by the district policy committee. Continue to build on aspects of “emotional safety” such as “Intimidation, Harassment, Bullying and Violence in schools. Feelings of equality must also be taken as a serious obligation and responsibility to mitigate residual reactions.

Mandeep BHULLER

Students, teachers, support staff, principals and residence in the local school neighbourhood must support student safety by reporting all suspicious people and activities at all times. At the school level students need to be encouraged

to always report peer harassment/bullying to an adult. Bullying prevention as well as intervention policies must be shared with all school community members.

Susan CARR

School safety is a significant issue for parents. What should the Board of Education do to ensure our schools are safe for all students? (100 words) The amount of vehicles around schools for drop off and pick up is a big issue these days. We need to continue working closely with city parking enforcement and the fire department. Spreading the word about the Drive to Five program on school websites and the district web site is also key to creating awareness. Continue to support our Anti-vandalism committee to bring down the high instances of vandalism to our school buildings which has been a high monetary cost to our district.

Ken CLARKSON

School safety is a priority in our schools and the Board should become as informed as it can about these encompassing issues. Staff development needs to be a priority especially in the ever emerging area around the safe use of technology.

Michael COOK

In the most recent Provincial Survey in Maple Ridge 90% of all parents (both Elementary and Secondary) felt that their children were safe in school. However, only 70-79% of students from Grades 7-10 felt safe. This is a priority issue. All students need to feel welcomed and accepted in the school environment before they can experience academic success. We need to support anti-bullying programs and to promote respect for all individuals. Cyber-bullying is a new phenomena and perhaps we need to review our district policy towards student access to on-line sites such as Facebook.

Marc DIXON

I believe that professional school monitors should be added to all schools. In addition schools should establish a conflict resolution class for all students.

Laurie GESCHKE

The Board of Education must model character qualities which foster tolerance of differing beliefs, at the board level, so that these character qualities will filter through adults and then be caught and modeled in our

students. Clear codes of conduct for students and teachers, as well as clarity in conflict resolution policy and practice are essential.

Mike HUBER

In order to deal with this complex issue, I believe it would be relevant for the Board of Education to gain a clear understanding from students, parents, school staff, PAC, DPAC, SPAC and other such groups, of the specific concerns within the schools. This action should involve meeting within these groups, from the student level upward, to clearly identify the root of our concerns. Once the concerns are identified, action can then be implemented.

Rebecca MONTGOMERY

Provide the supports and training necessary for practicing and implementing the safety procedures. Provide clear directives and communicate these to the students.

Stan NIZOL

The anti bullying programs instituted have gone a long way toward ensuring a healthy and safe environment for our children. There is still work to be done regarding zero tolerance and this is best achieved by working with teachers and other school staff. As well constant adult supervision in schools is having a positive effect on potential problems. Working with our local police is a very effective practice and should be taken advantage of fully. This is an educative process that should be expanded to parent classes or workshops.

Albert PASQUALOTTO

The Board needs to ensure that District and School Codes of Conduct are clear, concise and understood by all parties and are complied with in a compassionate but firm manner. School safety is much more than simply focusing on school discipline. There must be a demonstrated culture of tolerance, cooperation, and feeling valued. SD 42 has been a provincial leader in crisis management. The District has clear policies in place to deal with all manners of crises and these need to be practiced and maintained.

Alison PATCHETT

Continuing to make sure a School Safety Response Plan is in place and kept up to date. To ensure communication with parents, teachers, and the community at large regarding all safety issues. All Safety Policy and

procedures need to be easy to understand and to follow. The board of education needs to work with partner groups and the media on going to ensure that all stakeholders in education are informed of old and new Safety policies and procedures.

Suzanne PSOTA

Anything that needs to be done at each and every school. If parking is an issue, why not bring back school district crossing guards who have been trained in traffic control. When a safety issue is brought to the board's attention it should be dealt with in the best interest of the children and staff as soon as possible, so as not to put anyone in our schools, safety at risk.

Dave REMPEL

Continue the work of the Vandalism Task Force. Involve all groups in each school community by working together to develop safe schools.

Stepan VDOVINE

The Board must commit to making student safety its key priority. In my first term as trustee, I have asked the Board to amend Board goals to include student safety. If re-elected I will continue to urge the Board to ensure that our schools are safe and healthy for all students and employees. I will also ask the Board to hold consultations with students, parents, community leaders, teachers and staff to address violence against youth by their peers.

Question to candidates:

Please outline what you would do to improve education services for special needs children in Maple Ridge and Pitt Meadows public schools.

Rani BELLWOOD

It is understandable that parents of special needs children welcome improvements to education services for their children. Although I am not familiar with all the governing framework, and best practices of professions in regards to special learning needs, I believe that shortening the waiting time to identify the needs of individuals would be a great benefit to individuals and their families. I would support all best practices inclusive of SEA training. And explore avenues of traditional funding and expansion of funding to support delivery.

Mandeep BHULLER

I would like to put a focus on early identification and intervention. Far too many of our young students are written off as having behaviour problems, yet when an occupational therapist observes and evaluates some of these children they have sensory or fine motor challenges. Very few children's behaviours can be simplified to behaviour with no underlying cause. Broadening the Ministry of Education labeling scheme for funding for a child's needs demonstrates a lack of understanding about the complexities of child development.

Susan CARR

I would support a review of our Special Needs services to make sure the educational environment we supply is meeting the needs of each student. The teachers that work in this area and the parents are our best resource to provide feedback on our services and the delivery. We must also continue to advocate for adequate funding so all our special learning needs can be delivered to the highest level possible.

Ken CLARKSON

The issues identified in the recent Special Education Survey need to be addressed by involving all the stakeholders. To better serve the student it may be time to consolidate the services each school offers by having individual schools specialize in the programs they offer. One school might offer a wheel chair bound program; another a Braille Program; another a Life Skills program etc. What is imperative is that the debate, discussion and decisions be open and inclusive.

Michael COOK

Students with special learning needs must be supported so they can experience success at school. I have taken courses at university in Gifted Education, taught modified and honours classes, and tutored individual students in Learning Centers. My experience tells me that early identification of potential student learning problems is critical. Once the specific challenge has been identified then provincial funding kicks in and an I.E.P (Individual Educational Program) can be tailored to the student to maximize his or her learning potential. Parents and school and district staff need to work together to create this plan for success.

Marc DIXON

Because of the low number of specialist teachers, there has been a significant reduction in services which is provided to students who need it most. Thus I would increase and expand specialist programs which have seen a significant loss of full-time Special Education teachers and Counsellors. In addition to increasing the number of specialist teachers, I will advocate to reduce class sizes so that all children get adequate attention for learning.

Laurie GESCHKE

Education options, methods, output and benchmarks need to be individualized for all students. I would support the extension of optional school attendance for students with disabilities until the age of 21 within the public school system to allow them extra time to reach closer to their full cognitive and academic potential, and to give them and their families time to plan for their short, medium and long-term futures as adults.

Mike HUBER

Students with special needs often wait long periods of time to receive diagnoses and funding from the Ministry of Education. Dealing with these matters in a more timely fashion and getting these students the support they require is the first step toward inclusion. Direct involvement with teachers, SEAs, school staff and parents to determine what specific support systems individual students and schools require will help to ensure everyone's needs are being met.

Rebecca MONTGOMERY

Budget and ensure that there are adequate supports and training at the school level. To provide staff with the time, training and assistance needed to complete the extensive paperwork required for the submission necessary for students to be assessed and receive support in a timely manner. To review SEA and other support hours to see if adequate paid time is allotted for participation in IEP's and other necessary meetings.

Stan NIZOL

Currently the provincial government needs to reinstate funding for special needs students. Universal education is a right not a privilege and cannot be funded according to ability. We all understand the pressure government faces with regards to financing but education must be a national priority. Special

needs children require and deserve every opportunity to be the best they can be and it is a school trustees obligation to work toward that end.

Albert PASQUALOTTO

The Special Education funding is tightly controlled by the Provincial Government and is not adequate. It is important that the board continue to be an advocate for an increase in funding and support for special education students and this includes the full spectrum of needs including gifted students. It is important that the funds that the district receives are used wisely and creatively.

Alison PATCHETT

Working with the board to ensure appropriate monies are in the budget at all times. Lobby the provincial government for more funding in this regard. Talking to educators and special needs educators and parents to find out what resources they need in place to help the continued achievement, safety, and welfare of our special learners. In this district we have made many improvements in this regards to special education. However there is still a long way to go! I would love the opportunity to discuss and research this issue with parents and educators as a board member. I would keep this issue in the forefront at the board table and work tirelessly to improve the education process for all our students.

Suzanne PSOTA

Anything I can. Over the years I have learned that many children slip between the cracks with regards to actual funding for their learning needs. This isn't right and it shouldn't happen. If there is any way that I can work through the system, to help to change this, I will work towards doing so, to the best of my abilities.

Dave REMPEL

As one trustee on the Board of Education, through policy and procedures make sure the best teachers, resources (funding) and programs (support) are available to educate our special needs students.

Stepan VDOVINE

Inadequate support for students with special needs must be recognized as a consequence of the governments under funding policy for public schools. The Board must take a principled stand and adopt a proactive approach to

supporting all students reach their potential. The complacent approach adopted by the current Board does nothing to support students with the diverse learning challenges. Working provincially with other Boards to ensure appropriate funding and locally with parents and employee groups to find local solutions are keys to addressing the issue.

Candidates were asked to read the summary of DPACs “trustee election” parent survey at http://www.geocities.com/dpac_sd42/. and comment on specific issues beyond what was covered in the above questions.

Rani BELLWOOD

The survey results are general issues that I can relate to as a parent. I recognize that there are numerous successful programs and initiatives being provided within the schools that the public is unfamiliar with. I feel the public would benefit by enhancing the area of aggregate communication, information sharing, and consistency among schools.

Mandeep BHULLER

No response.

Susan CARR

No comment other than the survey was a great way to gather important feedback from our parents.

Ken CLARKSON

There will always be issues, what is important is the process used to solve them. Conflict is not only inevitable it is necessary. The determining factor, the success of an organization, is dependent on how the conflict is handled. Through discussion, disagreement and debate a shared vision is forged; common values and beliefs are identified. Purpose is not simply decided but it is discovered and agreed upon. There is strength in differing opinions and an enhanced understanding of the issues and the people involved to be found in the diversity.

Michael COOK

As a Social Studies teacher I endorse any activity that promotes democracy. School Trustee is an important position and everyone should be encouraged to understand the issues and vote. The critical issues outlined in this survey were: School achievement, Student Services/Tutoring, School Safety, Class Size, Parent involvement in decision-making, Teacher assessment, Catchment Areas, and the erosion of classroom instructional time. All of these issues need to be addressed by the future board. However, Class size limits and Class composition are fixed by government regulation and local boards have little room to negotiate on this issue.

Marc DIXON

Increase funding for successful educational programs.

Laurie GESCHKE

I thought it was instructive that the top qualities of a school trustee were identified to be willingness to learn, and good character, and that the last item on a list for the ideal school trustee was identified as the presence of political leanings or affiliations.

Mike HUBER

After attending a few meetings and also attending this year's first DPAC meeting, I was encouraged to see so many people who share my interest in working toward a better education system. However, I was equally disappointed in the small number of responses to your survey. I am empathetic toward those involved. I believe every resident should take the time to get involved, whether on a large platform like the upcoming election or by responding to such initiatives as like DPAC survey. We can only begin to make change if we have a clear and broader understanding of the issues that affect our community.

Rebecca MONTGOMERY

Fairly extensive survey. The only point I would add is that in order to have effective communication around all these questions/issues the board first needs to establish a healthy working relationship with the partner groups.

Stan NIZOL

No response.

Albert PASQUALOTTO

No response.

Alison PATCHETT

No response.

Suzanne PSOTA

All of the issues, questions listed in the survey, that people took the time to respond to, are worthy of being looked at and when ever possible, considered to take into action if supported by the majority.

Dave REMPEL

No response.

Stepan VDOVINE

No response.

Question to candidates:

What will you do to improve relationships between the Board of Education and partner groups?

Rani BELLWOOD

I would improve relationships between the Board of Education and partner groups through friendly ongoing communication; attend tables with partner groups sharing information and progress.

Mandeep BHULLER

I would solicit feedback from the partner groups about how they define a good relationship between the Board of Education and themselves. Then I would work with them to formulate the steps to achieve this relationship. I would finally review this plan periodically to assure that my commitments to this relationship have been accomplished.

Susan CARR

I have found that the most successful board and partner groups are the ones that practice open and respectful communication, debate and approachability. There should be "no sides" as we are all on the same side which is to do the best we can for our students. I am strongly committed to working effectively and honestly with all groups to achieve strong, respectful and long lasting relationships.

Ken CLARKSON

Listen to learn. Someone said, 'God gave us two ears and one mouth so we would spend at least twice as much time listening as talking'. I believe it is vital that people in elected positions act as role models, if we can't work together for the common good how can we expect our children to.

Michael COOK

Partner groups in District 42 include students, parents, teachers, administrators, district staff, CUPE, and municipal facility managers. Each of these groups needs to be informed and consulted prior to any major policy development in District 42. I think we need to improve communication between these groups. Board members need to make themselves more accessible to these groups. Each Board member should be given a number of elementary schools and one secondary school that they should visit on a regular basis. They could attend an occasional Pac meeting, be present at Award nights, attend plays or sporting events etc..

Marc DIXON

With intensive communication and accountability between all stakeholders the relationships between the Board of Education and partner groups will improve.

Laurie GESCHKE

I will work to address any and all valid concerns of partner groups within the confines of the laws governing the School Board and School Trustees.

Mike HUBER

In my past experience as Director of Sales and Expansion for a national corporation, I was responsible for working with diverse groups, from entry-level employees to CEOs of some of Canada's largest businesses. My training

in relationship building and conflict management is transferable to a role as a school trustee. Having this diverse background will allow me to foster the needed relationships to work toward solutions. I personally will get involved and ensure we have meaningful dialogue to improve these relationships.

Rebecca MONTGOMERY

Get back to the grass roots. Meet, talk and listen. Gain an understanding of how the relationships fractured to avoid having it happen again. Be open and respectful of all opinions. Bring the focus back to all parties sharing the same mandate --- doing what is best for the students, and supporting them to achieve their maximum potential.

Stan NIZOL

Coming into a recession we will face very difficult financial challenges. In order for all parties to achieve their goals we need to work together and put past differences aside. From a business perspective this means finding common ground and mutual benefit. Both sides of any partnership will not only require mutual respect but the knowledge that only by working together can we all achieve our ends. There has been many times when groups have tried to work toward their goals without understanding the needs of those involved in the process. By finding common ground we can rebuild strong partnerships and build new ones.

Albert PASQUALOTTO

Be prepared to listen to people and deal with them in a fair and respectful manner. Controversial issues must be dealt with due process. Efforts must be made to ensure that the issues are understood by all parties and decisions clearly communicated to all concerned.

Alison PATCHETT

First and foremost I will listen! I feel being respectful even if I personally disagree is a must at all times. I truly believe "People don't care how much you know till they know how much you care!". I plan to bring that belief and attitude with me to the board table each and every time. I will research and problem solve strategies that stakeholders identify as an issue. I would like to help facilitate more open public debate on the hot topic issues.

Suzanne PSOTA

As I said before without all of the partners working together the picture isn't complete, without a complete picture chances are something gets missed. I would think by regular meetings, discussions, and talking to the partner groups to see how they feel the relationship can be improved would be the best place to start.

Dave REMPEL

Continue to involve partner groups where necessary and possible in decision making. Continue conducting liaison meetings and dinners with these groups to show support and improve working relationships. Continue the strong Board of Education support for all the partner groups.

Stepan VDOVINE

Strong leadership is about empowering people and sharing responsibility, not making decision unilaterally. Throughout my first term on the Board, building strong relationships with partner groups has been my first and foremost priority. If re-elected, I will continue to work hard to ensure that the Board engages parents, teachers, staff and the community in a meaningful consultation and commits to restoring respectful relationships with the educational partners.

Question to candidates:

What do the words accountability and transparency mean to you? If elected, how will you put your beliefs into action?

Rani BELLWOOD

The words accountability and transparency mean responsibility and clarity of information and action to me. If elected I will be proficient in fostering communication with members and partner groups. And I will engage with an approachable attitude.

Mandeep BHULLER

Accountability is taking responsibility for ones commitments and aligned decisions concerning those commitments or goals. Transparency is the process by which partner groups and the general public are able to understand the connections between goals and the decisions made to achieve

those goal. I have always been accountable for my work and although one may disagree with my positions at times, I make it my duty to demonstrate the rationale behind my decision making process.

Susan CARR

Accountability to me means taking responsibility for your actions and words. Being clear and open to making sure there is no doubt around what you are saying, why you are saying it and what you are doing. Transparency and communication are key to any group that makes decisions for others. I believe accountability and transparency are also a large piece of building strong and honest relationships.

Ken CLARKSON

Transparency means honesty, accountability means trust and both describe relationships. Past practice has seen too much of the discussion and too many of the decisions being made behind closed doors. We need a board where individual members can openly express their opinions and in the process invite the opinions of others into the conversation.

Michael COOK

Accountability and transparency to me means that I should communicate to all interested parties that my major focus as a School Trustee is to do what is best for all students. Sometimes, special interest groups become too focused on one issue. To use an analogy, they worry about one tree when the whole forest is burning down. I promise to listen to all the educational partners before I vote on any issue. The Board needs to set out clear policies that are easily understood by all parties.

Marc DIXON

It is my belief that accountability is the obligation to answer for one's action. Further, that Transparency is the quality of being clear, honest and open. If elected, I will put my beliefs into action by advocating that decisions and actions by the board are taken openly and that sufficient information is available so that the general public can assess whether the relevant procedures are followed, and is conformable with the wishes of our community.

Laurie GESCHKE

Accountability means that you are willing to accept responsibility for your actions, and Transparency means that the process/knowledge needed to make a decision are unable to be manipulated by unseen forces or influence -- they are clear to everyone watching or involved.

Mike HUBER

In my opinion accountability means 2 things standing up for the decision made, even if controversial and following through with decisions made and seeing those decisions come to fruition. Transparency means a culture of openness amongst all parties involved. If elected I will use my past diverse leadership experience to create a culture of open, safe dialogue in an effort to cultivate new and creative opportunities for our school system and community.

Rebecca MONTGOMERY

Accountability - to make informed decisions and to clearly communicate to all parties why these decisions were made and to accept full responsibility for my piece of the process. To be open and honest. Transparency - no secrets. I will listen, consult, communicate and be respectful. I will take responsibility for educating myself around the issues which are presented and seek the opinions of interested parties before making decisions.

Stan NIZOL

Accountability means being responsible for ones actions and the willingness to act on behalf of the common good. Trustees must make themselves available to parents and school staff so everyone is heard and involved. Transparency requires school trustees to make their decisions known to all interested parties. Our children's future is affected by our decisions and our actions and reasoning needs to be understood and accessible. Behind closed door meetings only serve to alienate those who should be welcomed into the process. I would like to see scheduled times when all interested parties can meet with School Trustees to discuss concerns and possible solutions. Currently this is a process most parents feel apart from.

Albert PASQUALOTTO

Transparency to me means that you are not saying one thing and doing something else. Transparency also means that there is a full disclosure of information and a fair process can be shown to have occurred. Accountability means that when there is time to make a decision it must be done for the right reasons. Decisions must be explained and the process carried out in a visible manner. School District decisions must place the focus on the best interests of students. Not all decisions are easy and there are times when the board has to make tough decisions. At that time the board needs to be prepared to make those decisions. The board needs to be open and transparent when making these decisions.

Alison PATCHETT

Accountability and Transparency, In my opinion these two words are fundamental. Accountability, to mean what you say and say what you mean, to be held responsible for your actions and words as well as accept the consequences, negative or positive. Transparency, my words are see through, I have nothing to hide and the public can see exactly what I mean, no hidden agendas. I live by these definitions every day. If elected I will listen and communicate with the public that put me in that seat to begin with. I will vote with my head and heart.

Suzanne PSOTA

Things that should be discussed in public need to be for accountability and transparency to those who elected you. When I am sitting at the table I will speak up and work to ensure that the rules are followed. When you are a public servant you are serving the public, therefore you have to ensure that the public is aware of what is going on around that table in regards to all aspects of the delivery and support of education in our district.

Dave REMPEL

Accountability- linking goals, resources, funding, people, programs, to outcomes (performance). Transparent - honest, open, available - what you see is who I am and what you get. By participating in the governance at the Board of Education table I will debate, discuss, promote, support and vote according to my beliefs, values and principles.

Stepan VDOVINE

Only open and transparent governance can deliver the most effective results. Throughout my first term on the Board, I have consistently pressured for greater transparency. I have sponsored a motion, despite the wishes of the majority of the Board, to ensure that all business other than land, legal or personnel matters is discussed in public. If re-elected, I will urge the new Board to consider revisiting that motion. I will also ask trustees to consider making significant changes to current governance practices, ensuring greater transparency and accountability.

Question to candidates:

Do you support the current revenue generation (money making) activities of the school district? Would you work to maintain, expand or reduce these activities? Please explain.

Rani BELLWOOD

I support the current revenue generation activities, and would support maintaining these activities including the Ridge Meadows Education Foundation and international education, although the Coke contract may be more beneficial when renegotiated. I would also support the expansion of grants through professionally sourced opportunities.

Mandeep BHULLER

School District 42 management, trustees, and partner groups have worked very hard over a number of years to establish a revenue generation program which is responsible in that it balances social justice, students and employees rights with the need for additional financial support for the educational priorities of the school district.

Susan CARR

I am in favour of continuing to apply for any grants available to support specific projects. I think our Coke contract has seen its day and would be open to exploring a healthier choice agreement. I do not believe revenue generation should take the place of ministry funding for public schools.

Additional revenue to support extracurricular programs and activities is something school districts have been doing for many years. I would also be supportive of the revenue generation we receive from International Education.

Ken CLARKSON

I believe the school system should be publicly funded. We need to elect trustees who are prepared to discuss how public education should be funded. I like how we use to do it when school taxes were levied and collected locally. Local school trustees determined how much to collect and how to spend it and electors decided whether they agreed or not at election time. There maybe a better way but I don't like the way we do it now primarily, because it takes away local control and reduces our citizen's access to democracy.

Michael COOK

The Provincial government continues to initiate new programs that are not fully funded. This leaves local boards having to redistribute and reprioritize funding for existing initiatives. For example, summer school programs which used to be funded by course fees are now totally free to students. District 42 cancelled remedial summer school programs last year because they could not afford to fund these classes. The concept of full day kindergarten (which I support) is now being floated but there is no clear cut funding formula. We therefore need to examine all opportunities to generate revenue.

Marc DIXON

Yes I support the current revenue generation activities of the school district. I will work to expand these activities.

Laurie GESCHKE

I agree in principle with district-wide revenue generation activities.

Mike HUBER

To be completely honest, I am not fully educated on all the revenue generation activities which each school participates in. However, I support anything that works within the parameters and provides funding to our schools, if it is in the best interest of students and in line with our common goal- better education. I will bring with me knowledge of business and growth. As a local business owner and with my past experiences, my team and I built five offices from the ground up, employing over 300 employees,

with revenues of over \$20 million in a 3 year period. This was done by breaking the molds of old and thinking outside the box. I will offer my personal time to work with those interested to create fundraising initiatives.

Rebecca MONTGOMERY

I need to think more about this question. Money-making is always good, but where exactly is it being spent? For example, I have some real questions around the establishment and running of the Ridge Meadows Education Foundation. I need to take a closer look at this.

Stan NIZOL

I fully support current programs but am saddened by their need due to lack of funding. I believe we should be looking at new avenues for fundraising such as before and after school care. It is an unfortunate reality that we must find ways to supplement our funding shortfall and commend all those involved in current initiatives. As well I would like to see expansion of the JLS international education program.

Albert PASQUALOTTO

The government has been a strong advocate of districts being involved in revenue generation. I believe the government has not done a good job in monitoring these activities and it is important that the school district do so. There is no doubt in Maple Ridge that the extra funds have helped but if these activities begin to distract or hinder K-12 public education then the involvement would need to be reviewed. Revenue generation should be clearly connected to the District's mandate.

Alison PATCHETT

I need to do more research into this. I have not been comfortable with a private college receiving public education money and vice versa. I would like to be involved with increasing public partnerships that benefit student achievement and recognition. However I am completely against any private partnerships. I am also apposed to the selling of any public land for profit.

Suzanne PSOTA

I guardedly support them as unfortunately our funding falls short of our district needs. As long as these activities are respectful, are not invasive to the public or our schools and are a choice to become involved in them or not, I would support them and any new ones as well.

Dave REMPEL

The present (2008) RG programs will generate: a) Coke Contract -for schools and PACS \$ 35,000.00. This is money PACS and schools do not need to raise. b) Int. Education - \$ 1,500,000.00; c) Ridge Meadows Educational Foundation - \$ 14, 000.00 -for Nutrition and Physical Education programs; d) Ridge Meadows College \$ 100,000.00. If these funds are not available, most likely some significant cuts will have to be made. We have already made too many cuts in the past, so I don't think Boards have other productive options.

Stepan VDOVINE

The current revenue generation activities in this school district and around the province are a direct result of the chronic under funding of the public education system. These activities drive inequities between schools. They also lack proper accountability mechanisms. If elected, I will continue to advocate with Ministry of Education and other relevant ministries to fully fund expanded mandates and initiatives. I will also urge the Board to ensure that schools and students are protected from corporate advertising and marketing by introducing an appropriate policy proposal.

Question to candidates:

If elected, you may be on the School Board with someone you dislike or disagree with. How will you handle this situation if it occurs?

Rani BELLWOOD

I have found myself in situations as have others, when you walk into a room in which there is an individual whom you don't particularly agree with, whether it is based on attitude or thoughts. I am proud to say that I am an individual who is able to agree to disagree with all individuals. This attitude enables me to walk into any room, regardless of preconceived relationships, and conduct myself in a diplomatic respectful manner.

Mandeep BHULLER

To dislike and disagree are very different concepts. Each person has a criteria by which he/she makes decisions. I don't think it is appropriate to interpret disagreements over issues as dislike for the decision maker. My like or dislike of a person in the boardroom of any organization I have belonged to has been based on professional conduct. Disagreements are a

healthy part of a democratic process, but I have little desire to value a colleague who portrays a disagreement as something more than a differing perspective on an issue. I respect every person's right to their perspective.

Susan CARR

Respectful dialogue and debate maintaining focus on the issue - not the individual.

Ken CLARKSON

I'm not going to be a trustee with the answers but I am going to be a trustee who understands the process it takes to find the best answers by; respecting the opinion of others; demonstrating an interest in the person beyond their role as trustee; including as many people as possible in the discussion; allowing the minority a voice; acknowledging the person's opinion and learning from it.

Michael COOK

Most new leadership models feature team-building activities. Obviously members of the school board will have to work together to tackle the problems and grasp the opportunities that will present themselves in the next three years. I have always worked in the school environment where most decisions are made by common consensus and I would bring these skills I have developed as an educational leader and Department Head to District 42. I trust that all the members of the new board will want to work for what is best for all students.

Marc DIXON

I am trained to be a lawyer. Professional responsibility is a mandatory course we must take. Conflict management is a primary part of this course. This training, in addition to my innate belief that there is a solution to any problem, will always allow me to resolve all conflict in a professional and respectful manner.

Laurie GESCHKE

All elected representatives are leaders in their own right and usually have their own opinions. I have served on paid and volunteer boards for over 20 years and have been able to work successfully with many people whose opinions were not the same as mine. Thank you to DPAC volunteer who are making this information available to voters.

Mike HUBER

"This is real life; deal with it!" I am not running to make friends with other trustees or other groups. If such friendships occur as a result of working together toward a common goal, it would be in the best interests of everyone. I will do my part to ensure a positive working relationship is achieved. However, I am running to be the community's advocate. I hope to be an elected voice and put my personal opinions aside, and speak for the community to find solutions for our current issues. I believe if someone is running for trustee with a personal agenda, they are running for the wrong position. It is about our kids and our community first.

Rebecca MONTGOMERY

I will handle it respectfully by attempting to shift the energy to a place of cooperative consultation rather than adversarial head-banging. I would attempt to draw focus to us all being there for the benefit of the kids, not to fill personal agendas. It is okay to agree to disagree and this can be accomplished without dissension.

Stan NIZOL

As with any occupation proper decorum is required. I personally don't foresee working with anyone I dislike but fully expect differences of opinion. This is simply the result of many highly driven people with a passion for their work. Mutual respect is the foundation of any group process and I will work diligently to ensure my role is team oriented.

Albert PASQUALOTTO

Being a School Board Trustee your goal is to look after the best interest of the students and the district. It would be nice to not have to deal with individuals or groups who you disagree with or dislike. This does not always happen. I need to deal fairly and honestly with all concerned and expect the same in return. As has been said: "God give me the serenity to accept decisions I cannot change; the courage to change what I can and the wisdom to know the difference."

Alison PATCHETT

Well this is part of life and I believe myself to have a lot of integrity and empathy. Quite honestly I would do my best to keep focused on the issue at hand and do what I was voted in to do. Despite the dislike or disagreements I will always be respectful of others. The only person I can control is me and my responses to others.

Suzanne PSOTA

When I was on the BCCPAC board there were times when we disagreed. But in the best interest of the board we got to a place where we could agree to disagree and then looked at the situation again putting the issue ahead of any dislikes or disagreements. We worked until we could resolve the question/issue successfully. I would bring these skills I learned around that table to our School board table and work to keep things like that from hindering the effectiveness of our Board.

Dave REMPEL

Be supportive, respectful, and understanding of others in the decision making process. Address, speak to and criticize the issues and policies, but not the person. Disagree we will and sometimes must in order to make the best decision. However, once a decision is reached everyone supports the decision, regardless as to how you voted.

Stepan VDOVINE

Working in a respectful and collaborative manner, focusing on the strengths of all individuals and empowering their contribution equality is the way I will continue to approach working with colleagues.