



Langley District Parent Advisory Council

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October 22, 2008

Dear Voters,

We hope the responses that the trustee candidates for the Langley Board of Education have provided to our questions will assist you in making a more informed decision. The questions were selected by committee and were intended to reflect a wide spectrum of issues and concerns that parents have regarding public education in the Langley School District. Open-response questions were favoured, in order to allow candidates to fully explain their positions – no limits were placed on the length of their answers.

Langley DPAC has not edited the candidates' responses for content, grammar or spelling. Alterations were made with respect to formatting in order to create a more uniform presentation. Every effort has been made to ensure the elimination of any publishing errors.

The invitation to participate in our online questionnaire went out to all trustee candidates. Contact information for all candidates is included. We encourage you to visit their websites and talk to them via email or phone to find out where they stand on issues that concern you, before voting day on November 15, 2008.

We also invite you to attend the Trustee Candidates Meeting that we will be hosting on

Wednesday, October 29, 2008
7:00 – 10:00 PM
Christian Life Assembly
21277-56th Ave

A sincere thank you goes out to all those parents who provided valuable input and hours of work in putting the questions together. We would also like to thank those candidates who took the time to participate in the questionnaire.

Sincerely,

Tracy Wright
President

TOWNSHIP of Langley

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Questionnaire
Langley Board of Education Trustee Candidate

October 22, 2008

CANDIDATE PROFILE

1. Why are you running for a trustee seat on the Langley Board of Education?	
Joan BECH	<p>I want to thank DPAC for developing this comprehensive questionnaire. Your work on this will certainly help inform the community about who the candidates are and what they stand for.</p> <p>There are two main reasons I'm seeking re-election. First, I want our children to get a good education, with a higher priority on the success of each student. As the independent District Review Report recommended in April of this year, the Board should, "Refocus efforts across the district from an emphasis on provision of programs, to a coordinated approach of individualized instructional delivery designed to meet the needs of each student."</p> <p>Second, we must establish better relations -- based on respect and trust -- between the Board, partner groups and the community. The independent District Review reported to the Ministry of Education that some Langley partner groups "expressed feelings of non-involvement in district direction." I support the review team's recommendation that the Board "build clearly understood structures and processes for dialogue and discussion with all partner groups to make decisions and plan for the future."</p>
Steve BURTON	<p>As an incumbent Trustee who has served for nine years as a Trustee I wish to continue with my goal of improving student achievement for all of our students. Our strategic plan shows our recent accomplishments and our future goals.</p>
Hattie HOGETERP	<p>I passionately believe in public education, not only as a pathway to personal success, but also as the cornerstone of a democratic and progressive society. I have an enduring interest in education, and believe I have the knowledge, experience and commitment to make a positive contribution to education in Langley.</p>
Wendy JOHNSON	<p>I believe that a strong public education system prepares students for their futures as citizens in a democratic society. I believe that every student should have equal access to a quality education. I have spent 35 years in the public education system as a teacher, vice principal and principal. I am looking forward to making a contribution in another role - that of school trustee. I also believe that our school district is in need of positive, respectful, and democratic leadership. I would like to be part of a new Board of Education that is ready and able to provide that kind of leadership.</p>
Alison McVEIGH	<p>I am running for re-election on the Langley Board of Education because I believe in Langley's public education system and I truly care about the children and families that it serves. I have been involved in education for 18 years and I have been committed to finding ways to continuously improve student achievement and provide more opportunities for our students.. The current board has implemented some very important and exciting new initiatives and I very much want to complete the work that we began.</p>

Kari MEDOS	I'm running for trustee because I will globally look at the needs of our school district and students with the passion, stewardship and fairness that is needed in Langley.
Michael PARKER	I feel that I can bring a new and different voice to the table. I believe in the concept of responsible government.
Karen PETERSEN	As a former teacher, aunt, friend and Guide Leader to numerous students in the school district, I know that many parents don't feel the current Board is listening to their concerns. I believe I have the experience, skills, and knowledge to be a valuable asset on the Board. Most importantly, I have the desire to connect with the community and parents to ensure that their needs are being addressed and communicated to the Langley School Board.
David PETIPAS	I am running for a trustee seat because as an independant person I want to be a voice for the people of Langley. I will listen and work with the community to make the best decisions for our schools that I can.
Diane PONA	<p>I have always valued education and recognized the Board of Education as a very important level of government. I also viewed the position of Trustee as an opportunity to advocate for the needs of our students and public education in general. As a four term former trustee, it was an honour and privilege to serve our community and I would look forward to once again work for all our partners in education.</p> <p>My decision to seek a seat on the board came during the South Central reconfiguration process when it became clear to me that the current administration supported by a narrow board majority demonstrated a lack of respect to students, parents and community members affected by that decision. There was very little appearance of any serious attempt to engage in a meaningful dialogue and consultation with the partner groups.</p> <p>My concern is as much about the way people were treated as the decision itself. That was simply unacceptable and not the way to build a respectful relationship and consensus with those we must work with following major decisions. I believe its time to put an end to adversarial leadership and non-inclusive decisions. It's time to put children first and rebuild trust within the community.</p>
Rod ROSS	<p>I am running to make a difference. I genuinely care about people. In all my years on the Board it comes down to "caring about people". We are in the people business...everything we do is done through people...my passion is to support those that do the real work of the School Board.</p> <p>I want to see our education system be 'world class'. We have these young people for only a short time and our society needs world class thinkers, leaders and doers.</p>
Graeme SHEPHERD	Education is the foundation of our community and that foundation has been rocked to the core over the past few years. There is a huge divide in our district at this time. There is division in the board, between the Board and the community, and between the Senior Administration and the staff. We need to bridge the divide now in order to move past the issues of the past and look forward to providing the best education we can to our current students as well as carefully planning for the future.

Paula CLARK	because as mother of 6 i have a vested interest in a child's education and the school system and how it is run and who makes the decisions
Stacey CODY	<p>Firtst, I would like to offer a sincere thank you to DPAC for this questionnaire. A great tool for the public to have some insight into the candidates running.</p> <p>There are several reasons that I am running for re-election. First and foremost is that I truly believe in Public Education and in each child receiving equal opportunity in succeeding in the Langley School District.</p>
Aaron FEDORA	<p>I am running to serve Langley as a school trustee because I to look beyond myself and to serve my community. While I do not yet have children of my own, I believe that this gives me the opportunity to use my extra time and energy to improve the District for all our children in the future.</p> <p>John Stuart Mill wrote, “A man who has nothing which he is willing to fight for, [...]no chance of being free, unless made and kept so by the exertions of better men than himself.”</p> <p>I believe it is important that we make sacrifices to serve our community. I offer the District a fresh perspective of someone who has experienced education in multiple settings and is willing to examine things in an independent and unbiased way.</p>
Alex HAGEN	<p>As a parent with children in the Langley School District, I feel it is time to work together as a community of responsible adults, to put the needs of all children first. For example, staffing has decreased significantly over the past five years. Given that education is one of the two most important developmental tools in a child's life, we need to ensure that we have all available resources for the benefit of our children; that means our educators, administrators, support staff and neuro-developmental specialists will continue to be brought into our school district to highlight Langley's cutting edge philosophy of "working together for student success".</p>
Robert McFARLANE	<p>I am running because I want to help our children succeed.</p> <p>Recent actions have resulted in the over-crowding of secondary schools and many elementary schools operating half empty, neither is a good learning environment. This is not a result of trends beyond our control, but is a problem created by the majority of the current Board of Education.</p> <p>The Board of Education needs to start Putting the Students First. We need to build a long-term plan, based upon:</p> <ol style="list-style-type: none"> 1) An accurate assessment of where the Langley School District is today and what the trends truly are. No manipulations or exaggerations, just an honest and accurate assessment of where we are and where the trends are leading us. 2) Working with and listening to our community (parents, students, teachers, staff, both municipalities, etc.) to identify the best possible options for our students’ future. There is a difference between allowing others to speak and actually listening. <p>We need to start listening, and we need to move away from confrontation and start building consensus. This is not to suggest that everyone will agree all of the time, but a great deal of consensus can be built by honest two-way communication. Only by working together, both on the Board of Education and with the community, can the Langley School District truly help our students achieve their full potential.</p>

Diana MacNEIL	I haven't liked all that I've seen over the past couple of terms and it's time to step up to the plate and try to affect some positive changes.
Kirsten SCHAFFER-CHARLESWORTH	I am running for a Trustee seat on the Langley Board of Education because I have two young children entering the school system that would be affected by the possible introduction of full-day Kindergarten for 4 and 5 year olds by 2010 and for 3 year olds by 2012. I would like parents to have a voice in the process. I would also like to ensure that the proposed changes do not negatively affect older students.
2. What are your particular areas of interest in education and why?	
Joan BECH	<p>I believe that public education is the foundation of a successful, inclusive, democratic society. For that reason, we must ensure every child can receive a good education.</p> <p>We need particular emphasis on the students who sometimes get left behind, including students with special needs, Aboriginal students, those who are interested in the skilled trades, as well as gifted students who need additional challenges. We need to encourage students, celebrate their successes, and help them reach their full potential.</p>
Steve BURTON	My general focus is to continue to ensure the overall quality of education in Langley continues to improve for students of all abilities regardless of geographic location or economic or social position. My particular passion is for special needs children.
Hattie HOGETERP	Education programs that work for kids. I want to focus on student achievement - success for all students, whether it be in academics, arts, or trades, a school leaving certificate or a job. Students are individuals with different learning styles, interests, abilities, and needs. We need to find ways to teach all of them and provide educational programs that are meaningful to them. I also have a long-standing interest in bringing school and community closer together for the benefit of both.
Wendy JOHNSON	<p>I am interested in all aspects of public education. Of personal interest are the early literacy programs that support students as they enter school. I am also interested in Special Education and ensuring that our special needs students get the support they need to be successful in school.</p> <p>I am also interested in supporting students who live in inner city neighbourhoods through creative programs and partnerships. My other interests include: student leadership, community schools, career education and AVID.</p>
Alison McVEIGH	I am most interested in the aspects of our system which support at-risk students. I have consistently advocated for more school counselors, and have vigorously supported alternate programs such as Apex, LEC, & PASS, the 4 trades programs, the on-site alternate programs at LSS & ACSS, the Restorative Justice training programs in secondary and elementary schools, and the implementation of our very successful Alternatives to Suspension program. I believe that every child can be successful in school and that we have an obligation to find the key to each child's success.

Kari MEDOS	The needs of our schools and our students are so diversified that I can't pinpoint or limit my interest to any particular area, however individual student success to ensure students stay in school through to completion of grade 12 must be considered a top priority.
Michael PARKER	To ensure all children get the best education they can. To make learning interesting and enjoyable for the child.
Karen PETERSEN	Children are our future and the more we as a community support children the stronger our society will be in the future. Education plays a huge part in supporting the successful progression from childhood to adulthood and is therefore fundamentally important to me. Specifically, as a former teacher trained in the middle years program, the decision to add middle schools to Langley, the method with which this decision was implemented, and impact this decision will have on the vulnerable adolescents in our community is of particular interest to me.
David PETIPAS	The use of technology in and around the classroom and the potential dangers involved.
Diane PONA	Student achievement and success is my only interest. I believe the best way to support those goals is to work closely and inclusively with our district's most valuable resources students, parents and all other partner groups. Student success cannot be achieved without the cooperative and collaborative input from students, parents, teachers, support workers, and all other resource workers in the system.
Rod ROSS	Revenue...this area supports all the other areas. Prudent management of our resources will allow us to be world class. Relationships...we have to constantly attend to building relationships. Responsibility...where are we going? This area has to do with the future of our system. Leadership. These three areas are my focus areas that I spend most of my time.
Graeme SHEPHERD	I am interested in all areas of education. Just like the students of our district have various interests such as Academics, the Arts, Trade programs and sports. We need to look at all areas to ensure we are providing the best educational opportunities possible to meet the needs of our students.
Paula CLARK	special needs program because lack of programs closure because of in enrollment and how it is affecting the children parents and the community number per students to teacher ratio
Stacey CODY	I am particularly interested in the Trades and Arts programs and in Alternative schooling. In today's world it is very evident that not all students will continue their education on a purely academic level. There needs to be many opportunities of varying degrees to support our students. Every child deserves to have choice that supports their needs and opportunities that in turn support their growth educationally and socially. No child should be left behind or left to feel that they cannot become a successful citizen contributing to society.

<p>Aaron FEDORA</p>	<p>My primary interest area in education is to see students recognized as unique individuals who have their educational instruction adapted to their strengths. I believe that children must be educated as a whole person because I have seen first hand the benefits a child experiences when their education is adapted to work with their strengths and weaknesses.</p>
<p>Alex HAGEN</p>	<p>Literacy is of particular interest, in that if students cannot read at grade level when approaching secondary school, those students will have difficulty their entire high school career and functioning throughout the rest of their adult lives. This is illustrated in many publications, but most recently in the "Langley Special Education Inquiry Report" where it states that more than 20% of students within the Langley school district do not achieve the Dogwood certificate. That means at least one in five of our student population WILL NOT graduate high school six years after entering grade eight.</p>
<p>Robert McFARLANE</p>	<p>I am interested in all areas of education, as all are important to our children. Many students follow a traditional academic path. Others choose trades or the arts. Some students need extra assistance, others need extra challenge. Some need extra-curricular activities to help engage them in the school system, and motivate them to fully participate in their education. Some students are preparing for post-secondary education. Others are preparing for the workforce.</p> <p>Our School District must provide a quality education to all of our students, adapted as necessary for their particular needs, and conducted in a way which motivates each student to be committed to his or her education.</p>
<p>Diana MacNEIL</p>	<p>Special education, secondary apprenticeships, alternates to suspension, and parent support. These are areas that we can improve upon to encourage more of our students to stay engaged in school and hopefully continue on into a form of post-secondary that works for them. Parents of students who “don’t quite fit” often feel alone – we need to work on better support networks for parents.</p>
<p>Kirsten SCHAFFER-CHARLESWORTH</p>	<p>I am particularly interested in Early Learning and Literacy programs. I am interested in the Early Learning programs because of the ages of my children. I think that Literacy programs are essential for children because it sets them up for life long learning.</p>
<p>3. What qualifications, educational background, and/or experience do you have that has prepared you to take on the role of School Trustee?</p>	
<p>Joan BECH</p>	<p>I have served for six years as a school trustee, and two years as President of the Fraser Valley Branch of the B.C. School Trustees Association.</p> <p>I have been active for many years in the co-operative movement, serving two terms as President of Otter Co-op. Although my own children are now too old to belong,</p> <p>I have been active in 4-H for over 20 years, serving in positions ranging from Club Leader to President of the B.C. 4-H Provincial Council. I am currently a Langley Key Leader.</p> <p>These experiences have confirmed my belief that we can accomplish great things by working together. There is no area where it is more important to work together than the education of our children.</p>

Steve BURTON	<p>My education is Bachelor of Science and Bachelor of Law degrees from UBC Nine years as Langley Trustee, Six Years as Chair, Three years as Vice-Chair Three years as Langley Township Councillor Five years on Langley Township Parks and Recreation Committee A managing partner of large Langley law firm. Founding member of Langley Boys and Girls Club Past Director of Greater Vancouver Boys and Girls Club Past Director Langley Ishtar House Father of 2 children attending Langley public schools.</p>
Hattie HOGETERP	<p>Education: Graduate of LSS; BA in psychology - UBC; MA Early Childhood Education - University of Michigan; Business Administration and Accounting Certificate - UCFV. Experience: Langley school trustee - 2 terms; 20 years as a parent volunteer, involved in PAC, DPAC and SPCs. Parent representative on Provincial District Review and Accreditation teams. Community advocate: Active in a variety of community organizations and knowledgeable about the community.</p>
Wendy JOHNSON	<p>I have 35 years of experience as an educator in the public school system. I have experience as principal of both elementary and secondary schools. As principal, I worked very hard to include parents, students, staff, and community members in making decisions. I am currently completing my doctorate at U.B.C. in Educational Leadership and Policy. I have also served in leadership roles in the Langley Teachers' Association, the Langley Principals' and Vice Principals' Association, and the Association of Community Education of British Columbia. And I am a parent.</p>
Alison McVEIGH	<p>First and foremost I am a parent in this District and have been for 18 years. I have had 3 children go through the system and I believe that they have received an excellent education. Secondly, having served on the Board of Education for the past 9 years and as Vice Chair for the past 6 year, I feel can offer my experience and a broad understanding of our system to the role of Trustee.</p>
Kari MEDOS	<p>Through my involvement as a volunteer, I have been closely involved with Langley School District since my daughter entered Kindergarten 13 years ago. I have sat on school and district based committees; I've served on the PAC and DPAC; I've participated in school community events; I've attended almost all board meetings and have been a staunch supporter of our district and our students. I have a passion for education of all students in Langley. I have spoken out when I've been in disagreement with decisions and I've spoken out just as loudly when I've supported decisions. I'm always open to listening to all opinions and obtaining all facts before making a decision. I feel through these roles, through my altruistic view point, my fairness in decision making and my ability to listen to all parties, qualifies me for the role of School trustee.</p>
Michael PARKER	<p>High school teacher BA in History from UCFv Masters degree in Education from SFU</p>

Karen PETERSEN	I have a B.A. in Psychology and a B.Ed. with a focus on the middle years. I also have six years experience as a teacher in two different school districts, working in large and small schools. In addition, I have held various volunteer positions in the community including more than 15 years as a leader with Girl Guides of Canada. I have also held various employment positions which have provided experience managing, coordinating, and implementing large projects, including working as a Research Coordinator for several large research projects.
David PETIPAS	I am a graduate of Langley Prairie Fundamental and Brookwood Secondary. The skills that I have gained through being self-employed such as; interpersonal skills, finances, flexibility and listening to the customers needs have served me well in my business.
Diane PONA	<p>I was a very active parent from the time my daughters began preschool. I worked with the preschool parent participation group and served on the preschool and later on the Bradshaw P.A.C. executives including Bradshaw D.P.A.C. representative.</p> <p>I decided to take my activity to the next level and was elected to the Langley School Board and served four terms over twelve years from 1990-1996 and 1999-2005. During my time as a trustee I served on numerous board committees and as the district representative to the British Columbia School Trustees Association (B.C.S.T.A.) and the British Columbia Public School Employers Association (B.C.P.S.E.A.).</p> <p>I believe my strengths are my dedication to student success and desire to work respectfully and collaboratively with all our community partners.</p>
Rod ROSS	No Response
Graeme SHEPHERD	<p>I have been active in the education system since 1996 when my daughter entered Kindergarten at Blacklock Elementary and I was elected PAC President. I have held executive positions every year since then. I also served as DPAC 1st Vice President for one term. I was a member of the Blacklock SPC and also a member of the HD Stafford Secondary steering committee.</p> <p>Having worked in many different companies over the years I have a variety of skills that I think will help me in the position. I worked for British Steel in Scotland which was a Union environment so I understand the nature of contract negotiations and the complexity of dealing with union issues. I have also worked for large international companies in Management positions whereby I was responsible for budget projections and employee relations. I have taken several courses on negotiating skills and conflict resolution.</p>
Paula CLARK	<p>PAC president for two years at Douglas park chairman of the board for the PAC president for the music dept at lee for one year i also have had my ece for 9 years and as a parent of six i have and gone through and an still going through what all parents are going through with the changes</p>

<p>Stacey CODY</p>	<p>I have served for the last three years on the Langley Board of Education as a Trustee.</p> <p>Since the beginning of my daughter's entrance in the Langley school system I have been actively involved on many levels. An involved parent in every way available...Read-to-me volunteer, Playground watch, Field Trip chaperone, Calling Mom, etc. I also sat as an Executive member of PAC and the SPC as well in the early days of Accreditaion before SPCs sat as a member of that Team at Nicomekl.</p> <p>I was a founding member of the Langley Literacy Association and sat as Secretary on the Board of Directors. As advocate, spokesperson, fundraiser of both successful programs, Parents as Literacy Supporters (PALS) and Parents of Primary Studetnts (POPS) I was afforded the opportunity for professional development through speaking at and attending many conferences/workshops both in Canada and the United States. Through my involvement in Early Literacy, Community Initiatives and School Connectedness have also had the pleasure of speaking at UBC.</p> <p>Collaboratively I believe all these things have made me qualified to sit as a Trustee.</p>
<p>Aaron FEDORA</p>	<p>Coming from a family deeply involved in education, I have personally experienced education in public, private and home school settings and seen the benefits in each type of education.</p> <p>From an organizational standpoint, I have served as the president of the student body at Trinity Western University, where I directly led a team of 30 people and was ultimately responsible for a budget of approximately \$300,000.</p> <p>As an entrepreneur, I have been running a start-up company for the last 3.5 years, where I have been responsible for all aspects of the business from sales to servicing customer's and supplier's needs. I developed strong visionary and strategic thinking skills as I was involved in establishing a strategic marketing plan for my current business.</p> <p>Both of these experiences have equipped me with the critical skills needed to serve the parents and children of Langley.</p>
<p>Alex HAGEN</p>	<p>As a child, I attended private schools for the majority of my school career. At the end of grade 11, I chose to attend public school because I felt that I needed a more socialized and challenging learning environment. To that end, I now feel that public schools offer a more well-rounded curriculum.</p> <p>As an adult, continuing in post secondary education, I feel that my interests were better served in pursuing courses that mattered more to my personal life rather than my professional life. In parenting, I now recognize that education and access to intellectual, artistic and athletic programs create individuality and character within our children.</p>
<p>Robert McFARLANE</p>	<p>I have been a community spokes-person for years, have been a member of PAC, and PAC executive. I have also participated in community panels, forums, and town-hall meetings on various aspects of education.</p> <p>I have attended every School Board Meeting for the past two years, and on many occasions presented information to the Board – in order to assist them in their decision making process ... and to correct misinformation that has frequently been a part of these meetings.</p> <p>My “day job” is providing commercial and industrial risk management and insurance brokerage services to business. My education includes a Bachelor of Business Administration from Simon Fraser University, an Associate of the</p>

	<p>Insurance Institute of Canada, and I hold a Certified Risk Management Diploma. As part of my participation in the Kiwanis Club of Vancouver, I was instrumental in developing Kiwanis support for the Learning Disability Association of Vancouver's initiatives to assist struggling East Vancouver students with special needs, as well as supporting the Genesis Program's efforts to expand their programs for students at extreme risk, on probation, and who have an extended history of non-engagement with the education system. I am currently a Board member of the Kiwanis Club of Vancouver.</p> <p>My children attended Langley schools from 1996 to 2008.</p>
Diana MacNEIL	<p>I have 2 years of post-secondary in accounting and general arts, 15 years as a PAC executive member, 3 years of DPAC executive (including many district committees), 12 years as a Revenue Canada volunteer, I went to 3 high schools in 2 countries, and I have actually read the School Act.</p>
Kirsten SCHAFFER-CHARLESWORTH	<p>I completed my education in the City of Langley. I attended Kindergarten to Grade 7 at Simonds Elementary and Grades 8 through 12 at H.D. Stafford Secondary. I also completed the Travel and Tourism program at Kwantlen University College in Langley City.</p> <p>My work at Flight Centre and at Custom House Global Foreign Exchange gave me experience working within a team to manage store profit and loss and achieve targets and incentives, as well as maintaining budgets.</p>
4. What ages are your own children and what schools do they attend?	
Joan BECH	<p>I'm not sure that the ages and schools attended by any of the candidates' children have anything to do with the candidates' qualifications. It verges on invading the privacy of sons and daughters who are not on the ballot. I will simply say that I have two grown sons, of whom I am very proud. They were born and raised in Langley. They both attended Langley public schools from K – 12.</p>
Steve BURTON	<p>My children are 13yr and 15yr and attend their Langley neighbourhood school.</p>
Hattie HOGETERP	<p>Two adult children, both graduates of ACSS. Both have gone on to earn BA degrees from the University of Victoria and UBC, in Visual Arts and Psychology, respectively. My oldest son, who has a mild learning disability, is currently enrolled in a Visual Arts Master's program at Concordia University in Montreal. One 18-year old, completing grade 12 at ACSS. He completed the Carpentry Apprenticeship program last year, and works part-time in construction.</p>
Wendy JOHNSON	<p>Our daughters are 22 and 25 years of age. They attended West Langley Elementary beginning in kindergarten; attended Alex Hope Elementary in grades six and seven as part of the Late French Immersion Program; and are both graduates of Walnut Grove Secondary School.</p>
Alison McVEIGH	<p>My husband and I have 3 children – Daniel is 22, and a Brookwood graduate. He has completed his Associates Degree in Philosophy at Kwantlen University and is currently enrolled at BCIT in the Building Design and Architectural Technology program. Marc is 19, also a graduate of Brookwood and is in his 2nd year at the Faculty of Arts at UCB and plays on the Varsity Football team. Janelle is 16 and is completing grade 12 at Brookwood and has applied to the Arts program at the University of the Fraser Valley for September 2009 with the hopes of becoming either a FSL teacher or a nurse.</p>

Kari MEDOS	I have a 26 year old son and a 16 year old daughter. Both of my children attended Langley schools. My daughter is in grade 12 at Langley Secondary School.
Michael PARKER	No Response
Karen PETERSEN	Not applicable
David PETIPAS	My son Tony is 16 and is attending LSS. My daughter Alexandra is 8 and is attending Glenwood Elementary.
Diane PONA	My daughters both attended Bradshaw Elementary and graduated from Brookwood Secondary. Currently my granddaughters aged seven and eleven attend Uplands Elementary and H.D. Stafford Middle.
Rod ROSS	My son is fifteen and my daughter is thirteen and they both attend Lochiel U-Connect.
Graeme SHEPHERD	My daughter is 17 years old and she is attending Rick Hansen Secondary School in Abbotsford.
Paula CLARK	i have two that have graduated from hd Stafford the are Anthony he is 21 and Sara she is 18 my daughter Megan is 17 and is going to loss my son Jacob is 9 and daughter cassidy 5 are both at Douglas park and then there is Ty he is three and in two years will also be going to Douglas park and when he is done there i will have been there for 24 yrs
Stacey CODY	I have one daughter, she is in attendance in the Langley School District and has been since the beginning of her education.
Aaron FEDORA	I have no children.
Alex HAGEN	My daughter is 9, and in grade five; my son is 6 and in grade two. Both children attend Simonds Elementary. Simonds is our "home" school; it is comfortable and warm and hospitable and gracious. Simonds has a culture of community; we have teachers who care and who go far and above the call of duty to see that our children have every chance to succeed. Simonds is small and devoted to its families.
Robert McFARLANE	<p>My children are currently age 15 and 17. Until this year they received their entire education in the Langley public school system. Due to my family's extreme concern with the actions of the majority of the current Board of Education, they now attend public schools in a neighboring school district. (In the interest of their privacy, I am not naming the school.)</p> <p>The decision to change the District in which our children are educated has protected them from the harmful consequences of the recent Langley School District actions. Not all families/children have the opportunity to make that same choice – I wish to become a Langley School Trustee in order to help those families/children, and those who will follow.</p> <p>Nothing would please me more than to have sufficient confidence in the Langley School District to move my children back to schools in Langley It will be too late for my eldest (who will graduate this school year), but perhaps not for my son.</p>

Diana MacNEIL	Mike is 21 and attends Capilano University, Craig is 20 and does not currently attend any school, Stacy and Emily are 16 and attend Brookwood in grade 11.
Kirsten SCHAFFER-CHARLESWORTH	My daughter is 3-years old and attends Discovery Station Preschool. My son is 1.
5. How many Langley Board of Education meetings did you attend during the last school year (2007-2008)?	
Joan BECH	All public meetings. I was unable to attend one planning meeting.
Steve BURTON	All
Hattie HOGETERP	All but one - missed due to a death in the family.
Wendy JOHNSON	most of them
Alison McVEIGH	I have attended all of the Board of Education public meeting for the 2007/08 school year. I attended all but 1 Board planning meeting.
Kari MEDOS	I have tried to attend all Langley Board of Education meetings but in 2007 – 2008, I may have missed two due to other commitments.
Michael PARKER	No Response
Karen PETERSEN	0
David PETIPAS	Numerous
Diane PONA	Most.
Rod ROSS	All
Graeme SHEPHERD	I attended most of the meetings missing only a few due to family matters that took me out of the country.
Paula CLARK	about 10
Stacey CODY	Due to a car accident of great severity I have missed a couple of Public Board Meetings. Although during that time, remained accessible to the public and remained connected, informed and involved.
Aaron FEDORA	0
Alex HAGEN	I did not keep count of the meetings I attended, however they were numerous and frequent.
Robert	I have attended every Board of Education meeting for the past two years, as well

McFARLANE	as many other education related meetings and forums.	
Diana MacNEIL	10 of 12	
Kirsten SCHAFFER-CHARLESWORTH	None	
6. In which electoral area do you reside?		7. Do you reside in the electoral area in which you have declared candidacy?
Joan BECH	Township	Yes
Steve BURTON	Township	Yes
Hattie HOGETERP	Township	Yes
Wendy JOHNSON	Township	Yes
Alison McVEIGH	Township	Yes
Kari MEDOS	Township	Yes
Michael PARKER	Township	Yes
Karen PETERSEN	Township	Yes
David PETIPAS	Township	Yes
Diane PONA	City - I lived in the township for almost thirty years and was elected as a trustee four terms in township	No
Rod ROSS	Township	Yes
Graeme SHEPHERD	City	No
Paula CLARK	Township – i live 30 feet in to the township	No
Stacey CODY	Township	No
Aaron FEDORA	Township	No
Alex HAGEN	City	Yes
Robert	City - I live in the City of Langley,	Yes

McFARLANE	and have for the past twenty years.	
Diana MacNEIL	Township	No
Kirsten SCHAFFER-CHARLESWORTH	Township	No

PARENT INVOLVEMENT

8. How do you see individual trustees and the Board of Education supporting and encouraging the work of Parent Advisory Councils and the District PAC?	
Joan BECH	<p>a) Listen and consult respectfully.</p> <p>b) Give DPAC and all partner groups a greater public profile and voice through regular reports to the Board of Education at all public Board meetings.</p> <p>c) Encourage more parent involvement by making PACs and DPAC part of the dialogue and decision making process, as recommended by the independent District Review panel in its report to the Ministry of Education.</p>
Steve BURTON	<p>The roll of the Parents Advisory Council is defined in section 8<4a> of the School Act which states "A parents advisory council, through its elected officers, may advise the board and the principal and staff of the school respecting any matter relating to the school other than matters assigned to the school planning council"</p> <p>My role as a Trustee is to encourage an open and respectful dialogue between DPAC and the Board.</p>
Hattie HOGETERP	<p>As a trustee who has come up through the ranks of PAC and DPAC I strongly support parent involvement in education. I was instrumental in developing the Parent Involvement Policy, PAC and DPAC policies and the Parent Involvement Handbook. I understand the importance of parent involvement and speak for that involvement at the Board table. I recently brought a motion to the Board proposing a Board-PAC/DPAC Forum. The motion was approved by the Board.</p>
Wendy JOHNSON	<p>Parents are our partners. We need to work together, sharing knowledge and expertise, to support all of the students in the Langley School District.</p>
Alison McVEIGH	<p>The Board of Education has had a long and healthy partnership with PAC's and DPAC in Langley and supports the work of PAC's and DPAC in many ways.</p> <p>Firstly, a contribution of \$8,000 is made annually to the DPAC budget.</p> <p>Secondly, the Board delegates a representative to the DPAC as a way of showing support and ensuring ongoing communication.</p> <p>Thirdly, the Board encourages DPAC to appoint representatives to numerous District committees in order to receive valuable input from the parent voice.</p> <p>Also, the Langley School District Foundation supports schools by providing grant money twice annually to support special projects and initiatives at individual schools.</p> <p>Finally, there of several recent examples of situations where the Board has worked directly with DPAC on a specific and timely project – for example, policies on School Fees, Student Illness & Injury, Healthy Schools, and the newly developed brochure to help parents called Communicating With Your School. As</p>

	a Trustee, I have supported PAC's and DPAC by working hard to ensure that parents have as many opportunities for input as possible
Kari MEDOS	Having served as PAC president for 8 years and on the DPAC executive for four years, I am very supportive of the wonderful efforts of DPAC and PACs and fully realize the valuable contributions they provide. I support the recent motion to hold meetings specifically for trustees to meet with PAC's and would support meetings with our DPAC members as well. Additionally, I am and always have been approachable on a one on one basis.
Michael PARKER	No Response
Karen PETERSEN	Individual trustees and the Board of Education are responsible to represent all the members of the community and make decisions that support students in achieving their educational goals. Parents not only encompass a large percentage of the community; they also have a vested interest in ensuring that the public education system in Langley is as strong as it can possibly be. Fundamentally, PACs, the District PAC and the School Board have the same goals. It is therefore of vital importance that these groups work together to achieve the best results for students.
David PETIPAS	It can be very difficult to see each school's individual needs but with open discussions with PAC and DPAC we can get a much better view of the school's needs. Providing opportunities for Trustees and Pac members to have more open lines of dialogue.
Diane PONA	During my years on the board from 1990-1996 the relationship with the D.P.A.C. was excellent. We held at least two round table meetings each year with administration, trustees and all our school P.A.C.s to discuss items of concern and interest to each of the partners. I believe these meetings had great value and established a good working relationship. It is most important to listen to parents at all times and not just at election time. I have been and will continue to be open and accessible at all times to our parents and other groups. The current board has given the appearance that some issues and decisions have been cloaked in secrecy.
Rod ROSS	Currently Trustee Hogeterp has a motion before the Board to consider an annual DPAC Forum. These were done years ago and were good for building relationships and somewhat of a joint parent/trustee Pro D event. I will be supporting this initiative and think that it may be prudent to plan to have two per year instead of just one.
Graeme SHEPHERD	I think it is essential that individual trustees meet with the Parents of this district whether in the formal setting of the PAC or DPAC or at Board meetings to enable them to gain access to the concerns, suggestions and questions without these concerns being filtered through senior administration.

Paula CLARK	i think that as a school board you should listen to what they say because the are at the schools and know pretty much what is going on and the different schools
Stacey CODY	That goes hand in hand, individual trustees and the Board of Education, supporting and encouraging the work of PACs and DPAC. We can do that by having open dialogue, respectfully listening, consulting and encouragement of parent involvement.
Aaron FEDORA	To be recognized for the time and effort that was put in to a project, is one of the most rewarding experiences. In this regard, one of the most important things I as an individual trustee and the Board of Education can do is take the time to recognize and thank the parents for their hard work on PACs and DPAC. Additionally, it is very important that trustees and the Board listen to and value the input from the various parent groups.
Alex HAGEN	I think it is fair to say that the community feels that our collective voice has not been heard to the extent that we would hope. Also, I think it is evident that a gap in the democratic process ocured during the McAvoy Report debate, where ego appeared to outweigh intellect. There is a need to consider the BIG picture, not just the immediate concerns of an erratic few.
Robert McFARLANE	Open and honest communication, without hidden agendas. For any groups to support and encourage each-other they must: 1) Speak openly and honestly to each-other, without manipulation or exaggeration. 2) Listen with an open mind. Simply allowing people to speak, without considering what has been said, is not listening – and it is certainly not consultation. Trustees, PAC’s, DPAC and all other stakeholders must openly and honestly communicate with each-other.
Diana MacNEIL	Each trustee should liaise with a number of schools and be available to the PAC’s; DPAC executive members should be invited to board planning meetings regularly; encourage professional services to work with PAC’s and DPAC on education programs that would help parents.
Kirsten SCHAFFER-CHARLESWORTH	I see individual Trustees and the Board of Education supporting and encouraging the work of PACs and DPAC by having open and honest communication with them.
9. Describe your experiences on PACs, SPCs, and other school related groups.	
Joan BECH	I have been active in PACs at both the elementary and secondary school level. I have participated in and organized fund-raising events for travel by band and French Immersion students. When École Lochiel was a French Immersion school, I was a founding parent on the La Foire Committee. I have also helped organize and raise funds for Dry Grad celebrations, and offered my help in other areas where volunteers were needed. In my role as a trustee, I have met with four to eight School Planning Councils each year to review their plans.

Steve BURTON	Past member of elementary PAC Present member of Secondary School PAC As Trustee helped implement training for SPC when they were created by Provincial legislation. As a Trustee I have ongoing dialogue with school related groups.
Hattie HOGETERP	Involved in Langley schools since 1983: <ul style="list-style-type: none"> - various PAC executive positions, including president, at Shortreed, Betty Gilbert, and ACSS; - executive positions on DPAC including president for 2 years; - member of ACSS School Leadership Team (fore-runner of SPCs) and ACSS SPC; - served both as trustee and parent rep on the District SPC Steering Committee; - currently sit on PICI (Parent Involvement Committe for Implemenation) and the School/Community Connections Ad Hoc Committee
Wendy JOHNSON	As principal, I attended all PAC meetings unless I had another more urgent commitment. I was also part of the School Planning Council and attended all of those meetings, often chairing them. At Douglas Park Community School, I was a member of the Board of Directors. At H.D. Stafford, I was a member of the Steering Committee. As a parent, I attended PAC meetings at my childrens' schools when I could, which wasn't often.
Alison McVEIGH	Prior to becoming a Trustee in 1999, I served on the PAC executive at Lochiel Elementary and held the position of Secretary for 2 years and then PAC President for 2 years. SPC's were not established until after I became a Trustee, but I have served on the District School Planning Council Steering Committee for 5 years and participated in many of the annual training sessions that are held to support the work of SPC's.
Kari MEDOS	I have had positive experiences serving on school committees and on the PAC and DPAC which is why I've remained so involved with our district and why I am taking this next step in pursuing the role of school trustee in Langley. Being involved has provided me with the opportunity to see things from all perspectives, all sides and all views and that is why I will make a fair and just school trustee.
Michael PARKER	No Response
Karen PETERSEN	As a teacher I had countless opportunities to interact with PACs, SPCs and other related groups. One observation that I made during my years as a teacher is that schools which had committed and active parent groups were significantly enhanced by that involvement. It is my experience that if teachers, administrators and parents all work together to create a positive, safe, caring, and academically strong school, there is nothing, no matter how many challenges are facing the school (i.e. population, location, funding), that cannot be achieved.
David PETIPAS	Although I have not served on an executive I have always supported any events and initiatives at my children's schools.

Diane PONA	I served as a PAC Block Parent Supervisor and a DPAC representative as well as other positions on the P.A.C. executives for a number of years. I was often involved in fund raising and other school activities including the Budget Committee at Bradshaw Elementary. At that time Budget Committees were new to the district and not all schools had them. I was a founding member of Parents Against Cutbacks in Education (P.A.C.E.) a group of parent leaders and teachers who traveled and lobbied the Education Ministry to provide fair and equitable funding.
Rod ROSS	No Response
Graeme SHEPHERD	I have had an extremely positive experience serving on the PAC, the SPC and the DPAC. As I mentioned earlier I was elected as PAC president the year my daughter entered Kindergarten. As this was my initiation into the Canadian education system I learned a lot of what is right with the system and some of the things that are wrong. My first impressions were that the parents of this district have a lot to offer in suggesting ways to improve the education system for our students. I have seen and incredible amount of dedication and determination over the years which unfortunately recently has been snubbed by the majority of the current board.
Paula CLARK	i thought it was a very good learning experience you are always learning new things and i think every parent should try to help out in their school you really would learn a great deals i did
Stacey CODY	My experience on PAC was a great one. It afforded me the opportunity to really feel connected to my daughter's school and to the community. It was enriching on many levels and it fostered in me a new respect and understanding for what teachers experience each and every day. My time on SPC was short-lived as I stepped down to accept my role as Trustee with the Langley Board of Education. In my time as Trustee I have visited several schools to review their Plans.
Aaron FEDORA	My experience with school related groups is limited to my involvement at Trinity Western University where I served three years the students' as an elected representative. In this role, I served on various university committees, conducted interviews of potential university staff, and regularly served as an advocate for the students to the University administration. This experience has taught me about dealing with various constituency groups when making decisions regarding limited resources.
Alex HAGEN	For the past six years, I have volunteered in my community. Most important to my family, I have acted in various capacities on our local PAC; the last two years as president and chair.
Robert McFARLANE	I have been a community spokes-person for years, been a member of PAC, and PAC executive. I have also participated in community panels, forums, and town-hall meetings on various aspects of education. I have attended every School Board Meeting for the past two years, and on many occasions presented information to the Board – in order to assist them in their decision making process ... and to correct misinformation that has frequently been a part of these meetings.

Diana MacNEIL	15 years PAC executive, 2 years SPC, 3 years DPAC executive, many district steering committees. I have always enjoyed discussions with partner groups when working towards the solution of a problem.
Kirsten SCHAFFER-CHARLESWORTH	I was H.D. Stafford Secondary's Student Council President for two consecutive years.
10. Do you support parents having access to and participating in professional development opportunities provided by the district?	
Joan BECH	Yes - Workshops and seminars can encourage and support parent involvement.
Steve BURTON	Yes
Hattie HOGETERP	Yes
Wendy JOHNSON	Yes
Alison McVEIGH	Yes
Kari MEDOS	Yes
Michael PARKER	Depends on the activity
Karen PETERSEN	Professional development opportunities should serve to improve the teaching skills of teachers. If parent attendance at professional development opportunities does not place an undue financial burden on the district, then they should be encouraged to attend.
David PETIPAS	Yes
Diane PONA	Yes
Rod ROSS	Yes
Graeme SHEPHERD	Yes
Paula CLARK	Yes
Stacey CODY	Yes - It is important to have parent involvement and I believe that through professional development opportunities it encourages involvement.
Aaron FEDORA	Yes
Alex HAGEN	Yes - More informed and better educated parents, are better parents.
Robert McFARLANE	Yes - In addition to “training” opportunities, parents need better information on the support and services available to them – as well as how to access those supports and services

Diana MacNEIL	Yes
Kirsten SCHAFFER-CHARLESWORTH	Yes

STUDENT AND STAFF RELATED

11. Which one of the six attributes of the District's Graduate Profile do you feel requires further district support in order to have more students better achieve the attribute? Explain why and how. (please select only one)	
Joan BECH	The six attributes are a package – together they describe a successful, contributing citizen. Different children need support in different areas. Our work here should be focused on the needs of individual students.
Steve BURTON	There is a synergy of achievement with all six attributes. To focus on one over another would weaken the whole. All six are vital for a successful graduating student. I believe the strategic plan has addressed and will continue to address all six attributes.
Hattie HOGETERP	"Skilled and Knowledgeable Learners." This is the attribute that addresses the "work of education" - acquiring the knowledge and skills for success in post secondary education and the world of work. The Board has already taken steps in this direction. The strategic plan and achievement contract put a clear focus on student achievement and success. New programs are in place to keep students in school and on-track to graduate.
Wendy JOHNSON	The District Graduate Profile was adopted by the Board of Education when Richard Bulpitt was the superintendent. It was developed through an extensive consultation process that involved all of the partner groups in the Langley School District. The Graduate Profile is a comprehensive statement that describes what we wish for every student as they graduate from Langley Schools. As a participant in its development, I don't believe that any one attribute of the Graduate Profile should take priority over another.
Alison McVEIGH	I believe that as a Board and a School District we have a responsibility to diligently and consistently be supporting all six attribute of the District's Graduate Profile. If I had to pick one attribute to provide additional support to it, would be #4 – Skilled and Knowledgeable Learners. I believe that success in the other 5 attributes flows directly from students being able to demonstrate high standards of performance in all aspects of education. Langley students are continuing to show improvement District wide in all areas. This is a direct result of the continued increases in funding that the Board has been able to put directly back into the classroom to provide support and programs for students. There is an absolute correlation between the vision and the principled leadership which was shown by Trustees to make difficult decisions to consolidate and reconfigure schools. I will continue working to ensure that as many of the District's resources as possible are placed directly into the classrooms in the form of staff, programs, technology, and resources.

<p>Kari MEDOS</p>	<p>Self-directed Individuals 'Who in pursuit of personal and career goals display a strong work ethic, initiative, responsibility and a commitment to life long learning while maintaining a balance in their lives.'</p> <p>I feel that because a students individual success educationally and socially along with strong personal ethics is what will carry them the furthest and give them the most opportunities in life and the most confidence to pursue their dreams and that the district needs to continue their work towards ensuring that every Langley student completes grade 12 with the required courses they need to further their educations or career paths.</p>
<p>Michael PARKER</p>	<p>No Response</p>
<p>Karen PETERSEN</p>	<p>I believe that the attribute that should receive further support is the development of self-directed individuals. This should receive additional support for two primary reasons.</p> <p>Schools tend to focus on extrinsic motivators rather than developing student's intrinsic motivation. If students complete tasks, or learn material, or behave responsibly because they will receive a great, or even a passing grade, receive a star on a chart, or recognition from their principal, then they are more likely to learn to pursue life tasks that provide extrinsic (money, peer recognition) rewards rather than become self-directed individuals.</p> <p>Another is that self-directed individuals are more likely to possess the other five attributes identified in the District's Graduate Profile. For example, a self-directed individual is more likely to be an ethical and respectful citizen.</p> <p>There are many ways to encourage the development of self-directed individuals. One example is the development of flexibility in the system such that students can meet extrinsic goals by choosing to follow a path that is intrinsically motivated.</p>
<p>David PETIPAS</p>	<p>Collabrative workers. Todays students live in a world that deals in e-mails, text messages, chat rooms, google and face book. These are all tools that can be used to pass information but don't promote the interpersonal skills that are needed in the real workplace of their future. I feel that the idea of dealing with someone in a face to face environment is more important than sending e-mails back and forth.</p>
<p>Diane PONA</p>	<p>The Graduate Profile is the district's vision statement describing various attributes our students will possess upon graduation. All attributes described in that document require support and I believe our graduates do a great job in attaining those attributes.</p>
<p>Rod ROSS</p>	<p>Quality Contributors How you can pick one of another is a challenge so I will comment on a personal favourite of mine. Quality is adherence to standards. Setting high standards that are realistic for our students is a must for the system.</p> <p>Regarding the Grad Profile in general...I believe a way to improve it is to have it linked to all of our district Pro D. If I was to ask teachers in general...about the attributes...I wonder if they could tell you how they are using them in their lessons. It is a great document but I believe we are not taking advantage of it.</p>

<p>Graeme SHEPHERD</p>	<p>I feel that the entire Graduate Profile needs to be modeled first by the Board and Senior Administration. They could take a leaf out of the student’s book on this one. Looking around this district I am constantly impressed by the level of integrity and respect shown to others.</p> <p>Look at how many students turned up for Board meetings last year and you will see committed democratic participants in the making.</p> <p>Most of the students who attended these meetings did so on their own (Self Directed individuals).</p> <p>They were informed of about the issues and presented rationales for their position (Skilled and knowledgeable learners).</p> <p>They formed committees to make sure everyone was informed (Collaborative Workers).</p> <p>The positions taken and presented were of a high standard and they offered solutions to the problems (quality contributors).</p>
<p>Paula CLARK</p>	<p>the portfolios as a parent with two that have done them i think that some of the thing that are on them need to have other choices because some students do do things such s drama and have no idea on how to put it in the portfolio</p>
<p>Stacey CODY</p>	<p>All six attributes are equally important. Collectively they describe successful, contributing citizens. Each child is different and in that require support in different areas. The school district needs to focus on individual students needs.</p>
<p>Aaron FEDORA</p>	<p>I think it first must be noted that the District is currently reviewing its Graduate Profile. That being said, I believe that there can never be too many resources focused on developing “Skilled and Knowledgeable Learners.”</p> <p>Learning and the ability to learn is paramount in today’s ever changing world. It is important that we invest in literacy programs, listening skills, mathematical skills, and provide children the opportunity for practical education. The best way to accomplish this is to focus on children as individuals and adapt instruction methods to the child’s strengths.</p> <p>Second, we must develop community partnership to augment and enhance District efforts in meeting this attribute of the Graduate Profile.</p>
<p>Alex HAGEN</p>	<p>While all of the attributes are significant to the development of well balanced individuals, I believe we should focus on "Quality Contributors". Everyone has the attributes to contribute to a healthy society.</p>
<p>Robert McFARLANE</p>	<p>The attributes are:</p> <ul style="list-style-type: none"> • Ethical and respectful citizens; • Democratic participants; • Self-directed individuals; • Skilled and knowledgeable learners; • Collaborative workers; • Quality contributors. (Readers would find the description of each, contained in the District Achievement Contract, most enlightening.) <p>It has been my experience that the vast majority of Langley students exhibit these attributes most admirably. Their conduct during the turmoil created by the majority of the current Board of Education over the past two years is ample evidence of that. I submit it is the majority of the current Board of Education that requires more support with all of these attributes. Collaborative workers</p>

	being the attribute which requires the most attention.
Diana MacNEIL	Skilled and Knowledgeable Learners. We should be doing better than the provincial average and should always strive to be better. Early interventions with young learners will help them to have a better base to stand on when they are older.
Kirsten SCHAFFER-CHARLESWORTH	I feel that there should be more initiatives surrounding Collaborative Workers. Students learn by example, and often tasks are accomplished via teamwork. Trustees, Parents and Citizens have the opportunity to demonstrate that we can work as a team, and thus provide a solid example for our students.
12. Do you feel the district should continue to develop more alternatives to suspension? Please specify in what way or why not.	
Joan BECH	Yes. Suspending or expelling students should be the last option. Kids have a better chance to learn and grow as individuals through restorative justice initiatives.
Steve BURTON	The District is actively working on a program for alternatives to suspension at the James Anderson Learning Centre and will continue to expand this innovative program.
Hattie HOGETERP	Yes. The current alternative to suspension program is working well for students and parents. There are already discussions underway to expand the program to include harassment and bullying and there may be other areas of concern, such as truancy, that could be addressed through this kind of program.
Wendy JOHNSON	Absolutely. Students who find themselves involved in behavior that might lead to suspensions, need our help. There are a variety of programs available in the School District and the community that can provide assistance and help students to make better decisions in the future.
Alison McVEIGH	<p>In the Spring of 2004, I raised as an issue, the challenge of increased drug use in Langley and the impact to students and schools. A Drug Awareness Task Force was established which included Langley School District staff, Vice Principals and community members. One of the issues that was raised by our Vice Principals was the lack of options to deal with students who were coming to school under the influence of drugs. VP's had no other option but to suspend them and send them home, where they knew the problem would not likely be addressed, that important instructional time was being lost to the student, that when the student returned, nothing much would have changed and that the risk of losing the child from the system was more and more likely.</p> <p>In response to the concern, the highly successful Alternatives to Suspension program was developed. Rather than be sent home to sit out their suspension, parents are contacted and the student is referred to this 3 day intervention program. This continuous intake program is designed to help students understand the impact of their drug use, exploration around the issues of what's causing the use, better choices for a healthy lifestyle, and how to go back more successfully to school.</p> <p>I believe very strongly that this important initiative should be maintained and work is being done to broaden the scope of the work to include a Restorative Action component to address bullying and harassment issues. I support these</p>

	initiatives.
Kari MEDOS	I think alternatives to suspension is absolutely necessary and is something that always needs to be looked at. I think the district is moving in a very positive direction by looking at in school solutions rather than at home punishments or permanent suspension.
Michael PARKER	You need to define what you call alternatives? Any alternative can be considered a suspension from normal school routines.
Karen PETERSEN	The district should continue to develop more alternatives to suspension. Suspension can sometimes be more of a punishment for parents, and in extreme cases, a holiday for students. Consequences for behaviour, to greatest extent possible, should be directly related to the behaviour itself. Langley School District has been recognized for its application of restorative justice principles in pursuing the goal of safe schools; however, given the importance of student safety, continued innovation in this area is imperative.
David PETIPAS	Yes and no. Depending on the specific circumstances involved in each case where suspension is being considered.
Diane PONA	Yes. It is important that we continue to develop alternatives to suspensions that can seriously interrupt a student's learning. Internal school suspensions have a more positive outcome by using programs that have the students work through their individual issues.
Rod ROSS	This is real gold...I believe we are leaders in the Province of BC around the issue. Imagine sending a child home for a five day holiday for behaviour infractions! We have come a long way and I am eager to see "alternatives to suspension" strengthened in our district. It makes total sense and makes a powerful statement to students that we are concerned about them and their behaviour and that we are not going to ignore it. We need to look at the data that comes back from monitoring this program. I am very supportive of this pro-active response to children at risk. This is one of the 'highlights' that I am particularly proud of as a Board in this term.
Graeme SHEPHERD	Yes suspension should be the last resort and reserved for only the most serious infractions. We need to fully employ the Restorative Justice program that the district has sponsored in a more effective manner with teams in every school.
Paula CLARK	yes i like the in school suspensions that make sure you are not just sitting at home but you are at school and doing your work because most kids look at it as a day off and don't care that they miss school and use this as a way of getting out for work
Stacey CODY	Absolutely essential!! Suspension of students has often resulted in furthering bad choices/decisions that first resulted in the suspension. We need to keep kids in school.
Aaron FEDORA	Yes, I support the alternatives to suspension program and I believe that resources should be dedicated to expanding the program into discipline issues surrounding harassment, violence, and truancy.

Alex HAGEN	The safety and well being of all students should come first. Suspension should be used only as a last resort or when the safety of students and staff is compromised. Having said that, I believe that parents, teachers and administrators should be proactive with a common interest: "working together for student success", that is defined by dialogue and interaction within the common goal.
Robert McFARLANE	While there are circumstances that the “discipline” of a suspension are necessary, in many circumstances removing a student from school makes a behavior problem worse. Restorative Justice and initiatives which effectively educates the wrong-doer on the consequences of his/her actions and involves the wrong-doer in healing the damage can be a very effective deterrent. When the “victim” is willing to face the wrong-doer as part of the “healing”, the effect can be further enhanced.
Diana MacNEIL	Yes, we need to be encouraging students to change destructive behaviours that get in the way of their learning rather than continue to force them further away from success.
Kirsten SCHAFFER-CHARLESWORTH	Yes, I believe that the District should develop more alternatives to suspension and thoroughly exhaust all "Consequences for Unacceptable Conduct" in the SD 35 Code of Conduct. Suspension should be a last resort.
13. Do you believe that there are special needs students in this district whose educational needs are not being met? Please explain.	
Joan BECH	Definitely. We have special needs students who have only two courses a day, and then are expected to sit alone in the cafeteria for two hours and forty-five minutes waiting for the bus. We have many classes that exceed the class size and composition limits established by provincial legislation. We have parents who are getting very frustrated as their attempts to advocate for their children meet with limited success. We must do better.
Steve BURTON	I believe this District is one of the leading districts in British Columbia in providing resources for our special needs students. This has been accomplished by our Board making tough decisions to free up resources so we can fund more services for special needs students. We have one of the best ratios of speech and language teachers, school psychologists and elementary counsellors. Having said that there is always more needs than cannot be satisfied with the funding available to us. That is why it is crucial that we manage our resources efficiently to free up funds for more special needs care.
Hattie HOGETERP	No system is ever perfect, and I expect there will be some instances where a child's needs are not being met as well as we might like. However, on the whole, Langley is doing a good job of looking after children with special needs. Our spending on special needs programming is on par with, or better than, comparable districts. Our newly established, broad-based Special Needs Advisory Committee, shows promise as a vehicle for enhancing understanding of, and support for, students with special needs, and their families.
Wendy JOHNSON	I believe that the fact that there was a Special Needs Inquiry in the School District is a clear indication that some special needs students are not having their educational needs met.

<p>Alison McVEIGH</p>	<p>I believe that we are doing a very good job of meeting the educational needs of our special students – that is not to say that we can't keep working to do more. I believe though, that we can and should be doing a better job of supporting our gifted students. Unfortunately, gifted students are not currently recognized by the Ministry of Education as Special Needs which means that they do not receive any additional government funding. Society often thinks that because a child is gifted, they don't really need anything extra, they'll do just fine on their own. In fact, nothing could be farther from the truth. They do in fact have needs that require special attention and support. The District currently has Challenge programs in place which provide gifted students with the opportunity to come together from time to time and meet in one place and work together on specific projects in areas such as Math or Science. Often gifted children are encouraged to work ahead by their classroom teachers, but I think as a District we need to continue to work with parents to explore other ways of supporting gifted students to be the best that they can be.</p>
<p>Kari MEDOS</p>	<p>I believe there are both special needs and students who are not special needs whose educational needs are not being met and this will continue until the government increases funding for students. Enrolment may be decreasing but student needs are increasing and government funding should be based on student needs not enrolment numbers.</p>
<p>Michael PARKER</p>	<p>Yes, I believe this to be true. We need more TA's for these children. Resources teachers should have case loads reduced so they can work with the children who need help. Ministry needs to be told to cut out all paper work that prevents teachers from doing there work.</p>
<p>Karen PETERSEN</p>	<p>Conversations with parents of children with special needs and staff who support these students, leads me to believe that despite the best efforts of everybody involved, all the educational needs of special needs students are not being met.</p>
<p>David PETIPAS</p>	<p>From the the information that I have seen I feel there are areas that need to be looked at further.</p>
<p>Diane PONA</p>	<p>Yes. Teachers are being asked to do more with less help for students. Surveying all parents of special needs students would be a good step in finding answers to this complicated and controversial question.</p>
<p>Rod ROSS</p>	<p>No Response</p>
<p>Graeme SHEPHERD</p>	<p>Yes. I had the opportunity to speak with some parents of special needs students and it is evident that there is not enough support in the classrooms for these students. Teachers are being asked do more every day with less assistance and this is not a good learning environment for any student.</p>
<p>Paula CLARK</p>	<p>yes there are as a former student with a learning disability it was tough to get the extra help i needed and i see it at the schools everyday weather it is an learning one or a child in ESL</p>

Stacey CODY	Unfortunately yes. There are kids that are sitting for lengthy periods of time in cafeterias waiting for the day to end, mulling in the hallways not having any place to go....they need to be in a classroom with support and working. We have a problem.
Aaron FEDORA	Yes, there is currently a wait list for parents who would like their children to be assessed for an Independent Education Plan (IEP). I believe that the district must work to reduce that waitlist to the minimum time possible.
Alex HAGEN	<p>First of all, let's redefine our phrasing, and put the student and person first: ALL STUDENTS have special needs.</p> <p>I cannot, in good conscience, label with such cold congress any human being as a set of "needs" rather than an individual intellect. Few people realize that a full 30% of our student population do not fall within the curriculum that the province has defined. 30% of our population are not having their needs met; this can be viewed as our future communities becoming dependent on our social welfare system, including hundreds of students in our gifted programs.</p> <p>We need more extra curricular activities to encourage our sense of community. Whether this happens via cost-sharing or through volunteerism, it must be considered as a viable alternative to latch key mentality and an over-estimation of our children's ability to be alone.</p>
Robert McFARLANE	<p>I KNOW that many special needs students' educational needs are not being met. A discussion of the causes could literally fill books (and has), but I feel many of the problems in the Langley School District stem from:</p> <ol style="list-style-type: none"> 1) Poor allocation of resources at the School District level. 2) Lack of training for teachers, all of whom now educate special needs students in their class rooms – but few were given the opportunity to be educated on those needs and how to accommodate them. 3) Lack of information and training given to the families of special needs students, which would provide them with information on what services are available and how to access those services. 4) A lack of commitment by the School Board, School District, and some Administrators to fulfill student needs and live up to their commitments in Individual Education Plans.
Diana MacNEIL	Yes, there are many students who are sitting on waiting lists at schools just to be tested and identified as well as many who are not receiving the level of support required due to a lack of funding at the school level. There is a clear disconnect between the district and the school level.
Kirsten SCHAFFER-CHARLESWORTH	<p>Yes, I do believe that there are special needs students in the district whose educational needs are not being met. The Decentralized Decision-Making Model the district uses works well for the majority of students.</p> <p>Some concerns may be with regards to Special Needs Students, Gifted Students and Gray Area Students (with learning difficulties but not formally identified). Funding for Resource Teachers, SEA's, and specialized materials may need to be revisited so that adequate resources are made available.</p>

14. What leadership role should the District take in dealing with the issues of cyber-bullying?	
Joan BECH	<p>Our schools must foster respect and civility in both the real world and the virtual world. Bullying in any form is not acceptable. Cyber-bullying is, of course, harder to stop. Cowards can distribute hate messages anonymously. We have to change attitudes.</p> <p>The school district's coordinator of education technology is working with teachers, parents and students to promote internet safety and stop cyber-bullying.</p>
Steve BURTON	District has and will continue to expand on curriculum for students and education for parents.
Hattie HOGETERP	The district is already taking a leadership role around the issue of cyber-bullying. Sandra Averill, as part of her job as technology coordinator for the district, works with teachers and students to combat cyber-bullying. Under her leadership the district has conducted workshops for families and has developed the "Parent's Guide to Information Communication Technology." The district student council, Table 35, provides student input on this issue.
Wendy JOHNSON	The district is demonstrating leadership in this area by making workshops available to parents and students. Like any kind of bullying, cyber-bullying is sometimes hard to detect and we must be vigilant in our efforts to prevent it from happening.
Alison McVEIGH	<p>The current Board of Education in Langley has shown real leadership by taking some very positive and proactive steps to deal with the issue cyber-bullying. The Board first recognized this as a serious issue that we would need to address back in the spring of 2006. At that time, we recognized the potential for serious harm to come to students through the use of cellphone cameras, text messaging and social networking sites. Since then, the Board has provided funding to support a staff member whose role it is to address cyber-bullying .</p> <p>Through her work we have created an education component which is being taught in several different areas of the curriculum at various grade levels, have worked to educate parents through a series of internet workshops, have listed cyber bullying as unacceptable in the regulations which are part of District policy on Student Harassment, and made reference to this harmful behavior in Schools Codes of Conduct. This is an issue which we must continue to stay focused on and continue to support through education and awareness</p>
Kari MEDOS	I think the presentations that they are offering and the staff the district has in place are fully prepared to deal with issues of cyber bullying but very often cyber bullying is not understood for the issue it is by parents or remains unreported by students.
Michael PARKER	Very concerned about this issue. Children should not have access to social networking sites during school hours, unless for educational reasons. Social responsibility---instruct in the use of social networking sites should be taught with in all levels of schools.
Karen PETERSEN	Cyber-bullying is a very difficult issue to address and needs to be supported by all levels of the education system, including the District. One of the most difficult

	<p>aspects of cyber-bullying is that it takes place within a technological environment that is constantly changing.</p> <p>The District is in the best position to support information transfer between all schools, administrators, teachers, and relevant community organizations. Efficient information transfer is essential to ensure that policy and practice can change quickly to match the constantly shifting nature of cyber-bullying.</p>
David PETIPAS	<p>The District should be at the forefront of dealing with these issues because a safe learning environment is what we all want for our children. I attended the recent forum on cyber-bullying at Brookwood Secondary and found it to be a great step in the right direction.</p>
Diane PONA	<p>I believe the district has been addressing this issue very well by providing the education it has to students and parents.</p>
Rod ROSS	<p>Cyber-bullying is real and the challenge to combat it is one that we are addressing. With the issue of immediate Text messaging ----gossip and all manner of bullying behaviour become even harder to police.</p> <p>To this end we must step up to the plate and continue to arm our students, teachers, parents and administration with the knowledge of best practices to do battle. A Positive School Culture needs to be protected and we have to take a leadership role in this as well.</p>
Graeme SHEPHERD	<p>I feel that the district is on the right path in dealing with this issue. We should be mirroring the physical bullying response and Educating the students as to what constitutes cyber-bullying and how to avoid/stop it.</p>
Paula CLARK	<p>they need to find a way to stop it whether it is getting police involved to help any kind should not be allowed</p>
Stacey CODY	<p>Bullying in any form is unacceptable. Unfortunately with the strides made in technology today a new form of bullying has become much too easy to access. I think that the district has tried and is working very hard to curb this, to get a handle on it. We need to continue to stay current with technology, educate ourselves, parents, staff, students, etc.</p>
Aaron FEDORA	<p>While cyber-bullying mostly happens at home and after school it manifests itself on school property and in the classroom. I believe that the District can be a leader in fighting cyber-bullying by educating parents when their child is involved and developing a program to help victims of cyber-bullying respond in a healthy manner.</p>
Alex HAGEN	<p>Social responsibility is NOT included within the school district's achievement contract. That needs to be amended.</p> <p>In today's age of technology, I believe that the school board should provide resources to educate students and parents on cyber-bullying. It could be through pamphlets, parents-as-partners workshops and in-school seminars.</p> <p>We need to reach out to those children who are alone with their computers and without parental interaction within their social infrastructure. There are too many kids who are alone between 3:00 pm and 6:00 pm; those kids need to be involved in more community oriented activities; they need to be accepted within a peer group which nurtures and encourages their social development.</p>

Robert McFARLANE	The District's role on cyber-bullying should mirror its role with physical bullying. This includes educating students on the effects of cyber-bullying, how to avoid it, and how to prevent it. There should be as severe a consequence for cyber-bullying as any other form of bullying or harassment.
Diana MacNEIL	The district should continue doing the presentations to parents and encourage participation of RCMP experts. Include cyber-bullying in classroom instructions with all ages of students – they seem to be more advanced than their parents at younger ages.
Kirsten SCHAFFER-CHARLESWORTH	The District should take a proactive role in ensuring that cyber-bullying does not take place on school computers and help parents and caregivers recognize the signs of cyber-bullying. The anti-bullying software on School District computers should be current. Parents should also be given informatin by the District on what resources and steps are available to prevent cyber-bullying and what to do if it happens to your child.
15. Should K - 12 education be an essential service?	
Joan BECH	No - Public education is essential for our children and our society, and should be funded as such. I do not support using this designation in legislation to take away full collective bargaining rights from teachers and school board employees.
Steve BURTON	Yes
Hattie HOGETERP	Education is already designated an essential service.
Wendy JOHNSON	No - We have a collective bargaining process in place that has served us well in the past.
Alison McVEIGH	Yes
Kari MEDOS	The government has already decreed that education is an essential service
Michael PARKER	No
Karen PETERSEN	A compromise should be developed so that students don't suffer from labour negotiations while still allowing for labour negotiations rather than legislation.
David PETIPAS	Yes
Diane PONA	No
Rod ROSS	Yes
Graeme SHEPHERD	No

Paula CLARK	Yes, but only after a strike has been going on for a certain amount of time
Stacey CODY	Yes – Public education is essential! However, I do not support legislation that would remove collective bargaining rights from teachers.
Aaron FEDORA	see website for comments
Alex HAGEN	More discussion is required in order to address this issue.
Robert McFARLANE	Education is a service that is essential to students and the community. That fact should not, however, diminish school employees’ right to bargain a fair and reasonable collective agreement.
Diana MacNEIL	Yes – Whose responsibility should it be to ensure that the international right of a child to an education is fulfilled?
Kirsten SCHAFFER-CHARLESWORTH	No
16. Do you believe that the public should have access to discipline records of teachers?	
Joan BECH	Yes – In cases of professional misconduct that puts students at risk, the information should be released by the College of Teachers. As is the case for all the rest of us, information about work-related discipline is part of a personnel file that is private between the employer and the employee.
Steve BURTON	Depends on circumstances
Hattie HOGETERP	No - Employers need to have access to this information.
Wendy JOHNSON	No – The College of Teachers deals with this issue and makes the information public as it sees fit.
Alison McVEIGH	No
Kari MEDOS	No
Michael PARKER	No
Karen PETERSEN	Discipline records that relate to any offence that would impact a parent’s confidence in a teacher’s ability to safely and effectively teach their children should be made public.
David PETIPAS	No
Diane PONA	Parents deserve the right to any records of discipline and professional misconduct by teachers that would endanger their children’s safety. The B.C. College of Teachers have created an on line registry of discipline for just that purpose. That information will be made available to parents and the public.

Rod ROSS	Yes
Graeme SHEPHERD	No
Paula CLARK	Yes, but depending on what the discipline was for
Stacey CODY	No - This is a slippery slope. As a parent I believe I have the right to know. As a Trustee I'm not so sure that it would be a good idea.
Aaron FEDORA	see website for comments
Alex HAGEN	Don't Know - Only if that discipline is due to actions which have compromised the safety and well being of students, parents or staff of our school district.
Robert McFARLANE	Yes Yes, where the misconduct has the potential to impact students.
Diana MacNEIL	Yes - In the same format as Ontario.
Kirsten SCHAFFER-CHARLESWORTH	Maybe. I would have to have more information. There is a registry being made available to the public by the B.C. College of Teachers but it only includes college level discipline.

DISTRICT AND GENERAL EDUCATION ISSUES

17. What is your position on "Schools of Choice"? Do we need expansions, relocations, more or fewer programs, etc?	
Joan BECH	Students and parents currently have a variety of schools of choice available. I support these schools. They do a great job for students. Expansion of choice programs should only be done in the context of an overall plan that also considers the quality of education provided to students in neighbourhood schools.
Steve BURTON	Langley has an excellent variety of Schools of Choice. At this time with declining enrollment in all areas except the Willoughby slope it would not be feasible to expand.
Hattie HOGETERP	I support the "schools and programs of choice" currently offered in Langley district. These programs are well established, well subscribed and meeting the needs of students. I don't see any major changes to these programs in the foreseeable future.
Wendy JOHNSON	We need to remember that the choice of some families is their neighbourhood school and I believe that as a Board of Education, we need to support that choice. Our current schools of choice are serving the needs of some of our students reasonably well. I do not believe that we should establish any further schools of choice as our student enrolment is not showing substantial growth at the moment.

Alison McVEIGH	<p>Langley has a long tradition of offering choice and we currently have a wonderful selection of well-established schools of choice. I believe that the complement that exists in Langley now is the right mix and the right balance and I support what is currently offered. I would be very cautious regarding expanding our choices and a very strong demand would need to be shown in order for me to consider supporting it.</p> <p>Regarding relocation or fewer programs, again, a very strong case would need to be presented prior to my offering support</p>
Kari MEDOS	I think we need to make these decisions based on need, demand, opportunity and research.
Michael PARKER	Yes, it needs to be expanded
Karen PETERSEN	I believe that schools of choice provide an important function in the school district. I believe that a balance needs to be made with respect to Schools of Choice such that the needs of parents and students in the entire district, parents and students in the neighbourhood of the School of Choice, and economic realities are met.
David PETIPAS	I feel that the idea of having choices is great.
Diane PONA	Schools of choice offer parents an alternative to their neighborhood schools and in general have been a valued asset within our district. In times of growth they have taken the pressure off neighborhood school crowding. However, in times of declining enrollment choice schools can become a community target and viewed as elitist. We must look at each one separately and adjust programs and or expansions accordingly.
Rod ROSS	We have all the "Schools of Choice" we need. That being said I would not close the door on new "Programs of Choice" as I see that schools need to be able to differentiate themselves. We must allow for some flexibility, unique school strengths etc to allow our schools to be vibrant centres of learning.
Graeme SHEPHERD	I support Choice Schools as they offer parents the opportunity to send their children to school in an environment best suited to their learning style. These schools have also been used as a means to draw more students to the district. When we look at the district we must look at the whole district and this includes Choice schools so any contraction, expansion or relocation should be balanced across all programs.
Paula CLARK	we need to take a breath and look at how and where the community is growing and where there is a need and for what before we do and more
Stacey CODY	Parents in the Langley School District have a variety of choice available. I have always been a strong supporter of schools of choice. We have long wait lists for our schools of choice and to that it would appear that we need to look at expansion. There are kids on these wait lists that are from out of district and in times of empty classrooms..... why not bring in those kids?!
Aaron FEDORA	I fully support "Schools of Choice." However, at this time I believe we have a good variety of "Schools of Choice" and instead the District should focus on

	Differentiated Instruction and the “Whatever It Takes” program. The District must continue to evaluate the current “choice” programs offered and ensure there is a system in place to accept recommendations and evaluate potential “choice programs” in the future.
Alex HAGEN	This district is known for its "schools of choice". It is important to offer a variety of programs to our students, but in doing so, we must not forget to provide the basic elements of education, safety and extra curricular activities.
Robert McFARLANE	Many “Schools of Choice” have effectively served the needs of Langley students for years, as evidenced by their favourable student achievement results as well as the waiting-lists for enrolment. Where the School District is able to effectively and efficiently enhance the education provided to our students via enhancements to these programs, they should be pursued.
Diana MacNEIL	We have enough “choices” in Langley. Unless there is truly a large need identified, I don’t believe there should be any expansion of existing programs or new ones created.
Kirsten SCHAFFER-CHARLESWORTH	Yes, I believe that "Schools of Choice" should be expanded, but not at a cost to other programs and services.
18. Do you think that children in both rural and urban communities have "equity of access" to educational opportunities in this district? Please elaborate.	
Joan BECH	There are good schools in both rural and urban communities in Langley, but some specialized programs cannot be offered in every school. Students from rural areas may have to travel further to take advantage of educational opportunities because of where their families live. As one of those families, I know what it’s like for students to travel long distances. We felt, as many other families do, that benefits outweighed this inconvenience.
Steve BURTON	The provincial debate on this topic compares small rural communities such as Midway to large urban areas as Burnaby. I don't see that provincial argument being used in Langley in a global sense.
Hattie HOGETERP	In the broader scheme of things, Langley school district is an urban district. We don't have the same issues as school districts in more remote parts of the province. Having said that, we do have some small country schools. These schools provide the same education as the larger schools, but due to their size, more than their location, may not have the range of programs available at larger schools. Efforts are made to ensure equity of access, and parents may feel the benefit of these small schools out-weigh the challenges.
Wendy JOHNSON	Lack of public transit makes it difficult for some families in rural communities to access opportunities in other areas of the district. We need to lobby other levels of government to improve transit. At the same time, we can work to ensure that our neighbourhood schools have the necessary resources to meet the needs of all learners.
Alison McVEIGH	I believe that children in both the more rural and urban areas of Langley are very well served by our education system. Opportunity and choice are available for all

	students and their families regardless of where they live. The Board has worked very hard to distribute programs and resources equitably in all areas of our District. Thanks to the strong partnerships that the Board has developed, many community organizations and businesses work with and an help us to provide programming and resources to schools which might not otherwise be able to provide those things
Kari MEDOS	Students may attend any school in Langley provided there is space so I feel that all students have access to all opportunities providing their families can get them to their school of choice.
Michael PARKER	Would like to thing that they receive the same
Karen PETERSEN	I have been reading some of the reports considering the challenges facing Langley School District. It seems that based on these reports, children in rural communities, especially in eastern Langley, have fewer educational opportunities than children in urban communities. Something needs to be done to attenuate this.
David PETIPAS	I think that children from all areas have "equity of access" to educational opportunities but I am sure that in specific circumstances some people feel that they don't. As a district we need to allways strive to be better.
Diane PONA	This question is not clear to me . However, I will attempt to answer it by saying that numerous studies have shown that small schools have a much greater student success rate than larger ones.
Rod ROSS	No Response
Graeme SHEPHERD	The potential need to bus students from rural areas would necessitate the students spending more time traveling to school which could adversely affect their ability to learn. So I would encourage the board to work towards keeping neighborhood schools as the focus. Closing schools only as the very last resort.
Paula CLARK	no it seems the schools in these areas are missed for new programs and expansions like drama or sports
Stacey CODY	Both rural and urban communities house good schools. Parents that I have consulted with tell me that they are generally happy with the services their kids are receiving.
Aaron FEDORA	There is a significant difference between “rural” schools in Langley and rural schools in the rest of BC. While it is extremely difficult to offer every program in every school, parents in Langley have the option of sending their children to schools outside their catchment area. The decision to have smaller elementary schools located closer to children’s’ homes comes with an opportunity cost in terms of what programs are available at each school. However, I believe there is equity of access to an excellent education system in Langley and whichever school a parent chooses to send their child to will provide an outstanding education.
Alex HAGEN	With our educational facilities located where they are, not everyone is able to walk or cycle to school. Transportation is not available to all our students. Bus

	transportation is not available to all our students, including those interested in attending our "schools of choice".
Robert McFARLANE	I have no doubt that children who attend a neighbourhood school have better access to educational opportunities than those who attend more distant schools. For this reason the Board of Education should work to protect neighbourhood schools. Closure of neighbourhood schools should be a last resort, not the only option considered by a Board of Education.
Diana MacNEIL	Because registration for “schools of choice” is at the choice of the family and no bussing is offered by the district to attend them, families without the financial means to get their children to the “school of choice” are actually in a position of being denied access to such choices.
Kirsten SCHAFFER-CHARLESWORTH	No, typically there are more programs and services available in urban areas.
19. How do you see the role of private schools, home schooling, and distributed learning in education in Langley?	
Joan BECH	I support a strong public education system that gives all Langley students opportunities to succeed. Some parents choose to educate their children another way, perhaps because of concerns about public schools in Langley. That’s their decision to make. I hope we can strengthen public education in Langley to a point where some of those parents will see that public schools can provide greater opportunities and benefits to their children.
Steve BURTON	That is a decision for each parent to make for their child. My role as Trustee is to make available quality educational opportunities from K-12 . This can be accomplished in many different forms. One successful example is Lochiel which has attracted 42 new students this year from private schools.
Hattie HOGETERP	The responsibility for deciding on the best educational program for their children lies with parents, and they will choose the best option for their child. Private schools have been, and continue, to be a fact of life in Langley. The percentage of students attending these schools has remained relatively stable over the years. Home schooling and distributed learning are a desirable option for some children and families. Langley's distributed learning programs, and programs at LEC and Lochiel U-Connect continue to meet the needs of these children and families.
Wendy JOHNSON	Some families make this choice and that is their right. For some students, home schooling or distributed learning are options that enable them to be successful. As an advocate of public education, I would work toward funding neighbourhood schools in order to meet the needs of all learners.
Alison McVEIGH	Historically, roughly 10% of Langley’s school-aged population are either homeschooled or attend private schools. In the past few years, the expansion of the Fundament program through to grade 12 has allowed us to hold on to many students who traditionally left our district for neighbouring districts in order to complete their Fundamental education.

	As well, the expansion and success of Lochiel U-Connect has encouraged many home-schooled students to re-enter our public system. These are real success stories for Langley and are a result of the vision and the principled leadership the board has shown. Distributed learning is an area which the District is working to expand. I believe that continued support for the Fundamental program, Lochiel U-Connect and DL are very important.
Kari MEDOS	I feel each educational choice as an opportunity for students.
Michael PARKER	No Response
Karen PETERSEN	Protection of right of parents to participate in private schools, home schooling, and distributed learning is fundamentally important. As a School District, the best way to address the challenges posited (such as loss of enrolment) by these choices is to provide the best possible education via public the traditional public education system so parents and students choose to participate in it.
David PETIPAS	Their role is providing other alternatives to giving the children an education.
Diane PONA	I strongly support our public school system.
Rod ROSS	Private schools have their role in the education system...it is not my choice...but for each child...parents must choose what is best for their son or daughter and it may be a private school. Home schooling...we have the best of all worlds here in Langley with U Connect...we need to strengthen this program as it is drawing students from the private system and any time we can do that I am very supportive. More dollars for Langley. Distributive Learning...certainly an area of growth as well in Langley. We have initiated pilots programs and are monitoring their success. I suspect that the Provincial Government will be urging us to move this way even more so in the years to come. With enrollment issues...I can see this will assist us to meet our educational goals in the years to come.
Graeme SHEPHERD	I am committed to a fully funded Comprehensive Public School system. If we provided these students this opportunity I think we could draw some back into the public school system.
Paula CLARK	private schools have more advantages then public schools most public schools are made up of single parent families and more families are getting fed up with the school system not knowing what will happen next so the will home school there children and some times it work better for them
Stacey CODY	I support public education and equal access to all students. I believe that parents have a right to choose where and in what manner their children are educated.
Aaron FEDORA	Traditionally there has been a pretty consistent ratio of 10% of students in private and home school settings. I believe that private schools, home schooling, and distributed learning are just three more options that parents have when determining how to educate their child. These options are important because it allows the parent to choose an education style that best fits their child's learning

	strengths. I support the right of a parent to choose any of these three options.
Alex HAGEN	Private, home and distributed learning services may work for some, but perhaps not for the majority of our families. Public education is meant to be easily accessed and not a burden on our already limited resources.
Robert McFARLANE	In some circumstances many of these options have a role to play in education. The growing popularity of these options, however, is an indicator of the alarming shortcomings in the Langley School District.
Diana MacNEIL	Private schools and home schooling are outside of the board of education's mandate; however the district has some distributed learning (DL) programs that are meeting a need in the district. It would be advantageous to find out how many students from Langley attend the private schools or are home schooled.
Kirsten SCHAFFER-CHARLESWORTH	As Trustees we should be open and aware of other options that may be available for student education.
20. What are your thoughts on the Ministry of Education's direction regarding Early learning, especially the provision of pre-K and full day K?	
Joan BECH	I support the idea in principle. I also have many questions. Some of the specific issues we'll have to address include whether early childhood education will be fully funded by the government or whether it will draw resources from existing classrooms, the impact on the two existing all-day Aboriginal Kindergarten programs, and the difficulty of finding enough qualified early childhood educators. I look forward to seeing more details from Victoria.
Steve BURTON	To date the Ministry has floated trial balloons. The key from the District's perspective is that the changes, if implemented, are significant and should be funded properly and brought in at a pace that is practical .
Hattie HOGETERP	This whole area will be one of the challenges facing Boards of Education in the next few years. No doubt, quality early learning experiences can have a positive impact on a child's performance in primary school. However, as an early childhood educator, I have concerns around making early learning a part or the K-12 program. There are many, many unanswered questions. The pre-K and full day K debate does not address the huge underlying issue of accessible, quality child care - a growing need for many young families.
Wendy JOHNSON	I support this concept. However, we need to work with the provincial government to ensure that the necessary funding is in place to make it happen. Once funding is secured, neighbourhood schools need to be involved in making the decisions about how best to structure these programs to meet the needs of children in their communities.
Alison McVEIGH	I believe that the Early Learning provisions that the Ministry of Education are suggesting provide the District with a greater opportunity to work with young children and their parents. Many of Langley's pre-schools and day-cares are doing a wonderful job working with the 3 & 4 year olds that are under their care and the possibility of working

	<p>with them to continue engaging little ones and their parents in meaningful and age appropriate early learning is exciting. There are challenges that would need to be addressed if the Ministry is going to implement these programs.</p> <p>Firstly, will there be sufficient funding delivered to our District to staff and resource these programs. Secondly, what about all those in our community whose job it currently is to deliver early learning – how do we embrace their skills and work while bringing it under the public school umbrella? Like all new directions that the Ministry of Education sends us in, I believe that the Langley School District will step up to the challenge, work together with the community to address the challenges and implement a highly successful and sustainable early learning program.</p>
Kari MEDOS	I feel it is a ministry decision that the Langley Board of Education will abide by.
Michael PARKER	My major concern is that children spend most of their young lives in an institution. I Would rather see them spending more time being children, experiencing their environments and learning from it rather than forced learning. The best learning takes place through play.
Karen PETERSEN	I believe that as a society we want to create a balance between allowing children to be children and learn through play and intrinsically motivated choice in early life, and the desire to give our children the best possible start to their educational careers. I would support the exploration of the impact of pre-K and full day K programs so long as the all the needs of children are considered.
David PETIPAS	I feel that starting our children on the right path as early as possible is to their advantage. I look forward to seeing the feasibility and cost study to find out if this is an option that will work.
Diane PONA	Exciting! These early years of learning are so important to the children's development. However, I would be cautious about the ministry's commitment to continued funding. History shows that not all ministry directives come with full funding commitments.
Rod ROSS	Pre K is a concern for me. If we are just doing the same as we would in K then we need to look at this. The ECE community has some real concerns about how this is to be done. I think we need to do a pilot and then determine our direction. A little early to tell at this time...but it seems the government has this as a focus...I only hope we can do it gradually and implement this over time.
Graeme SHEPHERD	I am excited about any opportunity for education but that excitement is tempered by the concern that the provincial government might not fully fund these programs downloading the burden to an already stressed local district system.
Paula CLARK	pre k is good to help them get use to going to school but wait until they are ready all day kindergarten is a good thing more opportunities to learn
Stacey CODY	I support the Ministry's direction. However, I have a lot of questions around funding and how that will manifest. I wouldn't want to see funding from existing classrooms/programs pulled/stretched to support the new direction of early learning.

Aaron FEDORA	I support examining opportunities that provide for early detection and intervention of learning disabilities in early childhood education and provide support for parents with kids that have unique learning needs. However, each child is unique and mandating a catch all directive by the provincial government must be studied very carefully before fully implementing.
Alex HAGEN	Parents and care givers must assess their individual child's readiness and ability to undergo the demands of pre-K and full day K. More information is needed to address this issue.
Robert McFARLANE	At this point there is far too little information available to have an informed opinion. Depending on the details and the funding provisions this direction could be anything from a great opportunity to a complete disaster.
Diana MacNEIL	With the finding that in some areas of our district, 25% of our students are not "school ready" when they start kindergarten, we need to do what we can to ensure that all of our students are able to start their school career on the same footing.
Kirsten SCHAFFER-CHARLESWORTH	More information needs to be made available to the public. How will this affect our schools, number of classrooms necessary and programs for other students? What types of curriculum will be available and at what cost, if any to parents?

21. Looking forward to the next three years, do you have any concerns about the recent changes in the Aldergrove and South Central Areas, and the recommendations for the Walnut Grove area yet to be discussed? Around what areas for improvements do you foresee having discussions?

Joan BECH	<p>I have two main concerns. Parents and students were not treated with respect in the consultation and decision-making process. And the solutions that have been implemented do not match the problem they're supposed to fix.</p> <p>On Nov. 28, 2006, the Board adopted a recommendation to begin consultations on "student achievement, the maximization of services to students, the consideration of social and economic trends, (and) the balancing of district and community needs." The terms of reference did not mention school closures, program consolidations or the creation of middle schools. Is it true consultation if people are not told that such significant changes are on the table?</p> <p>The final report, received on March 27, 2007, contained not one sentence describing what people said during the consultations. If the purpose was to hear from the community, shouldn't that have been the main part of the report?</p> <p>Just two weeks later, the board was handed a package of 11 far-reaching recommendations to close and reconfigure schools, disrupting the education and school environment of over 3,000 Langley students. The driving force behind these recommendations was clearly not public input.</p> <p>Unfortunately, considering what families have been put through, the changes approved by a narrow majority of the board do not even have the virtue of addressing declining enrolment in some parts of Langley. They only moved students around.</p> <p>In the South Central area, we now have two over-crowded high schools. We have lost a historic elementary school which was operating near capacity. We have half empty K – 5 elementary schools. And students who used to walk to school are now spending hours on the bus.</p> <p>In Aldergrove, declining enrolment at Aldergrove Secondary is to be "fixed" by removing the entire Grade 8 class. It doesn't add up. In my opinion, the board</p>
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	<p>has made things worse for students and families, not better.</p> <p>In every part of Langley – whether it’s Walnut Grove, Aldergrove, or South Central – we must treat parents, students, teachers and staff with more respect. We must be up front about the issues from the outset. We must discuss options and alternatives, informed by an analysis of costs and benefits, not impose decisions that appear to be pre-determined. We must make long-range plans for all of Langley, not risk creating further divisions and setting one area against another.</p>
Steve BURTON	<p>The Aldergrove community has informed us they want a Middle School and that they are looking forward to the opening of the Betty Gilbert Middle School in Sept 2009. The Stafford Middle School has opened very successfully and now has a waiting list. Langley Secondary has also opened successfully and is offering over 50 new courses. The next challenge will be to manage the growth on the slope where we are engaged in ongoing dialogue with the parents, our mla's and the Ministry of Education.</p>
Hattie HOGETERP	<p>I believe that the decisions made for the Aldergrove and South Central areas were the right decisions, made for the right reasons. On the whole, changes already made at HD Stafford Middle and LSS are going well, and preparations in Aldergrove are on track. Walnut Grove has basically stabilized and I don't anticipate major changes for this area, although parents have indicated a desire for expanded opportunities for students. The Board's next challenge will be meeting the educational needs of the growing Willowbrook/Willoughby area.</p>
Wendy JOHNSON	<p>I am concerned about the way in which parents, students, and staff in this district have been treated over the past three years. The current Board has divided the district into competing zones, treated schools and their communities unfairly, and demonstrated arrogance and disdain when dealing with the public.</p> <p>It is time for a change. We need positive, respectful and democratic leadership. I look forward to being part of that change. I propose a moratorium on school closures until we can develop a district-wide long-term plan through community consultation to deal with the concerns about declining enrolment. I propose a comprehensive community review of the middle school concept before the creation of any new middle schools in the district.</p>
Alison McVEIGH	<p>I believe very strongly in the recent changes that are being implemented in Aldergrove and the South Central Areas. I have absolutely no doubt that time will prove that the difficult decisions that the Board made will have a very positive impact on student achievement. It is incumbent that the District continue monitoring the transitions and make adjustments where necessary to ensure that issues which may come up are dealt with expediently.</p> <p>With regard to the North Langley area including Walnut Grove & Willoughby, there are some very important and exciting opportunities to be discussed and explored with the community and there has been significant interest about these programming opportunities been expressed by families in the area. I am open to exploring these options. The most important issue to be addressed is the Ministry granting approval for a new elementary school in Willoughby as well as approval to acquire a piece of property for a future second elementary site in the region. The Board is taking action by working very hard with the Ministry of Education and our MLA's to secure this approval.</p>

Kari MEDOS	I see all areas in Langley as being open to discussions since the needs of our students and schools are always changing. You can always improve on communication.
Michael PARKER	No Response
Karen PETERSEN	These questions are too vast answer in this venue. The School Board has produced more than one inch of paper considering these issues, and if one includes the various interest groups, local newspapers, and internet sources, the paper produced probably exceeds two inches. Rather than attempting to comment on all the issues, I will make a quick comment on one area of concern. I am particularly concerned about the piecemeal application of middle schools with an apparent picking and choosing of relevant middle school pedagogy.
David PETIPAS	Change is inevitable but it is what we do to be best prepared when these changes have to happen.
Diane PONA	My concerns are for the entire district. We need an overall plan not an Aldergrove or a Walnut Grove plan etc. The area that I see needs the most improvement is two-way communications. A sincere open and inclusive dialogue with parents district wide is paramount to any successful plans. The South Central reconfiguration is a clear example of how not to go about changes, needed or not. Once again it's not what you do, but more about how you treat people in that process that matters
Rod ROSS	No Response
Graeme SHEPHERD	Looking at the first part of this question I have many concerns over the recent changes to the Aldergrove, South Central areas. We have decimated local elementary schools by removing 2 grade levels and leaving these schools severely under utilized and we have overcrowded high schools. We needed to look at the district as a whole not in parts as senior administration has done. The problems we are facing are district wide and must be resolved with a district wide long term plan. For the second part of the question I believe that we must begin to win back the trust of the whole community by making sure that the decisions being made take into account the wishes of the parents, students and our other partner groups. If we engage the community in planning with open and honest dialogue then the decision making process will become transparent and the community will buy into solving the problems we face now and in the future.
Paula CLARK	take a look at the growth in the area and see what is needed how fast it is growing and listen to what the parents and children are saying that is one of the most important things
Stacey CODY	That's a pretty heavy question. I have never hidden that I feel that the consultation process was flawed. I am still with the belief that change is inevitable. However, change of this magnitude needs to fit the problem and quite frankly I don't believe that has been the case thus far. Essentially all that happened was moving students around. Schools and their respective communities were pitted against each other. Not productive, respectful or educationally sound. There needs to be more respect shown to the community (students, parents, staff

	<p>etc.). It is important to be upfront and transparent from the outset. Willoughby is rapidly growing and changes are necessary in that pocket of our community.</p>
<p>Aaron FEDORA</p>	<p>The District is experience a shift in the enrolment levels at various schools throughout the District. This shift necessitates that resources be reallocated to properly address the needs of the changing demographics of Langley. Consultations in the Aldergrove area have work very successfully and the residents there are looking forward to opening of a new middle school. This is the same process that is being used in the North Langley area and I have no doubt that similar positive benefits will result from the consultations. The District has demonstrated that it is very open to dialoging with parents and listening to parents concerns.</p>
<p>Alex HAGEN</p>	<p>This district needs to be looked at as a whole rather than a divided community. I would rather consult with the public before reviewing recommendations for change or improvement.</p>
<p>Robert McFARLANE</p>	<p>I have many concerns with all three. The majority of the current Board of Education has:</p> <ul style="list-style-type: none"> • Not truly consulted with the community (to consult, one must actually listen – not merely allow others to speak), • Consistently presented incorrect and/or misleading information. • Failed to research the educational, social, or financial consequences of these recommendations. • Failed to live up to the principles they committed would govern the outcomes of the process, including demonstrable benefits and the interests of students being paramount. <p>In Aldergrove, the Board’s plan for next year involves:</p> <ul style="list-style-type: none"> • “Solving” declining enrolment at Aldergrove Community Secondary by REMOVING the grade 8 students from the school. • “Solving” declining enrolment in Aldergrove elementary schools by REMOVING grade six and seven students from the elementary schools. • Creating a Middle School for reasons, and in circumstances, that Middle School advocates state will not work. <p>In South Central, the effect of the recent reconfiguration is:</p> <ul style="list-style-type: none"> • Langley Secondary School’s population ballooning to hundreds of students above its capacity – an unhealthy learning environment. • Elementary Schools now running half-empty, due to the loss of their grade 6 & 7 students – another unhealthy learning environment. • No reduction in the number of “empty seats”, other than by the closure of yet another neighbourhood Elementary school (Murrayville, which was nearly full to capacity). <p>In Walnut Grove, only vague “pre-election” sounding promises have been made. The entire process in all three regions has been flawed. The Board of Education needs to start Putting the Students First. We need to build a long-term plan, based upon:</p> <ol style="list-style-type: none"> (a) An accurate assessment of where the Langley School District is today and what the trends truly are. No manipulation or exaggerations, just an honest and accurate assessment of where we are and where the trends are leading us. (b) Working with and listening to our community (parents, students, teachers, staff, both municipalities, etc.) to identify the best possible options for our

	<p>future.</p> <p>There is a difference between allowing others to speak and actually listening. We need to start listening, and we need to move away from confrontation and start building consensus. This is not to suggest that everyone will agree all of the time, but a great deal of consensus can be built by honest two-way communication. Only by working together, both on the Board of Education and with the community, can the Langley School District truly help our students achieve their full potential.</p>
Diana MacNEIL	<p>I don't foresee serious concerns in Aldergrove as the community is working together to create a positive change.</p> <p>As to South Central, I have concerns regarding the timeline of implementation and apparent lack of supports in place for some students and staff.</p> <p>As far as Walnut Grove, I'm not aware of any recommendations before the board that are being discussed at this time. Discussions need to happen around whatever areas are identified by staff as being areas of concern. Those discussions need to involve representatives of parents and staff to come up with cohesive plans that can be followed.</p>
Kirsten SCHAFFER-CHARLESWORTH	<p>Yes, I do have some concerns.</p> <p>For the Aldergrove and South Central Areas:</p> <ul style="list-style-type: none"> - Continuation of transportation for relocated students - Building improvements are followed through and completed - Will there be more school closures? - How will the proposed addition of full-day Kindergarten for 3, 4 and 5-year olds affect available classrooms and programs? <p>In the Walnut Grove area yet to be discussed:</p> <ul style="list-style-type: none"> - Will there be an addition of another one or two elementary schools in the Willoughby area? - How will the proposed addition of full-day Kindergarten for 3, 4 and 5 year olds affect available classrooms and programs? - Reconfiguration in the Walnut Grove and Willoughby area schools? Will it be K-7 or K-5, 6,7,8 and 9, 10, 11, 12?
22. What are the top two (2) issues you want the Board of Education to tackle in the next three (3) years? Why and in what way do you want the district to improve?	
Joan BECH	<ol style="list-style-type: none"> 1. Re-build the relationship with parents, the community, and partner groups. To improve public education for our children, and give them the opportunities they need, we must work together. 2. Provide better support for special needs students. No student, and certainly no special needs student, should be expected to sit alone in the cafeteria for hours each school day.
Steve BURTON	<ol style="list-style-type: none"> 1 Growth on the slope. 2 Continuing declining enrollment in the rest of the district. <p>These will be impact our ability to manage our resources. How we manage our resources will ultimately impact student achievement.</p>
Hattie HOGETERP	<p>I want to see a continued focus on keeping students in school and achieving.....</p>

	<p>success. I want to see our drop-out rates fall, and our graduation rates rise. I'd like to see more of our students continue on to post secondary education at universities, colleges, or in trades apprenticeship programs.</p> <p>The Board will continue to be challenged by changing demographics - increasing funding pressures, as an aging population demands imore spending on health care, declining enrolment in some areas and growth in others. Balancing and prioritizing needs will demand careful district-wide strategic planning.</p>
Wendy JOHNSON	<p>My first priority is relationships. I want to repair the Board's relationship with the community focussing on dialogue, respect, and trust. I want to work with all employee groups to improve morale and retention of staff.</p> <p>My second priority is to secure funding to ensure that all students in Langley have access to a quality public education. It is their right.</p>
Alison McVEIGH	<p>I believe that continuing to improve student achievement must always be our top priority.</p> <p>The biggest issue that we will need to address is dealing with the continued growth on the Willoughby hill. As the student population increases in this region, we must ensure that the buildings are in place and the programs to ensure success for every student are provided.</p> <p>The other area of focus for the Board of Education to continue supporting our students at risk and students with specials needs. We will achieve this by ensuring that all of our resources are managed in the most responsible manner so that the greatest amount of revenue can be put directly into classrooms for the benefit of students</p>
Kari MEDOS	<p>Making sure student needs in the Aldergrove and Mountain areas are addressed and taking into consideration their enrolment issues with open and honest conversations while continuing to ensure the needs of our entire district are being met.</p>
Michael PARKER	<p>Communication with all parties concern in education. Full and open dialogue with everyone. And the board being responsible to the voters for their actions.</p>
Karen PETERSEN	<p>I think the overriding issue the Board of Education should address is how to allocate limited resources to maximize student success in the face of declining enrolment. The most important way the Board can improve is to maximize collaboration and communication with parents and the community regarding decisions that will have a significant impact on the student population such as closing or transforming schools.</p>
David PETIPAS	<p>1. Communication 2. Technology issues</p> <p>The better the communication, the better the decisions! The more we understand about technology, the better we can use it to provide a better education for our children.</p>
Diane PONA	<p>(1) The new Board will have do deal with the issue of “lost trust” with the community and learn to work together by respecting each other’s view. More than what we have witnessed this past term.</p> <p>(2) The new Board must also display greater leadership and willingness to work with parents and all other partners when tough decisions have to be made.</p>

<p>Rod ROSS</p>	<p>Financial Challenges will lead the way on this one. You can tackle any list of problems if you have the dollars to support those initiatives. Closing schools as difficult as they have been for all when in the midst...have resulted in savings that the entire district has benefited from. The strengthening of enrollment in under subscribed schools has made them come alive in new ways.</p> <p>Relationship Challenges are as prominent as the former issue. We are in the people business and we must always attend to building relationships. As we move forward in a district with declining enrollment...the management model is different. The soft skills need to be honed. People are very concerned about their future and they need confident compassionate leaders to understand how they are feeling. Change is constant and because of the anxiety that comes along with that change we must be vigilant to listen to our partners in the system.</p>
<p>Graeme SHEPHERD</p>	<p>The top issue for me is that we must unite the board. This does not mean that the board must agree on everything but we must be able to disagree respectfully and not in a way that detracts from the issues we are faced with now and in the future.</p> <p>The second issue would be the board must work diligently to earn back the respect and trust which the community has lost in them. We need to be open and honest in communicating with the community valuing each and every opinion. Giving the community opportunities to engage the board in constructive discussions when planning for the future.</p>
<p>Paula CLARK</p>	<p>bullying finding a way to stop it or deal with it more effectively funding for activities after school</p>
<p>Stacey CODY</p>	<p>The top two issues I want the Board of Ed ti tackle are:</p> <ol style="list-style-type: none"> 1). Healing the community. Rebuilding relationships. Honest, collaborative consultation with our partner groups, teachers and support workers. 2). Better support provided for special needs students and support/resource teachers.
<p>Aaron FEDORA</p>	<p>My two top issues are: expanding and further supporting individual (differentiated) learning and strengthening community partnerships with Langley schools.</p> <p>Individual Learning – I believe this is important at the very basic level we are all unique individuals and if we can adapt instructional methods to the individual student that child will realize the maximum benefit of our education system. Specifically, I would like to see more professional development days focused on differentiated instruction and increase resources to reduce the waitlist for IEP testing.</p> <p>Strengthening Community Partnerships – Partnerships are a great way to share limited resources to the benefit of our students. I would like to see District continue to develop facilities partnerships with the City and Township (ex. The Langley Events Centre) and develop school partnerships with community groups, the Chamber of Commerce, and faith based organizations to expand literacy, after-school, and meal programs in our schools. Specifically, I would support the District hiring a community partnership coordinator to share between City elementary schools and develop new partnerships in all City elementary schools.</p>
<p>Alex HAGEN</p>	<p>I would like to promote consensus building rather than opportunistic politicking; I would like to design and implement after school athletic and interest programs for children over 10 years old on a cost sharing basis; and I will work towards developing a coordinated system of professional development days between</p>

	Stafford Middle School and its feeder schools.
Robert McFARLANE	<p>A) Creation of a long-term plan that puts the success of Langley students at the forefront. A plan that Puts Students First. That plan must be based upon an accurate assessment of where the Langley School District is today and what the trends truly are. No manipulation or exaggerations, just an honest and accurate assessment of the facts.</p> <p>B) Communication & Collaboration with the community (parents, students, teachers, staff, and both municipalities). Simply allowing people to speak, without considering what has been said, is not listening – and it is certainly not consultation. We must work as a team to develop the best strategies, tools, support and environment for our student’s success. In addition, trustees on the Board of Education must work well together in an atmosphere of collaboration and mutual respect. Debate is healthy and necessary, going beyond that is not.</p>
Diana MacNEIL	<p>#1 – communication avenues need to be addressed and improved, starting with changes to policy 1204. Communicating with the stakeholders of the district through improved website access and regular newsletters to parents and others.</p> <p>#2 – ensure that the supports that are supposed to be in place for students on IEP’s are in fact in place. I want the district to improve its communication with parents and caregivers and improve the way it deals with the “needs” of students rather than the “wants” of adults.</p>
Kirsten SCHAFFER-CHARLESWORTH	<ol style="list-style-type: none"> 1. Funding for Education so that current programs may be maintained and improved upon. 2. The proposed introduction of full-day Kindergarten for 5, 4 and 3-year olds. 3. I would like the district to improve its communication with parents/guardians and community.

FUNDING

23. What is your opinion on the Decentralized Decision-Making Model (DDM) being used in the Langley School District? What are the greatest opportunities it offers and challenges it presents?	
Joan BECH	This year’s independent District Review Report recommended that Langley School District should “examine the effectiveness and efficacy” of decentralized decision-making, and other practices, to ensure they support optimal student learning. Few school districts use this model. Some have recently turned away from it. My biggest concern is that DDM reduces the accountability of district administrators and trustees by shifting responsibility for spending decisions to school-based administrators.
Steve BURTON	Our Board has gradually fine tuned the DDM Model and will continue to review it each budget cycle. For certain functions school based decision making is best for others central decision making works. Each item must be examined on its own merits.
Hattie HOGETERP	Decentralized Decision Making is a long-standing tradition in Langley, although it

	<p>has changed considerably over time. DDM gives schools more autonomy, but also greater responsibility. It has both advantages and disadvantages. In order for DDM to work effectively it needs to be monitored and adjusted as circumstances dictate. Review of DDM is part of the current Strategic Plan.</p>
Wendy JOHNSON	<p>I support the original Decentralized Decision-Making Model. When it was introduced in the Langley School District by Emery Dosdal, the former superintendent, the intent was to allow school communities to set goals and to have the necessary resources to implement them. Schools were able to implement programs to support students based on their needs.</p> <p>Since then, the provincial government has changed the funding formula to school districts and dollars for public education are scarce. Schools are now forced to make hard decisions about what to keep and what to cut.</p>
Alison McVEIGH	<p>DDM has been an integral part of our school district for many years. It is an important structure within Langley schools as it allows individual schools to make budgetary decisions for their students based on the needs and desires of their school community. Its greatest opportunity is that parents, staff and administration have an important voice in the priorities and direction of their school.</p> <p>From time to time DDM can present a challenge when schools become too small to be able to provide all the options that they would like to offer because their low enrollment does not provide sufficient funding or where needs are greater due to demographics. When this happens, the Board may need to step in and provide supplemental funding to carry them through. The Board continually monitors and reviews DDM to ensure that the best DDM structure is in place to support student achievement.</p>
Kari MEDOS	<p>I think it has its advantages and disadvantages. The greatest opportunity is that it allows administrators who best know the needs of their school to designate the funds where they feel they are needed most without having to approach the board for every decision. The challenge can be if administrator's view of what the school needs doesn't match that of the people inside the school.</p> <p>I also feel with DDM, if a school doesn't receive enough funding, the administrator is left in a position of needing to make cuts which are generally made to the building itself including equipment and furnishings in order to keep student programming in place. Eventually the school shows the neglect but there is no funding in place to resolve the issue which then worsens over time.</p>
Michael PARKER	No Response
Karen PETERSEN	<p>DDM generally encourages motivation, creativity and flexibility. Past analysis of DDM in Langley has shown the impact on decision-making, teachers, principals, parents, and students to be positive (Brown, Daniel J.). Although I support DDM, I think in times of intense change, such as Langley School District is currently experiencing, DDM has to be mitigated by strong central planning and a unified vision.</p>
David PETIPAS	<p>I support decentralization because it puts financial decisions in the schools. Each school administration, staff and PAC group has more knowledge of where the funds are needed than an outsider.</p>

Diane PONA	DDM can have a positive effect on schools when the total amount allocated to the school takes into consideration the school's dynamics such as small schools and schools of greater need. Equity challenges can occur when these considerations are not given.
Rod ROSS	DDM is not the be all and end all but it is the best model for getting decisions made as close to the school as you can get. DDM allows for a entrepreneurial mindset which allows schools to be masters of their own destiny. While I know schools have little room to move...DDM still allows some decisions to made at the school level. I still prefer this to the bureaucratic model that our neighbouring district use.
Graeme SHEPHERD	I believe that the DDM model works to allow the school based administration to design programs that best meet the needs of their particular student community. The greatest challenge is that there is insufficient funding in the system.
Paula CLARK	No Response
Stacey CODY	I've never been a big fan of the DDM. I believe it reduces accountability of Ditricr Administrators and Trustees by placing the responsibility for decisions of spending to the Principals.
Aaron FEDORA	I support DDM. It offers great opportunities for neighbourhood control over their school's budget and priorities. The greatest opportunity that DDM offers is the ability of SPCs to have significant control of the budget. The challenge presented by DDM is that there are certain fixed costs to operate a school regardless of size and those fixed costs and severely restrict the amount of money available after contractual obligations in the smaller schools.
Alex HAGEN	I believe this model of school-based budgeting works well for our school administrators. Individual schools have a better understanding of how and where to allocate the funds they receive from the district. Having said that,I believe that this is a hot topic surrounded by controversy.
Robert McFARLANE	DDM offers an opportunity for individual schools to adapt their activities to the specific needs of their communities. The challenge is that, generally speaking, school administrators are trained as educators – not necessarily trained in financial matters. As a result some schools are able to effectively take advantage of the potential opportunity DDM represents, while others are not. Appropriate training of administrators on the effective use of DDM would certainly improve performance under this model.
Diana MacNEIL	The DDM limits the ability of administrators to commit to funding what is necessary for all students to learn, because of the ability for choices of a school's particular priorities to be put ahead of the need for additional TA or LA time for students who require it. The opportunities that DDM offers to administrators at schools is to put the funding where the school's Growth Plan as identified by the SPC's can be most positively impacted.
Kirsten SCHAFFER-CHARLESWORTH	The Decentralized Decision-Making Model the district uses works well for the majority of students. Some concerns may be with regards to Special Needs Students, Gifted Students and Gray Area Students (with learning difficulties but

	not formally identified.)
24. What are your top priorities in terms of allocating the education funds our district RECEIVES?	
Joan BECH	Students and classrooms.
Steve BURTON	My top priorities are reflected in our strategic plan .
Hattie HOGETERP	All educational resources have to be focused on educational programs, student needs, and student achievement. My priorities are for strong academic, arts and trades programs, as well as alternative programs, so all students have the best possible chance for success.
Wendy JOHNSON	Education funds should go to schools to support students.
Alison McVEIGH	The Board has shown vision and principled leadership by consistently allocating almost 90% of the funds our district receives to directly into classrooms in support of students. I believe that this is the right priority and I will continue to advocate for this direction.
Kari MEDOS	That it be used to best serve our students.
Michael PARKER	Children first. All funds are for the childrens needs not for administration. If schools need new computers for the students then that is where the funds should go. If the board office wants new office chairs, forget it. Elimination of expense accounts is very important.
Karen PETERSEN	My top priority is the direct support of student learning.
David PETIPAS	Providing quality education to all Langley students. Getting the most value for every taxpayers dollars.
Diane PONA	Student needs.
Rod ROSS	No Response
Graeme SHEPHERD	Student needs in the classroom
Paula CLARK	upgrading text books is one and making sure you have extra staff like ta in the schools and more school activities after school
Stacey CODY	Students and Classrooms!
Aaron FEDORA	My top priority in allocating money the district receives is to support our teachers, enhance differentiated learning initiatives, and maintain facilities in good repair and ensure their safety.
Alex HAGEN	We need to talk about keeping our educators, administrators, support staff and

	neuro-developmental specialists on staff. This issue is crucial to our maintaining student success on all levels of the intellectual spectrum.
Robert McFARLANE	Student education. Our School District must provide a quality education to all of our students, adapted as necessary for student's particular needs, and conducted in a way which motivates each student to be committed to his or her education. We must help every student to achieve his or her full potential, regardless of the path that student has chosen or the student's personal strengths and weaknesses. We cannot select from these priorities, they must all be delivered well.
Diana MacNEIL	Ensure that student needs are met within the constraints of the budget.
Kirsten SCHAFFER-CHARLESWORTH	Top priorities for funding that our District receives are students programs and staffing.
25. What are your top priorities in terms of allocating the education funds that our district GENERATES?	
Joan BECH	Students and classrooms.
Steve BURTON	Again these are set out in our strategic plan.
Hattie HOGETERP	The funds generated by the district are for educational programs that are worthwhile and valuable, often new and innovative, but not funded by the Ministry of Education. My priorities would be programs and program resources that support the strategic plan.
Wendy JOHNSON	These funds should also be used to support students.
Alison McVEIGH	The greatest source of funds that the District generates comes from the International Students program. Each year the District raises close to \$8 Million. The greatest percentage of these funds go directly back into the schools that are hosting the ISP students. I believe that this is exactly where the money raised should go because that is where the greatest benefit can be achieved.
Kari MEDOS	That it be best used to serve students by following the strategic plan.
Michael PARKER	same as above
Karen PETERSEN	Again, I think direct support of student learning needs to be the top priority.
David PETIPAS	My priority would be to work with the entire district to determine where the funds would be best allocated.
Diane PONA	Student needs not funded by the Ministry.
Rod ROSS	Funds that the district generates should be allocated to NON STAFF areas. This would suggest that our International Funds that we generate should go to Value added experiences and supports for student learning. My passion is to see this

	money go to technology enhancement.
Graeme SHEPHERD	I would not differentiate between what we receive and generate. All monies received by this district should be directed towards the classroom
Paula CLARK	same as above
Stacey CODY	Students and Classrooms!
Aaron FEDORA	I believe that funds that are generated by the district should be invested to create even more revenue in the future. My second priority would be to fund District programs that do not receive Provincial funding.
Alex HAGEN	Following the maintaining of our optimum staffing levels, funds generated should be used for special interest programs and athletic activities.
Robert McFARLANE	I do not distinguish between the funds the District receives versus the funds the District generates. Our sole focus must be student education. (Refer to answer to question above regarding funds “received”.)
Diana MacNEIL	Use those funds to provide “extra’s” for students and "wants" of adults.
Kirsten SCHAFFER-CHARLESWORTH	Top priorities in terms of allocating the education funds that our District generates are more programs and services for students. Such as Literacy programs for older students, specialized equipment for special needs students, computers for students, etc.
26. How do you think the Langley School District Foundation should determine its project funding priorities?	
Joan BECH	Based on maximizing benefits to students.
Steve BURTON	The Board of Directors should seek input and information then make an informed decision.
Hattie HOGETERP	The Foundation Board currently determines project funding priorities. So far, the projects they've funded have aligned nicely with the district strategic plan.
Wendy JOHNSON	The Foundation should develop a process whereby schools could apply for funding for projects that would further enhance educational opportunities for students.
Alison McVEIGH	The Langley School District Foundation has established processes to determine which projects it will fund. The mandate of the Foundation is to fund only those projects which are not currently funded by Government. Twice a year the Foundation sends out grant proposals to all schools in the District and funds almost all initiatives that meet the requirements. The funds raised in the 2 major annual fundraisers are allocated to programs in which Langley School District staff have expressed a significant need and have submitted a funding proposal. I believe that this process is working well and that many important needs are being met through the funds raised by the Foundation.

Kari MEDOS	Same as above, that it be best used to serve students by following the strategic plan.
Michael PARKER	That should be up to the foundation.
Karen PETERSEN	I believe the Langley School District Foundation governance should be more directly accountable to the electorate so that the community gains greater influence in determining project funding priorities.
David PETIPAS	The current process appears to be working well but there is always room for improvement.
Diane PONA	The Board of Education has a representative on the Foundation. Requests could be made to the Foundation through a grant process.
Rod ROSS	What are the needs that the government does not fund. Survey the partners. Survey the business community to see what they would like to fund.
Graeme SHEPHERD	The board of Directors of the foundation (which has a representative from the district) should have in place documentation which outlines the criteria by which funds will be allocated. Priority should be given to requests which enhance student's educational experience.
Paula CLARK	the schools with the bigger need
Stacey CODY	Project funding priorities for the Langley School District Foundation should be determined by benefits being maximized to students. I have been very pleased to see some funding going into PALS as when this initiative first started it was supported by the School District but not financially.
Aaron FEDORA	The Langley School District Foundation's funding priorities should be determined by its independent board.
Alex HAGEN	I believe that this issue requires in-depth public consultation.
Robert McFARLANE	I do not distinguish between funds the District receives or generates, from the Foundation or otherwise. Our sole focus must be student education. (Refer to answer to question above regarding funds "received".)
Diana MacNEIL	There should be a district committee consisting of all partner groups that determines where the funding will go.
Kirsten SCHAFFER-CHARLESWORTH	The Langley School District foundation should determine its project funding by evaluating which resources are most important, and allocating funds accordingly. Projects that require a short-term financial commitment should also be evaluated for funding, while those requiring a long-term commitment should be avoided.
27. What criteria should the School District Business Company be required to meet in order to justify its existence?	

Joan BECH	It should be self-sustaining. It should not be a drag on school district staff, time and resources that could be better spent on promoting student success. It should have a realistic business plan that includes making a profit, not continuing losses. To date, the SDBC has not met either of these criteria.
Steve BURTON	It should either directly or indirectly financially benefit our School District.
Hattie HOGETERP	I would like to see the School District Business Company be self-sustaining, and profitable.
Wendy JOHNSON	It should be financially independent, not a drain on school district funds. It should generate a profit.
Alison McVEIGH	<p>The School District Business Company provides an important function to the District. Primarily and most importantly it supports the ISP department in its world-wide marketing initiatives.</p> <p>Secondly, the SDBC markets some very popular and successful curriculum developed by Langley staff. This is an additional source of revenue of Langley.</p> <p>The SDBC is overseen by its own Board of Directors, made up by our previous Secretary Treasurer, along with our current Secretary Treasurer and several knowledgeable businessmen from our community, who report to the Board of Education and whose expertise I respect. I believe that we must continue to closely monitor the activities of the SDBC however, as long the Board of Directors sees value in continuing to operate this Company then I will support its existence.</p>
Kari MEDOS	That it exists as an entity that focuses on needs of students.
Michael PARKER	No Response
Karen PETERSEN	I have my doubts as to whether the School District Business Company has served the public interest. If it were to continue to exist I would like to see strengthened governance, and enhanced public accountability and transparently. In addition, I would need to be convinced that no resources are being taken away from student learning in order to support the activities of the Company
David PETIPAS	This december's annual report will dictate whether or not the company will continue, as it's successes have not been as positive as anticipated.
Diane PONA	The School District Business Company was formed to generate funds from the sales of "World Kids" curriculum. Unfortunately we have been unsuccessful and thus we can no longer finance this Business Company.
Rod ROSS	No Response

Graeme SHEPHERD	The District Business Company needs to be self sufficient and profitable. It should in no way take funding from the district which could be better used in the classroom. If the business company is not profitable and self sufficient then it should be dissolved
Paula CLARK	how much they are doing for the kids and the schools and are they helping or hurting them
Stacey CODY	Most definitely first and foremost the School District Business Company should be self-sustaining. To date this has not been the case. A better Business Plan should be drawn.
Aaron FEDORA	School District Business Company existence should be supported in order to generate long term revenue projects for the District. It is important to note that it is funded by the revenues generated by the International Student Program. As an entrepreneur I understand that it takes time to build a successful business and I believe we should support the management's efforts to generate revenue.
Alex HAGEN	I believe that the public should be educated in this business venture and we should be acting upon the direction of our tax payers. The most recent financial report on the district website dated back to June 2006.
Robert McFARLANE	It must positively impact the School District's ability to help every student achieve his or her full potential.
Diana MacNEIL	The SDBC should be required to turn an annual profit and repay its long overdue debt to the district before the end of its current fiscal year. If it cannot, then it is time to close the doors on that failed project. A district is only allowed to carry on business with one corporate company using the district's name – we have 2 – the SDBC and the Foundation.
Kirsten SCHAFFER-CHARLESWORTH	The School District Business Company should be able to break even or be profitable. It should not be a risk or liability to School District services or programs.

ACCOUNTABILITY

28. Describe how and to whom, you believe, a trustee is accountable.	
Joan BECH	To the public. Every day, not every three years.
Steve BURTON	Legally the School Act sets out the Trustees role, responsibility and duties. Practically the Trustee gathers information from staff and his community to make informed decisions. In a democracy the ultimate accountability for all elected official is to the public on election day.
Hattie HOGETERP	Trustees are accountable to the entire community - to those who elected them and to those who did not. Ensuring that all children in Langley school district are successfully educated is our mandate, ensuring that education resources are fairly and responsibly allocated is our job. We are elected to make objective, well-

	informed and responsible decisions. We are accountable for those decisions to the community we represent.
Wendy JOHNSON	A trustee is accountable to the public all of the time. This means being available to discuss issues, to answer questions, and to explain one's point of view. It means listening and valuing the opinions and perspectives of others.
Alison McVEIGH	As a Trustee, I am accountable to the voters of Langley every 3 years.
Kari MEDOS	I believe a trustee is accountable to all parties, students, parents, staff and senior management by being accessible and by listening but still must be independent enough to make tough decisions.
Michael PARKER	To the public--the voters of langley.
Karen PETERSEN	Trustees are fundamentally accountable to the community who elects them. Although their actions are held directly accountable once every three years at election time, I believe that every trustee should think about each decision they make as though the election was being held the next day and ask themselves "would I be re-elected if the electorate based their vote on my current decision?"
David PETIPAS	First and foremost to the students, second to the community.
Diane PONA	<ol style="list-style-type: none"> (1) Trustees are elected by the community. (2) A Trustee is one member of the Board. (3) A Trustee's responsibility is to be the community's eyes, ears and voice to the Board and as such is responsible to the community that sent the Trustee to the Board.
Rod ROSS	Elected by the community we serve...we are accountable.
Graeme SHEPHERD	Trustees are accountable to the community by which they are elected. I believe that we are accountable to the Parents, Students and Community.
Paula CLARK	parents and children in which the serve what they do with the funds
Stacey CODY	A trustee, all trustees are accountable daily to the public.
Aaron FEDORA	A trustee is accountable to the customers of the District: primarily the parents and children of Langley.
Alex HAGEN	I believe that a trustee is accountable, and should meet the needs of the student population and upon the general consensus of the public. I believe that every child deserves the very best of opportunities for success; education is not a privilege, it is a right. Education should be easily accessed without undue burden being placed on our already limited resources.
Robert McFARLANE	A trustee should be accountable to the students, parents, families, and tax payers. The Superintendent and Senior Management should be accountable to the Board of Education and the community.

	of Education, not the reverse.
Diana MacNEIL	A trustee is accountable to the taxpayers who voted him/her into office as well as the stakeholders at large in the district. We are one district and must do what we can to make the district a better place for all. Ultimately, trustees are accountable to the students who bear the impact of decisions.
Kirsten SCHAFFER-CHARLESWORTH	A Trustee is accountable to the students, parents, teachers, staff and the community as a whole. Issues that may greatly affect the community should be communicated to the people, possibly via referendum.
29. How will you earn the respect of parents?	
Joan BECH	By respecting parents. Parents are the true experts on their children. They must be heard.
Steve BURTON	By fulfilling my legal duties as a Trustee in a fair and open process. By not being beholden to any special interest group. To representing the entire School District. To making my decisions on what is logically better for all students and by not responding to emotion or bullying to influence my vote.
Hattie HOGETERP	Having come up through the parent ranks, I know how important it is for parents to feel they are respected partners in the education of their children. I have worked with many parents and know how dedicated they are to doing their best for their own children as well as for all children in the district. I'm always open to talking with parents.
Wendy JOHNSON	By treating them respectfully: actually engaging them in dialogue; listening to what they have to say; valuing their opinions; responding to their questions and concerns in a thoughtful manner; and including them in making decisions about their children's education.
Alison McVEIGH	I will earn the respect of parents by working hard to be supportive of their issues, open and honest in all forms of communication, collaborative in all areas where we can work together, and at the end of 3 years, accountable at election time to parents.
Kari MEDOS	By continuing to listen and have open discussions with parents the same as I always have.
Michael PARKER	Through my actions and convictions.
Karen PETERSEN	I will earn respect via a combination of listening to parent's needs and concerns and taking action and making decisions while constantly keeping parents concerns paramount in my mind.
David PETIPAS	By listening to and attempting to address their concerns.
Diane PONA	During my years as a Trustee I have always supported parents and their children's teachers. I have also felt that respect for each other was mutual but never without

	reason. Trustees can only gain respect when they give it back. Two-way communication and dialogue will always be the key to respect.
Rod ROSS	Respect is earned. I will earn this everyday by doing what I believe is best for the entire district of Langley. Respect is earned by working hard, by being optimistic and enthusiastic when the challenges are great. By being prudent with the resources given to us to administer. By willing to stand alone when that is what you believe is right. By believing in the best in others and not giving up on making the system better...even when it seems to take years. By believing that children can do excellent work when challenged to. By believing in our teachers and administration to uphold the highest work ethic and standards of excellence. I earn the respect of parents by treating them the way I would like to be treated.
Graeme SHEPHERD	I will earn the respect of parents by first treating them with respect and dignity. I will listen actively to the opinions and concerns of parents and I will be work to ensure that decisions made are transparent.
Paula CLARK	by listening to them and talking to the if you respect them it will be returned
Stacey CODY	Respect is earned when it is first given. I will continue to respect parents. To listen to them with an open mind and to be fair at all times.
Aaron FEDORA	I will earn the respect of parents by acting with honesty and integrity, by being a good steward of the resources entrusted to the District, by making decisions with the view that the student is a whole person, and by listening and understanding both their concerns and their suggestions for improvement.
Alex HAGEN	I am a parent, and I share the concerns of parents who work hard to provide for their children, often working outside of the home and sometimes enduring a long and increasingly expensive commute. I know that child care prior to the commencement of the school day and following the final dismissal bell is a challenge for many families.
Robert McFARLANE	I will be open and honest with parents. I will require that information presented to me and the community be accurate and without exaggeration or manipulation. I will truly listen to parents. Beyond allowing them to speak – I will seriously consider what they say.
Diana MacNEIL	Being available to meet in person or on the phone to discuss an issue that a parent wants to discuss. And doing what I can to find a solution that works for that parent and their child. I would consider this to be a full-time job.
Kirsten SCHAFFER-CHARLESWORTH	I will earn the respect of the parents by being open and honest.
30. Do you support bringing the issue of "voter parity" and "amalgamation of the electoral areas for the Langley Board of Trustees" to the table for public consultation? Please explain.	
Joan BECH	I'm willing to discuss it. From what I've read and heard so far, I'm not convinced it's a good idea. I would not want a debate on amalgamation to distract us from a focus on student success.

Steve BURTON	No this is a discussion for the public. I will however govern the district as one entity and will continue to ignore the City and Township border in my decision making.This is one School District.
Hattie HOGETERP	I don't oppose voter parity and amalgamation of electoral areas for Langley Board of Education. We are one school district, and once elected, become responsible for the entire district. However, having said that, I believe any change to the current system will have to be initiated by the two communities concerned.
Wendy JOHNSON	I would be interested in what the community has to say about this issue.
Alison McVEIGH	The Minister of Education and the School Act determine the electoral areas for Boards of Education in the Province of British Columbia. Should a significant number of parents wish to raise this issue with the either the Township of Langley, the City of Langley or Minister of Education, there are processes in place with which they can proceed.
Kari MEDOS	If it were feasible, what the majority of voters wanted, would save money and best represented both Langley's, then I would consider supporting it.
Michael PARKER	No Response
Karen PETERSEN	I believe these issues should be brought to the table for public consultation. The purpose of Board of Trustees is to serve the community, and if a change in the structure of the board, including potentially a reduction in the number of trustees, serves the community best, then this should be considered.
David PETIPAS	I am always supportive of open discussion on any issue that affects the community.
Diane PONA	I have no problem with discussion on this issue, however this is more an issue for the Provincial Government than trustees as the Provincial Local Government Act governs us.
Rod ROSS	Months ago I would have said no. I am very concerned that Langley is in a new season. It has been said that, "a house divided against itself will not stand." If we are to weather the storms that are coming our way...we will need to be united and if that is voter parity or amalgamation of elector areas or something else...then we will need to seriously consider our current state and determine our course...wisely.
Graeme SHEPHERD	I support there being a discussion with all concerned. I would also encourage the community to engage the provincial government in these discussions as this issue is contained in the Provincial Local Government Act. Therefore any changes would require the act to be changed.
Paula CLARK	yes weather you live in the city or township it still is one board what the decide is on a numbers as to who wants want i think parents need to have a said it is their children that it is being decided about

Stacey CODY	I'm open to discussing anything. However, I'm not convinced it would be beneficial.
Aaron FEDORA	Electoral areas are determined by the Ministry of Education and the Local Government Act. I believe that any focus by the Board on this issue distracts from its primary goal of ensuring the excellent education of Langley's children.
Alex HAGEN	That decision should be addressed by the public, with recommendations forwarded to the province.
Robert McFARLANE	I support public discussion of this issue, which is both important and complex.
Diana MacNEIL	Yes, we are one district for education. Money that is received from the Ministry of Education is not earmarked as either City or Township – it is simply given to Langley to be used for ALL Langley students. All of Langley voters (City and Township) should be voting for all 7 trustee seats.
Kirsten SCHAFFER-CHARLESWORTH	No, I do not support bringing the issue of "voter parity" and "amalgamation of the electoral areas for the Langley Board of Trustees". A smaller area may lose its identity.

DISTRICT PERFORMANCE

31. Indicate what level of service and support you believe is currently being delivered to meet the needs in the following areas.

	None = 1 Poor = 2 Fair = 3 Good = 4 Excellent = 5 Don't Know = ?																		
	Joan BECH	Steve BURTON	Hattie HOGETERP	Wendy JOHNSON	Alison McVEIGH	Kari MEDOS	Michael PARKER	Karen PETERSEN	David PETIPAS	Diane PONA	Rod ROSS	Graeme SHEPHERD	Paula CLARK	Stacey CODY	Aaron FEDORA	Alex HAGEN	Robert McFARLANE	Diana MacNEIL	Kirsten SCHAFFER-CHARLESWORTH
Special Needs Students (other than Gifted)	2	4	4	3	4	4	2	3	4	2	4	2	3	3	4	2	2	3	3
Gifted Students	3	4	3	3	3	?	?	3	4	3	4	3	4	3	4	?	2	2	3
International Student Program	4	5	5	4	5	5	?	3	5	4	4	4	5	5	4	4	4	5	4
English as a Second Language Students	3	4	5	3	4	?	?	3	?	?	4	4	4	4	4	?	3	4	4
Aboriginal Students	3	5	5	3	5	4	2	3	5	3	4	3	3	4	4	?	2	5	4
At Risk Students	3	4	4	3	4	4	2	3	?	3	4	3	2	5	4	2	2	3	3
Gray Area Students - with learning difficulties but not formally identified	2	4	4	3	4	?	2	3	4	?	4	2	2	3	4	1	2	2	3
Career Education and Training	4	4	5	3	5	5	?	3	4	4	4	2	3	5	4	4	2	4	4
French as a Second Language Students	4	4	4	3	4	?	4	3	4	?	4	3	3	?	4	3	3	4	4
French Immersion Program	4	4	4	3	5	5	4	3	4	4	4	4	3	5	4	3	3	4	4

Behaviour Program Students	3	4	4	3	4	?	2	3	?	?	4	2	2	4	4	2	2	4	3
Student Safety (Anti-Harassment)	3	4	4	3	5	?	?	3	3	3	5	3	2	3	4	2	3	4	4
Choice Programs	4	4	5	4	5	4	3	3	4	4	5	4	3	5	4	4	4	5	4
Parent Involvement	3	3	4	3	5	4	4	3	3	3	5	4	2	4	4	2	2	3	4
Professional Development 3 Trustees	4	4	4	?	5	?	?	3	?	4	4	?	2	5	4	2	2	?	?
Decentralized Decision Making Model	3	4	4	3	4	4	?	3	4	3	4	3	3	2	4	1	2	3	3
Fiscal Management	4	5	5	?	5	4	3	3	4	4	5	2	3	4	4	1	2	4	3
Information Technology Infrastructure in Schools	4	4	4	3	4	?	3	3	4	3	4	3	3	5	4	4	?	3	4
Facilities Management	3	4	5	3	5	4	?	3	3	?	4	2	3	4	4	2	2	5	3
Revenue Generation	3	5	5	3	5	?	?	3	4	?	4	2	3	3	4	4	3	5	?

Comments:

Joan BECH	First, I would have welcomed a “needs improvement” column. Second, I’m a bit of a hard marker.
Diane PONA	Our teachers and staff work very hard to provide the best possible education to our students. Parents would be the best people to answer questions about our programs and delivery.
Stacey CODY	I believe we (the District) can always improve and should strive to do so!!