

1. *What do you think are the biggest challenges currently facing our public school and what are your plans to address them?*

Big Challenge: Getting our kids back to in person instruction safely and keeping them there so they can get the instruction and support they need, not just for the next couple months, but a resilient system of school for the 2022 school year.

Plan: At every step the district has been ready to bring students back and we will continue that system. If cases go up, we know how to handle it. If some kids are left out, we have systems to get them the in-person support they need. We will continue providing access to wi-fi and basic necessities for children and families hardest hit. This summer we have a broad array of programs to help kids make sense of their experience and address unfinished instruction.

Big Challenge: Educational equity. We are working with an old system that was designed to stratify children to satisfy an industrial economy. It systematically leaves some kids out, while accelerating others. It fails to meet our expectations for justice in education and fails to meet the needs of a 21st century economy.

Plan: Rebuild the plane while flying it. It starts at the top. We need resolute and ongoing leadership believes in the ability of every child to succeed. The school board needs to continue and deepen its policy work placing a clear and unflinching expectation that they system will create pathways to success regardless of social factors and life experience. We do this by creating a safe education environment that doesn't just provide inclusive curriculum delivered with culturally competent practices, but also authentically values the lived experience of each child and their family.

Big Challenge: We have been systematically disinvesting in education for decades making the problems of the old system worse. We need a state and national system of funding that realizes the incredible waste and suffering of letting children fail. We've asked educators to do more with less for far too long. Board members need to be ready to advocate in Salem and reach out to Oregon's Congressional delegation.

2. What is your definition of equity and what is its importance in education?

My views on educational equity are embedded in Corvallis School District policy which states, "Achieving equity means student' identities, including racial identities, will not predict or predetermine their success in school. Educational equity is based on the principles of justice in allocating resources, opportunity, treatment and creating success for each student." But this only touches the surface of the topic. We have children of color who achieve academically, but are waiting for the day to get away from our schools and our community because they do not feel welcome. This is no way for any child to go through school! Our schools need to value, protect, and provide access to each child for their true identity. We are making progress on changing the data on student outcomes and there still is work to be done, but my focus will be on how children experience their education. If a child is loved and welcomed in school they will succeed.

3. Describe the achievement gap in your district and what you think can be done about it. How could the Student Success Act Funds be used to address this gap?

Disparities show up in a variety of ways for those student groups for which we have data. It is important to note that for some racial groups data can be suppressed to protect confidentiality, but this effectively blinds the board to the academic outcomes of these students. For some identities (e.g. gay/trans) there are no data at all. I'm happy to report that Hispanic and language learners have shown growth in outcomes, especially in 9th grade on track and in graduation rates. Conversely, the district continues to struggle serving our black and native children. We struggle the most serving our children with disabilities.

The interventions that the SIA funds are too numerous to list here, but here are some key areas of investment:

- Adopt and implement culturally relevant curriculum aligned to standards
- Preserve lower student-teacher ratio (class size) targets in grades K-3
- Provide quality onboarding and mentoring to improve teacher retention (including bilingual and teachers of color)
- Implement multi-tiered, school-based staffing models to support student social and emotional learning

4. How can schools address the learning needs of students from other cultures and languages?

We make this harder than it really needs to be because everything about education tends to be calibrated for the dominant culture. To address this, we need to access curriculum that all children can see themselves and their identity reflected. More importantly, the district needs to continue and expand investments in culturally responsive instruction professional development and measures to recruit and retain a diverse and multi-literate workforce. Above this, the board needs to keep an emphasis on ensuring that children from all cultures and language learners are welcome, supported, and successful in Corvallis schools.

5. What is your vision for the future of education in your community? What would be your role as a school board member in realizing this vision?

Corvallis, the home of Oregon State University, is a community with schools that are culturally vibrant that are dedicated to the personal development of each student to their potential through inclusive and sequentially-coordinated curriculum that allows for individual differences, becoming proficient in the knowledge and skills of the student's current academic level, and provide each child an authentic opportunity to succeed. As a member of the board, I am responsible for helping set the expectations for such a system, to learn with my colleagues to be better stewards of our students education, to strive to create the conditions for success including holding the system accountable to the values of the community, and engage with students, their families, and stakeholder to build the public will for a just and equitable education system to succeed.