

Haskell, Catherine L

19 AUG 10 PM 3:37
Friday August 10 2018

1. In what school or community committee or activities have you been active? Describe your contributions.

Chaired the Curriculum and Instruction Action Team for the Strategic Plan.

Attended School Board member trainings with local Board members three times, to learn about School Board member responsibilities, including the Brown Act.

PTA Board member at three sites West Davis Elementary, Patwin Elementary, and Emerson Junior high, Secretary, Vice President three times, President twice.

DTA Board member over 15 years, Secretary, Treasurer, Hospitality, President four times.

Served on five different Parcel Tax committees. Advocated for passage within the community, and brought California Teacher Association PAC consultants to organize the campaigns before we started to hire that function out.

Served on Site Councils at three school sites, gave Site Council trainings in the District for two years as a joint DTA/PTA project. We gave two district wide presentations on the rights and responsibilities of Site Councils and did presentations at Pioneer and Caesar Chavez.

Participated in the 5 day Restorative Practices training, and facilitated in two interventions using the model in the district.

Designed and Developed workshop/presentations on the topic "Struggling Students and Common Core" these were presented at two District staff development days and three League of Schools conferences. One Math, English and Special Ed teacher co-presented.

Member of Special Education committee for four years.

Twice I worked as WASC team member for certifications at King High, and I served on a WASC team that did accreditations at a school in Dixon and one in Santa Rosa.

Achievement Gap Committee, served for three years.

2. Why do you want to be a Board member? What about this district motivates you to

I have been a resident of Davis for 32 years, both my children had their complete education in local public schools. I loved being a classroom teacher, and I am a passionate advocate for Public Education. I worked hard to be the best teacher I could be, but I also felt the need to contribute to the success of my school sites, the District, and education in the State of California. I served on PTA/Site Councils at three schools, district wide committees, and served for three years in the California Teachers Association State Council. I want to be on the Board because I believe I can contribute to the success of DJUSD. With just a little bit of training, I think I can step in and help during these few remaining months of the open Board seat. School Board members fill many roles in the district and the community, I would like to team up with the current Board to promote the District goals.

apply for the position?

3. There are three goals* expressed in our LCAP focused on Conditions of Learning, Pupil Outcomes, and Engagement. Please review the goals (on the reverse) and describe how would you support each of our LCAP goals and why are they important to our schools and students?

The new funding formula (LCFF) requires the District have a plan (LCAP) for addressing the specific ways money will be spent to address student populations identified by the State. The District's three goals address that requirement.

For me, goal 2, Pupil Outcomes, addressing the Achievement Gap is the most important. We are a successful district because many of our students are successful. It has been our challenge as a district to focus attention on the smaller number of students that are not so successful. I was privileged to work at King High school my last six years of teaching. I believe that King high is the embodiment of the Achievement Gap in our district. Many students who fall in the Gap land at King. Low income, foster or adopted youth, minority populations, and students with special needs that were not performing at our comprehensive high schools should have their needs assessed. I

would like to review programs at each school to see how they address the needs of our students in the Gap.

Goals 1 and 3 are really addressing needs of all students, but understanding how they are addressed in terms of program or facilities for specific at risk students is important.

4. One issue that Davis faces is a structural deficit - what suggestions do you have to solve it and how would you go about gaining support for those ideas?

In these few months remaining before a new Board member is elected, I don't believe there will be an opportunity to solve the problem of the structural deficit. I understand we need to monitor every dollar spent because we have limited resources.

I have been following the District's budget for years. I was on a district Budget Committee for three years, attended at least ten School Services presentations, and had several workshop trainings at State Council and Summer Institutes. I have followed with interest the transition to LCFF. I feel comfortable that I can participate knowledgably in the Budget process as the Board deals with the 2018-19 Budget and wraps up the 2017-18 Budget this fall.

Two examples of times I worked on Budget issues; First, I was a committee member on five Parcel tax committees, I brought in consultants from CTA and we secured funding for additional District programs. Secondly, as a DTA Exec Board member, we successfully lobbied CALPERS after a change put DJUSD and Yolo County in Bay Area rates, to be switched back to Sacramento rates, saving some staff hundreds of dollars on premiums.

5. What attributes do you feel are important for a Board member? Describe your own skills and interests in relation to these attributes.

Knowledge of the District, Active member of the community, Excellent Communication, Team player, and Availability.

I have a working knowledge of the breadth of work done in the District. I am familiar with preschool, TK, elementary, junior high, high schools and Adult School programs. I think I have visited every site. I am familiar with the budget process, and the management structures in the district.

I am an active member of the Davis community, and I have always been known as an advocate for Davis schools. People say I am easy to talk to and a good listener. I proudly represent the District in the community.

As a retired person, I have time to commit to learning the necessary skills to be a Board member, and to represent the Board at sites and in the community. I am a good teammate. I play well with others, I do my homework and enjoy meetings

6. What in your professional experiences or volunteer activities with schools have you used a team approach to solving problems?

My preferred method of problem solving is a team approach. Whether the problem was in my department, at a site, or in the district, I have always been a problem solver willing to form a group to gather information, meet with those involved, and brainstorm possible solutions and then move to enact those solutions, as a team. For example, I am very proud of the work the Action Team on Curriculum and Instruction did for the Strategic Plan. We met over 3 months, we researched, debated, designed and wrote the Curriculum and Instruction section of the Strategic Plan. We did all the work as a team, ask Tom Adams he was on this team.

As a teacher I always tried to have a democratic classroom, where students and parents were encouraged to be a part of the experience and to actively participate. I also worked to include families that often feel disconnected to schools, Special Ed parents, and families of students that would be considered in the Achievement Gap. I would reach out and find a way they could contribute.

I am a team player, and I look forward to promoting the Board goals, but I am also aware of the line between Board members and the district management team.

7. A violation of ethics occurs when a Board member does not clearly separate personal and district interests and govern on behalf of the district. How would you respond when confronted with this conflict yourself?

My children have both graduated from the district, and my only personal conflict would be decisions regarding Retirees. I would abstain from any voting on such matters. I am open to hear if I ever created a conflict, I would correct it immediately.

One other reason I am applying to fill the open Board seat, created when Ms. Sunder resigned, is to offer an opportunity for the Board to avoid a potential conflict. I think there could be a conflict if the Board chooses a candidate that is running for Board in the November election. I am not running in November, and I am experienced and ready to serve.

CATHERINE HASKELL

Background, Objective

Retired Teacher with more than 25 years experience with the Davis Joint Unified School District, and I am seeking to fill the open Board of Education vacancy.

Core Qualifications

Active member of the community
Teacher leader
Team player

Good listener
Familiar with District Budgeting process
Excellent communication

Experience

- 08/1990 - 12/2016 **Teacher**
Davis Joint Unified School District
Davis, California
Davis Senior High Mathematics teacher
Holmes Junior High Mathematics teacher
Emerson Junior High Mathematics and Computer teacher
Patwin Elementary Computer Lab Instructor- GATE teacher
King High School Mathematics, Career Ed, Garden Club Coordinator
- Strategic Plan DJUSD
Strategic Plan 2013-14
I chaired the Action Team on Curriculum and Instruction using the model adopted by the District. We worked for nearly three months, and had over 15 people on the team. I co-facilitated this team as we researched and designed the Action Plan.
- Professional Development Davis, California
I designed and developed presentation/workshops with a focus on "Struggling Students and Common Core". We had Math, English and Special Education teachers co-present information on the Common Core curriculum. We presented twice in Davis Joint Unified and three times at League of Middle School conferences.
- The Unconscious Bias Project
Co-wrote a grant to NEA and CTA to bring Unconscious Bias experts to Davis. We developed training modules that are still in use at CTA that included site and district wide trainings. We hosted two community forums that each had over 200 community members in attendance, to learn about what the community wants from it's schools.
- Professional Development
Created Peer Assistance and Review program with District. I researched and designed the program with Diane Zimmerman. When it included the PAR Grants I oversaw the grant process, I was responsible for advertising the grant, assembling a group to read and award the grants, and follow up with grant completion.

Education and Training

- 1986
Chico, California **Bachelor of Science** in Applied Mathematics
California State University, Chico
- 1989
Davis, California Single Subject Teaching Credential Mathematics
UC Davis