



Kenai Peninsula Borough School District
Board of Education Candidate Application
 District 5 Sterling/Funny River
Application deadline: September 26, 2022 at 5:00 p.m.

Submit application to:

Kenai Peninsula Borough School District
 Board President Zen Kelly
 C/O Nikkol Sipes, Board Administrative Assistant
 148 North Binkley Street
 Soldotna, Alaska 99669
 nsipes@kpbsd.k12.ak.us

Date September 26, 2022

Name Beverley E Romanin [REDACTED]
 First MI Last DOB

Residence Address [REDACTED]

Phone Home _____
 Cell [REDACTED]
 Work _____

Email [REDACTED]

Please list boards and committees that you serve on, or have served on
 (business, civic, community, fraternal, political, professional, recreational, religious, social).

<u>Organization</u>	<u>Role/Title</u>	<u>Service Dates</u>
<u>Central Peninsula Garden Club</u>	<u>Sec</u>	<u>4-21 - present</u>
<u>The CALL (foster parent support)</u>	<u>tres</u>	<u>6-15 - 7-18</u>
<u>Fourche Valley Community Dev</u>	<u>sec/tres</u>	<u>6-09 - 8-12</u>

Education/Training/Certificates/Awards/Honors

See attached

How would the KPBSD benefit from your involvement on the School Board?

See attached

If you are appointed to the Board, what are the three top priorities you would hope to accomplish?

See attached

In the development of a budget, what goals and objectives would guide your decision making?

See attached

How would you suggest the Board improve communications with all District stakeholders?

See attached

Please tell us anything else you'd like to share.

See attached

Interviews with the Board of Education will occur on Monday, October 3, 2022. The successful applicant will take the Oath of Office and be seated during the meeting.

How would the KPBSD benefit from your involvement on the School Board?

My extensive background in education provides a perspective that should be helpful to KPBSD. Working with both low and high performing schools in 25 states as well as Educational Cooperatives and Departments of Education, I have gained valuable experience on ways to meet challenges and sustain successful strategies. I have also provided both veteran teachers and teachers new in the field with support and approaches to improve student learning in their classrooms. When coupled with a thorough understanding of how a successful School Board works, I feel I could effectively contribute as a member of the KPBSD Board.

If you are appointed to the Board, what are the three top priorities you would hope to accomplish?

My three top priorities if appointed to the board include:

- My first priority would be working as a successful member of the team to provide equity, safety, and opportunities for critical thinking for all students. A solid team working together with a focused plan can be very powerful when providing solid educational experiences for students.
- My experience in both K-12 and Higher Ed has shown me that the number one key to student success is Literacy. Literacy includes not just reading, but writing, speaking, and listening. If we can ensure a strong success in literacy for our students, they can accomplish just about anything.
- I am a strong advocate for Career and Technical Education and believe that multiple opportunities in a variety of fields can help connect many students to learning and serve as a successful motivator to both stay in school and have a successful career. I would like to do what I can to broaden opportunities for students in this area.

In the development of a budget, what goals and objectives would guide your decision making?

There is one question that would always be foremost in my decision making: "What is best for the students?" I believe sometimes the focus waivers when influences from a variety of stakeholders voice their priorities. If the welfare and benefits of students become and remain the focal points of decision-making, the students will not get lost in the shuffle. I also believe that throwing money at a project is not a precursor for success. Budgets developed with the mindset that "this is what we have always done" when clearly the expenditures have not resulted in success should be carefully examined. Some tweaking in how something is done can many times bring more success than throwing more money into a project. The use of reliable data can bring credibility to how funding can lead to success.

How would you suggest the Board improve communications with all District stakeholders? The first rule of communicating is to improve listening skills. A task force might be helpful in setting priorities for strong communication. In my experience, when working to improve communication you have to decide the “who” and the “what”. Is it parents? Business and community leaders? Seniors in the community that get out to vote, but are seldom targeted for school communication? And then decide what it is you want to communicate. Does the community as a whole know what is happening in your schools? Do they know your successes? Your challenges? Once all this is discussed and summarized, then the listening begins. Each group would be polled (and there are many ways to do this). Then you would have a starting point for improving communication.

Tell us anything else you would like to share.

Our children are the most important resource we have for the future success of our world. Teachers work tirelessly everyday for the success of their students. The job is relentless and messy, but they do it day in and day out. Providing support to teachers, whether it be in resources, training, or providing a safe and welcoming environment is a critical piece in overall student success. I would welcome the opportunity to serve as a Board Member where the first line of support for a strong education of all students begins.

Beverley Romanin, Ed.D.



Education:

- Educational Doctorate, Northern Arizona University; Educational Leadership, June 1992
- Educational Specialist, Point Loma Nazarene University; Educational Administration, June 1990
- Master of Science, National University; Instructional Leadership, June 1988
- Bachelor of Science, Arkansas Tech University; Biological Science, August 1980

Current Certifications:

- Administrative: Arkansas, Administration and Superintendent
- Principal: Arkansas, Elementary and Secondary
- Teaching: Arkansas, Secondary Life, Physical Science

Experience –

- **University of California, Davis** – Contract Services – November 2014 – present
 - Read and Rate Freshman Application Essays™
- **Southern Arkansas University**, Adjunct Professor, 2012- 2019
 - University supervisor for graduate and under graduate student teachers and interns. Taught online education courses at the graduate level.
- **Arkansas Department of Education** –Director, Schools of Innovation, Scholastic Audit, ERZ, Comprehensive School Health - 2013-2014
- **Arkansas Department of Education**, Scholastic Audit Team Leader, 2007-2014
 - Completed a comprehensive holistic review of the learning environment, organizational efficiency and academic performance of schools through a week-long process.
 - Edited the multi-page report produced by audit teams
- **Tennessee Department of Education**, Tennessee Academy for School Leadership, 2007-2012
 - Plan and present multiple professional learning sessions for beginning principals, assistant principals, and district supervisors over a variety of topics.
- **Independent Consultant** for schools, districts and educational cooperatives in multiple states, 2006-2018
 - Plan and present professional learning opportunities for teachers and school administrators on a variety of topics
 - Provide principal, leadership, and instructional coaching for schools
 - Assist schools in managing data
- **Certified Examiner for Praxis III**
- **Doctoral Committee Member**, University of Oklahoma, 2008-2009
 - Candidate’s topic: The Effects of Single Gender Classes on Reading and Math Achievement Test Scores
- **Center for Data-Driven Reform in Education**, Team Member, 2003-2006
 - Federal Department of Education grant facilitated through Johns Hopkins University and Counsel of Chief States School Officers
 - Assisted districts in Alabama on using data to drive school improvement efforts
 - Trained school teams on how to diagnose their most critical needs and plan, implement, and evaluate school improvement efforts.
- **National Middle School Association**, National Faculty, 2009-2014
 - Plan and present professional development for schools.
- **Modern Red SchoolHouse** (a non-profit), Associate Director of Educational Partnerships, 2000-2006
 - Through Comprehensive School Reform, assisted urban, suburban and rural schools in 25 states with comprehensive school improvement strategies by diagnosing the areas of greatest need, developing a comprehensive school improvement plan, leading the implementation of the plan including principal

- coaching, data analysis, training for teachers, modeling of classroom practices, assisting in curriculum development, and monitoring and evaluating the success of the plan
- Planned and presented professional development for teachers and administrators on a variety of topics
- **National University**, San Diego CA, Adjunct professor, 1991-1993
 - Instructor, graduate classes in the teacher education program
 - Field supervisor for student teachers

Experience, K-12 Schools:

- **Magazine Schools**, Magazine AR; Assistant Superintendent, Jr/Sr High School principal, 1994-2000
 - Assisted superintendent in all phases of school management including Federal programs, budgets, professional development, and curriculum
 - Comprehensive School Reform facilitator-
 - Pathwise mentor trainer- Trained by the Arkansas Department of Education to train mentors for the Pathwise program
 - Grant writer-successfully wrote and implemented several state grants including a three-year comprehensive school improvement grant, grants to provide summer opportunities for middle-level students, and a grant for school safety equipment
 - As principal - completed master schedule, brought technology to the building, managed discipline, evaluated staff, provided professional development, facilitated federal programs, administered grants, and served as a strong instructional leader
- **England Public Schools**, England, AR; Long-term Substitute Teacher, January-May 1994
 - Grade 7 General Science
 - Grade 12 Anatomy and Physiology
- **Grossmont Union High School District**, El Cajon CA; Assistant Principal, Classroom Teacher, 1985-1993
 - Managed discipline and attendance for one-third of a 2500 student multi-cultural inter-city campus
 - Trained and evaluated staff
 - Served on District Curriculum committee, Master teacher for several student teachers
 - Classroom teacher: Science, English, ESL Geography and Career Development
- **Plainview-Rover School**, Plainview AR; Classroom Teacher 1982-1985
 - Grades 4-6 Title I Reading and Math
 - Grades 7-12 Science (all courses), Computer Information

Presentations

- **School Improvement Conference, Arkansas Dept of Education**
- **National Middle School National Conferences**
- **Tennessee Lead Conference**, Nashville, TN
- **East Tennessee Title I Conference**, Gatlinburg, TN
- **National Rural Educators Association**, Indianapolis, IN
- **Kentucky Administrators Association**, Louisville, KY
- **Modern Red SchoolHouse National Conferences**

Memberships

- Association of Curriculum Development and Supervision
- Association for Middle Level Educators

Publications

- "Get 'em Talking, Get 'em Learning", *Middle Ground*, April 2011, National Middle School Association,