



- Decorated Military Veteran
- Financial Services Manager
- School Board President
- Contractors State License Board

Paul Green for School Board (Area 3)

EXAMPLES OF PAUL GREEN'S DEMONSTRATED PASSION FOR AND COMMITMENT TO THE EDUCATION OF HIS CHILDREN, THE CHILDREN OF OTHERS AND THE EDUCATION SYSTEM ITSELF

In addition to participating in scheduled field trips or attending back-to-school nights, etc, that offer parents a formal, planned opportunity to participate with their children outside the home in an education-related activity, Paul went above and beyond. His involvement not only benefited his nuclear family, but his extended family, strangers, the school districts and the at-large community, as well. Examples follow:

NIECES: At the request of their parents, Paul and his wife, Vivian, agreed that two nieces, one from Ohio, the other from Pennsylvania could reside with them for the purpose of being "exposed" to and having the opportunity to take advantage of "the Green household education regimen." One niece attended Holmes Elementary School in the Rio Linda Union School District. The other attended Don Julio Junior High School in the Grant Joint Union High School District.

EXCHANGE STUDENT: Paul and Vivian also accepted an exchange student from Japan, Hironori. He resided with them and their children for three years. Hironori successfully completed his sophomore, junior and senior years at Highlands High School and graduated though his English was minimal when he first arrived.

OVERSEAS SISTER DISTRICT: Paul's daughter, Jubilee, as part of her studies at William Jewell College, spent her junior year in Fukuoka Japan.

a. Paul, at his own expense, visited her in 2000, and while there capitalized on previous communications with one of the university teachers that had resulted in a friendship, and unofficially (but with the knowledge and concurrence of District leaders) undertook exploring the establishment of a sister school district relationship between the Fukuoka University (the term, as used there, is similar to our term, "District") and the Grant Joint Union High School District.

b. He met with appropriate leadership, obtained conceptual approval for the idea, and through prior anticipatory planning, was a participant from Japan in a video conference between the education leaders there and the local area school board members and superintendents who were attending the annual articulation conference being held at the local Hilton Hotel.

c. Later that summer, approximately 30 members from Fukuoka University visited the Grant District and toured the community. It was the forerunner of the preparation of a formalized agreement for cooperation between the two Districts.

d. The agreement with Fukuoka since has been replaced with that of another location in Japan, but the interaction with the new university group continues to provide students from both countries a viable cross cultural benefit.

JAPANESE TEACHER AIDES: Paul and Vivian also permitted two teachers from Japan, Izumi and Michiko, to reside in their home. Each, had as her goals the improvement of their familiarity with American culture and the desire to gain first-hand exposure to the English language in an immersed setting. They were accepted by the Grant Joint Union High School District and site leaderships as non-compensated interns/teacher assistants. One helped at Don Julio Junior High School and the other at Highlands High School. In addition to their directly supporting the classroom teachers to which they were assigned, they accommodated requests from students for lessons in Japanese culture such as the Japanese Tea ceremony or Origami, the art of folding objects out of paper without cutting, pasting, or decorating.