	ement for Co	Jul. 10, 10, 1		— -
Important Read all Instructions before comp County Voters' Pamphlet' with your County E Pamphlet. If the Jurisdiction or district is loca to each county where the statement is to be	lections office. Please note ted in more than one county	that each county pro	duces a separate Count	y Voters'
FILING INFORMATION				
Election: Primary 20	General 20	Special/R	egular January 1, 2019	
✓ Original Statement	Amended Statem	ent		
Name of Candidate (as it should appo	ear on ballot):			
John Hartsock				
iling for the Office of (complete wh	at's applicable):			
District: Gresham Barlow School D	Position: Director		Zone #:	7
This Information Furnished by" (Required	l: name of Candidate or C	Committee as it sho		Pamphlet):
ohn Hartsock				
CONTACT INFORMATION				HEATTE LEAD
hone: Cell: (503) 780-4806	Work: (503) 780-4806	Home:	(503) 780-4806	
-Mail: john.hartsock@frontier.com	m			
be false, is subject upon conviction, of a C both. ORS 260.715 (1); 260.993 (2); 161.6	Class C felony, to imprison 05; and 161.625.	ment for up to five		125,000, or
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John Hartsock - Gresham-Barlow School District Board Position #7

Occupation: Consultant - J. N. Hartsock Project Management

Occupational Background: Beaverton Schools - Project Manager; JLH Consulting - Partner; Koll Company - VP Construction

Educational Background: Los Angeles Trade Technical College - Construction; Hamilton High School

Prior Governmental Experience: Elected - Gresham-Barlow Schools 2015-2019; Elected - Boring Fire 2009-2013; Elected - City of Damascus 2004-2006; Elected - Boring Fire 1995-2007; Appointed - Multnomah Educational Service District Budget Committee 2012 Present; Appointed - Gresham Barlow School Budget Committee 12 years

Optional Information:

I would appreciate the opportunity to continue to represent you. I have lived in the District for the past 29 years and have served on the District's Board / Budget Committee / Bond and Facilities committees.

I believe the Board should address the following issues:

I: Build a sense of urgency in the community, among staff, families and students. Communicate where change needs to occur and why.

II: Recognize that trust, morale, and relationships with staff, students and the community make a difference in keeping children in school. The focus has to be helping students become career and/or college ready; decisions on programs and budget have to focus on making that happen. The board and administration have to follow through in everything they say and do; they need to talk about how it makes a difference in getting our children to graduation.

III: Resources – and there are never enough /nor, will there be – need to be focused on results in instruction that improves achievement. Make decisions on where the District can get the most for investments of people, time, and money. Put resources where they will produce results. Measure and report those results.

In short, the Board should serve a pivotal role of setting high goals, build culture and deploy resources where they achieve the best results. Hold the data in front of the community and celebrate successes, but don't be afraid to name the challenges and work toward overcoming them.