



Bend-La Pine Schools School Board Regular Meeting Agenda

November 8, 2022, 5:30 PM

Location:

La Pine High School
51633 Coach Road
La Pine, OR 97739

- 1. **Call to Order**
Speaker(s): Chair Barnes Dholakia
- 2. **Pledge of Allegiance**
Speaker(s): Chair Barnes Dholakia
- 3. **Review of Agenda**
Speaker(s): Chair Barnes Dholakia
Description: Any changes to the Agenda after posting on November 4, 2022, are shown below.
- 4. **District Recognitions**
 - A. Champion for Students Award
Speaker(s): Superintendent Cook
- 5. **Public Comment**
Speaker(s): Chair Barnes Dholakia
Description: This is the time provided for individuals to address the Board.

Public Comment is accepted via Google Form until 5:00 p.m. Monday, November 7, 2022.
- 6. **Consent for Action**
Speaker(s): Chair Barnes Dholakia
Description: Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent for Action may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent for Action are then disposed of in a single motion.
 - A. Approval of Minutes 4
Description: October 11, 2022, Regular Board Meeting and October 25, 2022, Work Session
Reference: ORS 192.650 and ORS 332.057
Attachments:
10.11.22 Minutes - DRAFT 4
10.25.22 Minutes - DRAFT 10
 - B. Approval of Personnel Recommendations 13
Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements
Reference: ORS 332.505
Attachments:

Certified Board Report 11.8.22

Classified Board Report 11.8.22

C. Approval of Superintendent Cook 2021-22 Evaluation	18
Attachments:	
Superintendent Cook Evaluation Summary - 2021-22	18
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7. Consent for Information	
Speaker(s): Chair Barnes Dholakia	
Description: Items that are routine in nature and for informational purposes only are placed on the Consent for Information.	
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IGBI-AR: Bilingual Education - draft 10.2022	29
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8. Reports	
A. South County Update	33
Speaker(s): Scott Olszewski, Principal La Pine High School	
Attachments:	
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Presentation: South County Report	34
Presentación: Informe del Sur del Condado	44
B. Student Investment Account (SIA) Update	54
Speaker(s): Deputy Superintendent Nordquist	
Attachments:	
Executive Summary SIA	54
Presentation: Student Investment Account (SIA)	55
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C. Chair Report	
Speaker(s): Chair Barnes Dholakia	
D. Superintendent's Report	
Speaker(s): Superintendent Cook	
9. Action Items	
A. Oregon School Boards Association (OSBA) Board of Directors Election	67
Speaker(s): Chair Barnes Dholakia	
Attachments:	
Nomination Form: Patti Norris	67
Questionnaire and Resume: Patti Norris	68
B. Oregon School Boards Association (OSBA) Resolution	72
Speaker(s): Chair Barnes Dholakia	
Description: Resolution to adopt the OSBA Legislative Priorities and Principles as recommended by the Legislative Policy Committee	
Attachments:	
Resolution to Adopt OSBA Legislative Priorities and Principles	72
C. Zone 7 Board Member Seat Vacancy	76
Speaker(s): Chair Barnes Dholakia	
Description: Finalists will be selected to be interviewed for the Zone 7 Board Member vacancy	
Attachments:	
Zone 7 Vacancy Applications - REDACTED	76
10. Discussion	
A. Board Policies in Review	

Speaker(s): Chair Barnes Dholakia

Description: Board Policies, Governance Processes, Executive Limitations, Board Ends, and Board Staff Linkages that require School Board review.

Public feedback regarding the policies in review is accepted beginning Wednesday, November 9, 2022, through Tuesday, November 22, 2022, via Google Form.

Attachments:

Executive Summary Board Policy for Review 167

IGDJ-BP: Interscholastic Athletics & Activities - draft 11.8.22 168

11. **Administrative Policy and Regulation Report**

Speaker(s): Chair Barnes Dholakia

Description: Executive Limitation 12 requires the Superintendent to amend administrative policies to comply with local, state, and federal law; provide the school board with information regarding substantive changes made to policies; and create policies consistent with new laws.

A. Administrative Policies and Regulations in Review 171

Speaker(s): Superintendent Cook

Description: List of District Policies and/or Regulations that are currently under review by the District.

Public feedback regarding the policies in review is accepted beginning Wednesday, November 9, 2022, through Tuesday, November 22, 2022, via Google Form.

Attachments:

Executive Summary Administrative Regulations for Review 171

EBCD-AR: Delays and School Closures - draft 11.8.22 172

IGDK-AR: Non-District Sponsored Study, Tours, Trips, Competitions - draft 11.8.2022 175

12. **Board Comments**

Description: An opportunity for board members to provide comments or reflections.

13. **Adjourn**

Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for December 13, 2022.



Bend-La Pine Schools School Board Regular Meeting Minutes

Meeting Location:

Education Center, Board Room #314
520 NW Wall Street
Bend, OR 97703

Meeting Date: October 11, 2022

Board Members

Melissa Barnes Dholakia: Present
Marcus LeGrand: Present
Carrie McPherson Douglass: Present
Shimiko Montgomery: Present
Shirley Olson: Present
Amy Tatom: Present

Marcus LeGrand, Shimiko Montgomery, and Shirley Olson joined the meeting virtually.

1. Call to Order

Speaker(s): Chair Barnes Dholakia

Discussion: The meeting was called to order by Chair Barnes Dholakia at 5:38 p.m. ASL interpreters were Erin Trimble and Kayla Celedon. It was noted that closed captioning was being provided as well as a live Spanish interpretation on the BLS School Board YouTube page.

2. Pledge of Allegiance

Speaker(s): Chair Barnes Dholakia

Discussion: The Pledge of Allegiance was led by Chair Barnes Dholakia.

3. Review of Agenda

Speaker(s): Chair Barnes Dholakia

Description: Any changes to the Agenda after posting on October 7, 2022, are shown below.

Attachments: 10.11.22 - Agenda para reunión regular del Consejo Escolar - BORRADOR

Discussion: Chair Barnes Dholakia asked that item 6.C., Approval of Superintendent Cook 2021-22 Evaluation, be removed from the Consent Agenda to make edits as discussed during executive session and that the Superintendent Evaluation would return to the consent agenda at the November meeting.

4. District Recognitions

A. Champion for Students Award

Speaker(s): Superintendent Cook

Discussion: Superintendent Cook presented the Champion for Students award to Lindsey Corley, Mountain View High School Office Manager, in recognition of her service to the staff and students at Mountain View High School, for her know-how, her capacity to serve, and her kindness and incredible spirit.

5. Public Comment

Speaker(s): Chair Barnes Dholakia

Description: This is the time provided for individuals to address the Board. Public Comment is accepted via Google Form until 5:00 p.m. on October 10, 2022.

Attachments: 10.11.22 Public Comment

Discussion: Chair Barnes Dholakia shared that the Board and District leadership value communication from students, families, staff, and community members as it helps to guide the work of Bend-La Pine Schools. She noted four individuals had requested to provide public comment.

Michael Millette was called to the podium, but was not in attendance.

Matt McDonald, parent and local news director, shared his concerns with how the District communicates with local media.

Nicole Vulcan, parent and editor of a local newspaper, shared her gratitude to the teachers in the district and her concerns with how the District communicates with local media.

Chair Barnes Dholakia shared that the Board is committed to working with local media and directed Superintendent Cook to continue to work with the Communication Department regarding working collaboratively with local media.

Bill Haynes, parent, shared his concerns with the education his children are receiving from the district.

6. Consent for Action

Speaker(s): Chair Barnes Dholakia

Description: Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent for Action may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent for Action are then disposed of in a single motion.

Action(s): I move to approve the Consent for Action as presented. This motion, made by Amy Tatom and seconded by Carrie McPherson Douglass, Carried.

Voting Detail: Melissa Barnes Dholakia: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Yea, Shimiko Montgomery: Yea, Shirley Olson: Yea, Amy Tatom: Yea

Voting Summary: Yea: 6, Nay: 0

A. Approval of Minutes

Description: September 13, 2022, Regular Board Meeting; September 27, 2022, Board Work Session; and October 4, 2022, Special Board Meeting

Reference: ORS 192.650 and ORS 332.057

Attachments: 9.13.22 Minutes – DRAFT, 9.27.22 Minutes – DRAFT, and 10.4.22 Minutes - DRAFT

B. Approval of Personnel Recommendations

Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements

Reference: ORS 332.505

Attachments: Certified Board Report 10.11.22 and Classified Board Report 10.11.22

7. Reports

A. Finance Report

Speaker(s): Leah Bibeau, Finance Director

Description: Finance Report 1 of 4 for the year

Attachments: Financial Statements October 2022

Discussion: Leah Bibeau, Finance Director, provided the Q1 financial statement for 2022-23. She highlighted that the district has started the year slightly up from the June presentation and that the auditors are currently on site to finish the audit for the 2021-22 school year.

B. College and Career Readiness

Speaker(s): Deputy Superintendent Nordquist

Attachments: Presentation: Limitless Futures and Presentación: Futuros ilimitados

Discussion: Katie Legace, Executive Director of High Schools, noted that the College and Career Readiness presentation would cover Career Technical Education (CTE), Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit Programs. Stephen Duval, Director of College and Career Readiness, provided an overview of what CTE is and the requirements of the CTE program. He shared highlights of the programs in the district and shared the program participation rates by gender, race, ELL, and IEP status. Tiggy Dierdorff, Mountain View High School Woodshop Teacher, spoke about his program and the diversity of students that participate. Dierdorff shared how inspirational it is to see students take pride in what they are doing and invited the Board to visit his classroom. Bekki Tucker, Caldera High School Business Teacher, provided an overview of the program and invited four DECA (Distributive Education Clubs of America) to share their experiences with the club. Tucker discussed the funding needs of the program and other club programs across the district.

Paul Hutter, Bend Senior High School IB Coordinator, provided an overview of the program and the different options for students to access IB classes and the IB diploma program. He shared the IB scores and statistics for 2022 and invited four students from the BSHS IB program to share their experiences. Hutter shared that the program isn't just about the coursework, but also about building character. He also noted that the district is actively working to develop a 6-12 program and that currently 9th and 10th grade students have access to IB prep classes. It was also noted that the district is researching an IB careers program option.

Legace provided an overview of the AP program across the district, noting that there are AP and Dual Credit classes at all district high schools. Joel Clements, Mountain View High School Teacher, spoke to the power of offering dual credit programs at the secondary level. Sharon Sieveking, Mountain View High School Advanced Math Teacher, provided Central Oregon Community College (COCC) data on the number of students enrolled in dual credit programs and courses. Duval shared the next steps for expanding dual credit programs across the district and opportunities to increase access for all students.

1. CTE Programs

Speaker(s): Stephen Duval, Director of College and Career Readiness

Attachments: Executive Summary Career and Technical Education (CTE) Update

2. Advanced Placement (AP), International baccalaureate (IB), and Dual Credit Programs

Speaker(s): Katie Legace, Executive Director of High Schools

Attachments: Executive Summary AP, IB, and Dual Credit

C. Division 22 Assurances

Speaker(s): Deputy Superintendent Nordquist

Attachments: Executive Summary Division 22 Standards, BLS Compliance Report-Oregon Public Schools Standards, Presentation: BLS Equity Coalition, and Presentación: BLS Equity Coalition

Discussion: Deputy Superintendent Nordquist shared that the Division 22 report is our assurance to the state that the district is meeting the state standards. She reviewed the standards that hadn't been met in 2020-21, noting that the district is meeting all standards for 2021-22. It was noted that the 2022-23 report will require reporting on the District's required Equity Advisory Committee (EAC). Kinsey Martin, Director of Diversity, Equity and Inclusion, provided an overview of what the district is doing to meet the requirements of Senate Bill 732 regarding the EAC and the history of the district's equity coalition.

D. Chair Report

Speaker(s): Chair Barnes Dholakia

Discussion: Chair Barnes Dholakia noted that over the last month the vacancy for the Zone 7 board position had been posted and that almost 20 applications had been received. She noted that Measure 9-155 for the school bond is on the ballot for November 8th. She has been partnering with Superintendent Cook to provide informational presentations to the community that will continue up until the election. Barnes Dholakia also shared her excitement for what passing the bond would bring to the district.

E. Superintendent's Report

Speaker(s): Superintendent Cook

Discussion: Superintendent Cook shared that the district's partnership with Care Solace, a partnership launched in September to provide students and families access to mental health providers and substance abuse programs, is a tremendous example of community partnership with over 300 interactions so far. He shared that the district has learned from the incident at Miller Elementary in which the murals were removed, noting that policies will be reviewed and a district wide beautification of schools in partnership with local artists is under discussion.

8. Action Items

A. Board Member Zones

Speaker(s): Chair Barnes Dholakia

Action(s): I move to approve Resolution 1938 District School Board Zones. This motion, made by Amy Tatom and seconded by Marcus LeGrand, Carried.

Voting Detail: Melissa Barnes Dholakia: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Abstain (With Conflict), Shimiko Montgomery: Yea, Shirley Olson: Yea, Amy Tatom: Yea

Voting Summary: Yea: 5, Nay: 0, Abstain (With Conflict): 1

Attachments: Executive Summary Board Member Zones and 1938-District School Board Zones

Discussion: Chair Barnes Dholakia reminded the Board there are two options before them regarding board member zones and that the District CFO recommended Option A. She also noted that no public comment was received on either of the options.

B. Juul Litigation

Speaker(s): Superintendent Cook

Action(s): I move to approve the Attorney Engagement and Contingency Fee Agreement between Bend-La Pine Schools, Keller Rohrback LLP, and High Desert Education Service District (HDES). This motion, made by Carrie McPherson Douglass and seconded by Shirley Olson, Carried.

Voting Detail: Melissa Barnes Dholakia: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Yea, Shimiko Montgomery: Yea, Shirley Olson: Yea, Amy Tatom: Yea

Voting Summary: Yea: 6, Nay: 0

Attachments: Executive Summary Juul Litigation

Discussion: Superintendent Cook shared that the state recently received a settlement from the manufacturer of Juul, but that settlement excluded school districts. Keller Rohrback LLP has agreed to partner with school districts in the state to file suit against Juul.

C. Board Policies for Action

Speaker(s): Chair Barnes Dholakia

Description: Board Policies that require School Board approval.

Action(s): I move to approve the board policies as presented. This motion, made by Amy Tatom and seconded by Carrie McPherson Douglass, Carried.

Voting Detail: Melissa Barnes Dholakia: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Yea, Shimiko Montgomery: Yea, Shirley Olson: Yea, Amy Tatom: Yea

Voting Summary: Yea: 6, Nay: 0

Attachments: Executive Summary Board Policies for Adoption, AC-BP: Nondiscrimination - draft 9.2022, GBEA-BP: Workplace Harassment - draft 9.2022, GBN/JBA-BP: Sexual Harassment - draft 9.2022, GBNA/JHFF-BP: Suspected Sexual Conduct with Students & Reporting Requirement - draft 9.2022, GBNA/JHFE-BP: Suspected Abuse of a Child Reporting Requirements - draft 9.2022, JFCF-BP: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence - STUDENT - draft 9.2022, and Board Ends - draft 10.11.22

Discussion: Chair Barnes Dholakia noted that no public comment was received on any of the policies out for review.

9. Discussion

A. Board Policies in Review

Speaker(s): Chair Barnes Dholakia

Description: Board Policies, Governance Processes, Executive Limitations, Board Ends, and Board Staff Linkages that require School Board review. Public feedback regarding the policies in review is accepted beginning Wednesday, October 12, 2022, through Tuesday, October 25, 2022, via Google Form.

Attachments: Executive Summary Board Policy for Review and JG-BP: Student Conduct and Discipline - draft 10.2022

Discussion: Chair Barnes Dholakia noted that JG-BP: Student Conduct and Discipline is before the Board for review and includes updated language to reflect Bend-La Pine Schools' commitment to restorative practices, school interventions and practices as part of student discipline. The policy has also been renamed from an administrative policy to a board policy as policies required by law must be approved by the board. Superintendent Cook emphasized that this policy aligns with the work the District is doing on revising the student discipline code to focus on a more restorative approach.

10. Administrative Policy and Regulation Report

Speaker(s): Chair Barnes Dholakia

A. Administrative Policies and Regulations in Review

Speaker(s): Superintendent Cook

Description: List of District Policies and/or Regulations that are currently under review by the District. Public feedback regarding the policies in review is accepted beginning Wednesday, October 12, 2022, through Tuesday, October 25, 2022, via Google Form.

Attachments: Executive Summary Administrative Policies and Regulations for Review, IGBI-AP: Bilingual Education - draft 9.29.22, and IGBI-AR: Bilingual Education - draft 10.2022

Discussion: Superintendent Cook shared that IGBI-AP and IGBI-AR are currently being reviewed by the District.

IGBI-AP: Bilingual Education includes updated language to reflect revisions to the OAR to include language assistance to allow for students to participate in education activities outside of classroom instruction.

IGBI-AR: Bilingual Education is a new administrative regulation that defines the districts' commitment to supporting bilingual education. The definitions and terms; programs and services; and guidelines that will be used to inform classroom, school and system practices are explained. The language in the regulation also aligns with JBB-AP: Educational Equity policy.

B. Administrative Policies and Regulations for Adoption

Speaker(s): Superintendent Cook

Description: List of Administrative Policies and/or Regulations that the District is adopting.

Attachments: Executive Summary Administrative Policies and Regulations for Adoption, AC-AR: Discrimination Complaint Procedure - draft 9.2022, GBEA-AR: Workplace Harassment Reporting Procedure - draft 9.2022, GBNA-AR: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Reporting Procedures - STAFF - draft 9.2022, GBNA/JHFF-AR: Suspected Sexual Conduct Report Procedures - draft 9.2022, and GBNA/JHFE-AR: Reporting of Suspected Child Abuse - draft 9.2022

Discussion: Superintendent Cook noted that no public comment was received on any of the policies out for review and that they would be adopted as presented.

11. Board Comments

Description: An opportunity for board members to provide comments or reflections.

Discussion: Director Shirley Olson acknowledged the work and presence of the high school staff that presented about the different high school programs.

Director Shimiko Montgomery thanked the staff for their presentations.

Vice Chair Marcus LeGrand thanked district staff for leaning in to the bias lesson trainings over the last few weeks.

Director McPherson Douglass reiterated the importance of voting yes on the upcoming Bond.

Director Amy Tatom seconded the support of the upcoming Bond.

Chair Barnes Dholakia shared that she visited the district's ALOs over the last several weeks and noted how wonderful the programs are. She noted that earlier in the day she was able to participate in celebrating Jessica Weisgerber at R.E. Jewell Elementary as the District Support Person of the Year. She also thanked Michelle Emery for joining the PAC in her support of the upcoming Bond.

12. Adjourn

Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for November 8, 2022.

Discussion: Chair Barnes Dholakia adjourned the meeting at 7:56 p.m.

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval



Bend-La Pine Schools School Board Work Session Meeting Minutes

Meeting Location:

Education Center, Board Room #314
520 NW Wall Street
Bend, OR 97703

Meeting Date: October 25, 2022

Board Members

Melissa Barnes Dholakia: Present
Marcus LeGrand: Present
Carrie McPherson Douglass: Present
Shimiko Montgomery: Present
Shirley Olson: Present
Amy Tatom: Present

Shimiko Montgomery joined the meeting at 5:32 p.m.

1. Call to Order

Speaker(s): Chair Barnes Dholakia

Discussion: The meeting was called to order by Chair Barnes Dholakia at 5:31 p.m. ASL Interpreters were Erin Trimble and Kayla Celedon. It was noted that closed captioning was being provided as well as a live Spanish interpretation on the BLS School Board YouTube page.

2. Pledge of Allegiance

Speaker(s): Chair Barnes Dholakia

Discussion: The Pledge of Allegiance was led by Chair Barnes Dholakia.

3. Review of Agenda

Speaker(s): Chair Barnes Dholakia

Description: Any changes to the Agenda after posting on October 21, 2022, are shown below.

Attachments: 10.25.22 - Agenda - BORRADOR

Discussion: There were no changes to the agenda.

4. Work Session

Description: The Board will focus on key Board work and initiatives.

Attachments: Pre-Reading: Restorative Practices in the Classroom

A. Student Behavior and Restorative Practices

Speaker(s): Sean Reinhart, Executive Director of Student Services, and Eric Powell, Assistant Director of Student Services

Attachments: Presentation: Restorative Practices Workshop and Presentación: Taller de Prácticas Restaurativas

Discussion: Sean Reinhart, Executive Director of Student Services, shared that the goal of the work session would be to have a conversation rather than a presentation on the policy work, practice in schools, stories from schools, and next steps in regards to student discipline and restorative practices.

Eric Powell, Assistant Director of Student Services, noted that the district is focusing on building relationships with students rather than punitive punishment. The Board members were paired up and asked to take two minutes to discuss "when I was a student in K12 what did 'school discipline' look like?" The Board then took 5 minutes to share their experiences.

Powell noted that the conduct and discipline policies are currently under review with language highlighting community, relationships, and restorative practices being inserted. He also shared that training around restorative practices and the UpShift program are happening monthly with the school vice principals and school deans.

Reinhart discussed how the pre-reading and video homework assignments were meant to provide a basis for what restorative practices are. Board members were provided time to review the pre-reading document again before being paired up to review the document and to think about the 4As: assumption, argument, ah-hah, and aspiration. Board members then shared the themes that they took away from the exercise.

Powell discussed the continued work and future work of aligning documents and responses, specifically prevention, response, and follow-up, as well as secondary calibration and inclusion.

Reinhart provided an overview of the UpShift program and noted that it addresses substance use and abuse. UpShift partners with Healthy Schools, which views substance abuse as a health issue rather than just a discipline issue. It utilizes appropriate school level consequences, targeted intervention, and higher level referrals if needed.

Karen Stiner, Assistant Principal Bend High School, shared her experiences over the past nine years in regards to substance abuse with students. She shared that students and parents have been receptive to the UpShift program. Reinhart shared that the district has received two grants that are helping provide extra staff to build capacity in the program.

Powell discussed how the district supports students at their lowest points and shared a student success story. He then reviewed the 10-year BLS trend for out-of-school suspensions and expulsions and discussed the rationale for changing the trajectory of the data-which is to keep students in school, allow students to learn from their mistakes, and to grow as a community. Stiner acknowledged that restorative practice work takes a lot of time and shared a recent experience at Bend High. She discussed the power of repairing trust in the community while teaching students the behavior is not appropriate. Powell noted that although time and resource intensive, the district will continue to build the foundation into the future.

5. Board Comments

Description: An opportunity for board members to provide comments or reflections.

Discussion: Director Shirley Olson was thankful for the learning during the work session and looks forward to more.

Director Carrie McPherson Douglass shared that the planning team recently met to discuss the development of a Student Voice Committee that will drastically increase student voice on the Board.

Vice Chair Marcus LeGrand thanked the young men at High Desert Middle School for allowing him to join them in their affinity group. He also thanked the Social Justice Club at Summit High School for their work.

Chair Melissa Barnes Dholakia shared she recently attended a few staff appreciation breakfasts, noting they will continue weekly at all schools and sites throughout the district. She noted she recently attended the OSBA Legislative Roadshow at the HDESD. She appreciated Dr. Cook for his hard work presenting informational sessions throughout the district and community regarding the state of the schools and Measure 9-155 the construction bond for BLS. She also thanked the team for the work session.

6. Adjourn

Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for November 8, 2022.

Discussion: Chair Barnes Dholakia adjourned the meeting at 7:07 p.m.

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval



HUMAN RESOURCES

Education Center

*520 N.W. Wall Street
Bend, Oregon 97703-2699
(541) 355-1100
Fax: (541) 355-1109*

DATE: November 1, 2022
TO: Dr. Steven Cook, Superintendent
Board of Directors for Bend-La Pine Schools

FROM: Steve Herron, Chief Human Resources Officer

RE: Administrative and Licensed Recommended Hires, Resignations, and Retirees

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on November 8, 2022. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Aubin, Theodore	Social Studies Teacher Job #5199	Pilot Butte Middle School	Regular Part Time to Temporary Full Time	08/29/2022
Bullock, Robert	SPED Learning Specialist Job #4610	Special Programs	Regular Full Time	08/29/2022
Campbell, Amy	K-2 Primary Teacher Job #4752	WE Miller Elementary	Regular Part Time to Temporary Full Time	08/29/2022
Canja, Adela	Kindergarten Teacher Job #5377	Rosland Elementary	Temporary Full Time	10/27/2022
Cook, Michael	Music Teacher Job #5358	Summit High School / Cascade Middle School / Pacific Crest Middle School	Temporary Full Time	10/24/2022
Getzewich, Jennifer	Lang Arts Teacher Job#5382	La Pine Middle School	Temporary Full Time	10/28/2022
Williams, Jennifer	Certified Teacher Job #5399	Pilot Butte Middle School	Temporary Part Time	11/3/2022

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Ellis, Michelle	Social Studies Teacher	Pilot Butte Middle School	08/25/2003 – 10/7/2022
Meredith, Lisa	Family Consumer	High Desert Middle School	08/28/2000 – 11/4/2022
Radomski, Gretchen	Language Arts Teacher	Sky View Middle School	02/07/2022 – 11/4/2022

CERTIFIED RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRE/END DATES



HUMAN RESOURCES

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520 N.W. Wall Street

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ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES

ADMINISTRATIVE RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

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November 01, 2022

TO: Steve Cook, Superintendent
Bend-La Pine School Board of Directors

FROM: Steve Herron, Chief Human Resources Officer
Paul Dean, Director of Human Resources – Classified Staff

RE: Classified Recommended Hires, Classified & Confidential Resignations, and Classified Retirements.

The Human Resources Department recommends approval of the following hires, resignations, and retirements at the School Board meeting on November 08, 2022

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Allen, Diane	EA – Inclusion 4994	Buckingham	Reg 6.5 hrs / day	10/04/22
Benavidez, Raquel	Custodial Crew I 5129	Amity Creek/Ed Center	Reg 8.0 hrs / day	10/31/22
Byrne, Robert	Bus Driver 5118	La Pine Transportation	Reg 4.0 hrs / day	10/20/22
Cork, Crystal	Kitchen Manager 5363	Mountain View	Reg 8.0 hrs / day	10/24/22
Cushing, Christina	Bus Monitor 5361	La Pine Transportation	Reg 4.0 hrs / day	10/05/22
Daprano, Anthony	Media Manager 5394	Cascade	Temp 7.5 hrs / day	10/24/22
Dickey, Connie	Nutrition Server I 5127	Sky View	Reg 3.5 hrs / day	10/26/22
Fennimore, Stephanie	Office Secretary II 5387	Three Rivers	Reg 7.5 hrs / day	10/31/22
Gaspar, Shannon	Curriculum Secretary II 5371	Mountain View	Temp 8.0 hrs / day	10/19/22
Hagenbach, Alia	Nutrition Server I 5127	Summit	Reg 3.75 hrs / day	10/27/22
Ingalls, Forrest	Custodial Crew I 5129	Bear Creek	Reg 8.0 hrs / day	10/03/22
Johnson, Jeff	Custodial Crew I 5129	Ensworth	Reg 8.0 hrs / day	10/20/22
Keyser, Ryne	EA – Inclusion 4994	Cascade	Reg 7.0 hrs / day	10/24/22
Komaki, Chiho	EA – Student Success 5073	RE Jewel	Reg 7.0 hrs / day	11/02/22
Mackey, Britta	Nutrition Server I 5127	Mountain View	Reg 3.5 hrs / day	10/26/22



HUMAN RESOURCES

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520 N.W. Wall Street
 Bend, Oregon 97703-2699
 (541) 355-1100
 Fax (541) 355-1109

Martin, Luke	EA – Inclusion 4994	Realms HS	Reg 7.0 hrs / day	10/12/22
Mitchell, Sheron	Nutrition Server I 5127	Sky View	Reg 3.5 hrs / day	10/18/22
Mixell, Brianna	EA – Behavior Support 5357	RE Jewell	Temp 3.2 hrs / day	10/18/22
Mosier, Julie	Nutrition Server I 5127	Bend High	Reg 3.75 hrs / day	10/18/22
Pichardo, Roberto	Bus Driver 5118	Transportation	Reg 4.0 hrs / day	10/10/22
Richter, Don	Bus Driver 5118	La Pine Transportation	Reg 4.0 hrs / day	10/11/22
Shininger, Ann	Bus Driver 5118	Transportation	Reg 4.0 hrs / day	10/31/22
Simmons, April	Nutrition Server I 5127	RE Jewell	Reg 3.5 hrs / day	10/05/22
Slone, Joshua	EA – Student Success 5073	TLC	Reg 7.0 hrs / day	10/31/22
Sosa-Baca, Marisa	Nutrition Server I 5127	Mountain View	Reg 3.5 hrs / day	10/26/22
Stevens, Melissa	EA – Inclusion 4994	Bend High	Reg 7.0 hrs / day	10/05/22
Webber, Michael	Head Custodian – Elementary 5376	Ponderosa	Reg 8.0 hrs / day	10/10/22
Williams, Richard	Custodial Crew I 5129	Ensworth	Reg 8.0 hrs / day	10/03/22
Wolfenden, Suzanne	Nutrition Server I 5127	Bend High	Reg 3.75 hrs / day	09/20/22

Classified Resignations

Name	Position	Location	Resign Date
Anderson, Ann Marie	Media Manager	Silver Rail	09/28/15 – 11/19/22
Burnett, Mark	Bus Driver	Transportation	01/03/22 – 10/31/22
Elliott, Amy	EA – Inclusion	Rosland	02/02/22 – 11/18/22
Garcia, Marbella	EA – Student Instruction	Bear Creek	11/02/20 – 10/25/22
Grimmett, Danielle	EA – Student Success	Ponderosa	08/30/22 – 11/08/22
Hatfield, Kelsy	Media Manager II	Cascade	08/29/22 – 10/20/22
Jepsen, Christine	Nutrition Services I	Bend High	03/09/16 – 10/30/22
Lindstrom, Brittney	EA – Inclusion	Bear Creek	02/19/20 – 11/18/22
Lockard, Lisa	Nutrition Server I	Summit	12/09/13 – 10/31/22
Nelson, Shannon	School Secretary II	Pine Ridge	11/17/18 – 10/31/22
Nokes, Nicole	School Secretary I	Rosland	08/05/22 – 10/07/22
Pare-Mayer, Elisa	EA – Student Instruction	Highland	08/31/22 – 10/20/22
Vetter, Daniel	Building Services-Controls Tech	Maintenance	08/17/20 – 10/07/22



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

Bend, Oregon 97703-2699

(541) 355-1100

Fax (541) 355-1109

Confidential Resignations

Name	Position	Location	Resign Date
Olson, Nicole	Payroll Specialist	Business Office	8/2/21 – 11/2/22

Classified Retire-Rehires

Name	Position	Location	Rehire Date
Harada, Sally	Client Services Tech II	IT	08/29/89 – 11/01/22

Classified Terminations

Name	Position	Location	Resign Date
Black, William	Bus Driver	La Pine Transportation	05/16/22 – 10/12/22



Introduction

The Bend-La Pine Schools Board of Directors is charged with evaluating its Superintendent on an annual basis. Toward this end, we ask you to reflect on your work during the 2021-22 School year in the following areas:

- Actions in support of the Board and District Goals, with outcome data as appropriate
- Adherence to the 13 Executive Limitations

As a learning organization, evaluation is intended to elevate and build upon the strengths and assets of all employees, as well as provide concrete feedback to support future growth.

Part 1 - Summary

In assessing the work of Superintendent Cook in his first year with Bend-La Pine Schools over the 2021-22 school year, the following stand out as core strengths and core areas for future growth or future work. An overall assessment level, for purposes of contract and performance pay structure, is provided, as well.

Strengths

Three core strengths of Superintendent Cook are as follows:

1. Superintendent Cook is a transformative leader, who holds a longview vision. He is able to analyze and assess strengths and needs, as well as evaluate conditions that create these. He approaches change management from a systems perspective, laying necessary foundations to build upon and develop coherence.
2. Superintendent Cook is an approachable, personable, engaged, honest, and humble communicator. He has engaged the Bend-La Pine Schools community at levels they have not experienced before, including the public, families, staff, and to a degree, students. He models a growth mindset for our District and community with his willingness to be vulnerable, take criticism, ask questions, and own where growth is needed or actions could have been better. He consistently demonstrates integrity in his communication and work.
3. Superintendent Cook values and models transparency, building systems that provide the Board, staff, stakeholders, and public with a level of transparency in decision-making that provides clarity in the decision-making process.



Areas for Growth

Three core areas for future growth or future work for Superintendent Cook are as follows:

1. A multi-year focus on what high quality, engaging curriculum and instructional practice looks like, then ensuring that this occurs in every classroom and school so that every child has the opportunity and expectation to develop a solid foundation and live their fullest potential. Ensuring that instructional leaders, from cabinet to district leadership to site leaders, have a unified vision of excellence.
2. Advancement of diversity, equity, inclusion, and belonging for all students, families, and staff. This is a board goal that includes work to engage students who are disengaged, address bullying and bias incidents, and ensure schools are welcoming places where all students and families see themselves reflected and feel safe. The importance of diversity at all levels and in all departments cannot be understated. The complexity of the work it will take to change across dimensions must be honored, especially in our local context. Community groups doing this work can be allies, assets, and supporters.
3. Elevating student voice in a meaningful way, to focus on areas that they express as priorities. Engaging students in decision-making and as drivers of their educational journey, building their agency which they will use in their futures.

Overall Performance

Beginning	Developing	Proficient (3.3)	Advanced
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Part 2 - 2021-22 Board Goals

Background: The Board identified five [Board Goals](#) for the 2021-22 school year. An additional operational goal was added, at the request of Superintendent Cook, to reflect the conditions of work during the pandemic and to align with anticipated shifts in Board Goals for the 2022-23 school year.

Board Goal 1 - Students Develop a Strong Academic Foundation

Beginning	Developing	Proficient (2.9)	Advanced
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Board Goal 2 - Students Have a Passion, Purpose, and Plan for their Future

Beginning	Developing	Proficient (3.0)	Advanced
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Board Goal 3 - Students Are Engaged

Beginning	Developing	Proficient (3.0)	Advanced
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Board Goal 4 - Students, Families, and Staff Experience Inclusion and Belonging

Beginning	Developing (2.6)	Proficient	Advanced
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Board Goal 5 - Staffing Reflects the Diversity of Students and Families

Beginning	Developing (2.3)	Proficient	Advanced
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Additional Goal - Operational Systems Align and Support Board Goals and an Effective and Sustainable Organization

Beginning	Developing	Proficient	Advanced (3.7)
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Part 3 - Executive Limitations

Over the 2021-22 school year, the Superintendent ensured reports were made to the Board of Directors for each of the thirteen Executive Limitations. Superintendent Cook's adherence to each Executive Limitation is measured below. Links to the reports are provided.

Executive Limitation	Rating
Executive Limitation 1 - Global Executive Restraint	Advanced (3.9)
Executive Limitation 2 - Emergency Superintendent Succession	Advanced (4.0)
Executive Limitation 3 - Treatment of Students, Parents / Guardians & The Public	Proficient (3.4)
Executive Limitation 4 - Treatment of Staff	Proficient (3.1)
Executive Limitation 5 - Staff Compensation & Development	Proficient (3.6)
Executive Limitation 6 - Staff Evaluation	Proficient (3.1)
Executive Limitation 7 - Facilities	Advanced (3.9)
Executive Limitation 8 - Instructional Program	Proficient (3.3)
Executive Limitation 9 - Technology	Proficient (3.4)
Executive Limitation 10 - Financial Planning & Administration	Advanced (3.9)
Executive Limitation 11 - Asset Protection	Advanced (3.9)
Executive Limitation 12 - Legally Required Policies	Proficient (3.7)
Executive Limitation 13 - Equity and Anti-racism	Developing (2.6)

Goal	Executive Limitation	Strategic Initiatives, 2022-23
Students develop a strong academic foundation	EL 1.1-Instructional Programs	<ul style="list-style-type: none"> ● Throughout the 22-23 year, all K-5 classroom teachers and interventionists will be trained in teaching foundational literacy skills using the district’s newly adopted materials and receive coaching and ongoing support. ● All middle and high school teams will identify their timelines and professional learning plans for the next three years so that they will be prepared to fully implement standards-based grading by Fall, 2025. Throughout the 22-23 year, schools will also train on additional equitable practices, such as ungraded assignments and homework, assessment retakes, and unpenalized late work, for example. ● Administrators and ICCL teams will continue to develop knowledge and skills so they can lead staff in implementing the five strategies in the district’s instructional framework. For the 22-23 year, the focus will be on a) identifying a target strategy for the school design plan, and b) sharing resources and providing professional learning opportunities for their staffs. ● The district will convene a TAG task force to update our identification process and district plan. A new identification process will be completed by the end of the 22-23 year. ● District teachers and administrators K-12 will work throughout the year to create language arts core beliefs, adopt instructional materials, and develop a professional development plan for district rollout, beginning in Fall, 2023. ● The district’s new social studies TOSA will work with a team of teachers and administrators to develop a district timeline and implementation plan for Oregon’s new social studies standards so that these are in place prior to Fall, 2026. For the 22-23 year, the focus will be on high school.
Students have a passion, purpose, and plan for their future	EL 2.1- Student Success and Planning	<ul style="list-style-type: none"> ● A team of teachers and administrators will complete its K-12 life and career readiness pathway, which incorporates college/career readiness and SEL knowledge and skills. The team will also create an implementation timeline. ● The district’s director of college and career readiness will work with administrators and teachers to establish a menu of college/career ready indicators so that students can concretely demonstrate their abilities to meet this benchmark. This will be completed by the end of the 22-23 year. ● The director of college and career readiness will work with district and regional CTE leaders to develop and improve CTE pathways and opportunities. In addition, the director will continue to work with high school staffs, including counselors, career center staff, and graduation coaches, to help grow students’ awareness of opportunities across pathways and enrollment in programs.

<p>Students, staff, and families experience wellness, inclusion, and belonging</p>	<p>EL 3.1-Treatment of Students, Parents/Guardians, and the Public</p>	<ul style="list-style-type: none"> ● All district site administrators and the learning leadership council will complete five-eight days of professional learning on leading equitable schools, facilitated by the Center for Educational Leadership. A primary focus of this training is elevating the voices and experiences of marginalized students and their families in leaders' work. ● The district will continue to emphasize the use of restorative practices, offering Tier I, II, and III training for leaders and other interested staff. Additionally, administrators at all levels, but especially at the secondary level, will engage in professional learning regularly, supported by the assistant director of student services and the HDESD Culture of Care coaches. ● The district will distribute and explicitly reference its equity stance, developed during the 2021-22 school year, in district communication, decisions, and practices. ● Teachers K-12 at all district schools will teach a lesson on bias to students, including the following: what bias means; reporting when you hear about, witness, or experience bias; and response procedures when bias is reported. The district will continue tracking data, providing coaching and support to schools as bias incidents occur, and growing partnerships with community organizations to address biases and racism in our schools. ● School staff, in partnership with district family engagement team members and family advisory groups, will continue to design and offer culturally- and linguistically-responsive family events and engagement opportunities. ● Teams at all levels will continue training in effective systems of mental health support for students, including tier II and III interventions provided by the Student Support staff and other specialists. ● The district will begin implementation of the Forward Project, a three-year regional suicide prevention program. This will include developing Sources of Strength programming to be offered in middle and high schools, implementing the Care Solace "concierge" service for healthcare system navigation and access, and creating a district suicide prevention team.
<p>Operational systems align and support an academically effective and sustainable organization.</p>	<p>EL 4.1-Legally Required Policies</p>	<ul style="list-style-type: none"> ● The review process for policies and regulations will continue to follow the process of review, feedback, and adoption as implemented in the 2021-22 school year. ● The district will continue to monitor OSBA policy updates and utilize the sample language provided by OSBA for legal compliance while also considering district practices, procedures and equity lens when proposing new versions for adoption. ● Translation of policies and regulations that are most commonly accessed by staff, students, parents/guardians and community members will continue. Spanish translation is the most common language for translation; however, the district will continue to make efforts to translate frequently accessed policies and regulations into Simplified Chinese, Traditional Chinese and Vietnamese. ● The district will improve the organization and accessibility of policies and regulations on the district website.

	<p>EL 4.2-Staff Compensation, Development, Evaluation, and Treatment of Staff</p>	<ul style="list-style-type: none">● UKG TLM and HRIS will be configured and implemented (TLM Go Live currently scheduled for 12/5/22; HRIS Go Live currently scheduled for 2/1/23), allowing the district to automate foundational human resources practices and workflows, including for time and leave management and personnel actions.● District site and supervisory administrators and program and supervisory managers will be trained in UKG HRIS position management; training will commence following completion of TLM training and will be completed by 6/1/23, with training in the Training and Evaluation modules commencing in May 2023 and continuing into 2023-24.● Staff demographics will be regularly monitored via HRIS demographic reporting, and 2022-23 demographics reported to the Superintendent by July 2023 and three times per year thereafter.● Licensed and administrative staff evaluation processes will be reviewed and revised to incorporate evaluation of competence in diversity, equity, and inclusion; review and analysis will be completed by 4/1/23 and revisions presented to stakeholders by 6/1/23.● Continue broadening diversity outreach measures (diversifying posting sites, targeting recruitment, diversifying job fairs attended, etc.) and improving candidate screening processes (broadening and diversifying community engagement, employing anti-implicit bias tools in screening, etc.); will present report of progress to Superintendent by 5/1/23.● Launch and monitor the effectiveness of the CAFE Program by 2/3/23, to compensate bilingual staff for their linguistic skills and multilingual family communication support.● Launch and monitor the effectiveness of the Employee Resource Group program by 6/30/23, to provide staff with diverse identities and experiences the opportunity to network and co-design recommendations for more inclusive work spaces.● Offer Letters will be developed for HRIS Go Live (currently 2/1/23) and implemented for use in hiring and onboarding of staff.● An Exit Interview tool and process, and a Stay Interview tool, will be developed and implemented by 4/1/23 for analysis of staff turnover● The District's Classification & Compensation review and adjustment systems and guidelines will be revised by, and the Classified staff classification restructuring commenced by, 1/1/23. Classification restructuring will proceed through related classification groupings, and will continue into 2023.● Classification and Position descriptions review project will be initiated by 12/15/22, with positions lacking Position Descriptions identified and the commencement of description creation by 4/1/23 and continuing into 2023-24.● Initiate development of a district-wide employee handbook by 6/1/23.● HR Operations training curriculum will be created by, and initial presentation mechanisms identified and implemented by, 1/1/23.● The district will prepare for and initiate successor collective bargaining with each represented bargaining unit by 4/1/23.
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	EL 4.3-Financial Planning & Administration	<ul style="list-style-type: none"> ● Staff will provide financial information that promotes decision-making that aligns with goals and strategies - at least quarterly to the Board, as needed to exec/leadership team ● Begin discussions regarding reserves - reasons for and appropriate level - by end of January
	EL 4.4-Facilities	<ul style="list-style-type: none"> ● Finalize Sites and Facilities plan - by August to allow for funding decisions ● Continue master planning for oldest facilities - ongoing - first group of schools with new bond
	EL 4.5-Student Transportation	<ul style="list-style-type: none"> ● Focused hiring campaign for drivers - by start of school and again in spring, 2023 ● Increase service, especially to HU students - use data from October to understand ridership then adjust as resources allow ● Continue to search for funding sources to increase alternative fuel fleet - ongoing as funding sources change
	EL 4.6-Child Nutrition	<ul style="list-style-type: none"> ● Communicate nutritional information for our meals to students and parents - annually by January 1st ● Create campaign to increase workforce - by start of school and again in spring, 2023
	EL 4.8-Information Technology	<ul style="list-style-type: none"> ● Continue data protection training for staff and students - multiple times annually ● Continue buildout of support model - draft of a model by end of January
	EL 4.9-District Communication	<ul style="list-style-type: none"> ● Keep staff members informed about the goals, objectives, plans, programs, and activities of the district. <ul style="list-style-type: none"> ○ Share monthly newsletters with staff, with open rate average of 60 percent or better ○ Partner with departments to help communicate about key programs, including HR, DEI and more. ○ Include staff-focused episodes of the Superintendent's podcast ● Effectively plan for and manage crisis communications. <ul style="list-style-type: none"> ○ Share information on how families and staff can receive alerts from district (via newsletter, district website) ○ Create repository of communication letters by subject matter to help assist in crises ● Share information and shine a light on accomplishments about schools and students through multiple channels to reach diverse audiences. <ul style="list-style-type: none"> ○ Share monthly email newsletters with families in English and Spanish, with average open rate of 50 percent or better (Sept. to June) ○ Share average of 1 press release a week with media (September to June) ○ Share average 3x a week or more on social media - FB, Twitter and IG <ul style="list-style-type: none"> ■ Grow followers across each platform by 10 percent a year (FB and IG) ● Build capacity for school leaders and staff to share information through newsletters, websites, social media, in-person and at events.

		<ul style="list-style-type: none"> ○ Provide training and access for schools/departments/staff to create social media accounts to highlight their schools and programs ○ Provide district content on all school websites and for schools to use in school newsletters - 1x per month or more ● Share regular communication that amplifies and centers student voice. <ul style="list-style-type: none"> ○ Support formation of new Student Voice Advisory Council <ul style="list-style-type: none"> ■ Share content from group after each meeting via newsletters and/or social media ○ Feature student profiles, student achievements and student interviews (video or quotes from students) in newsletters/social media - 1x per month or more
	<p>EL 4.10-District Safety</p>	<ul style="list-style-type: none"> ● Continue safety protocol training for staff and students. ● Build a strong culture of safety together; establish monthly leadership meetings with school administrator safety cadre, campus monitors, school resource officers, and office managers. ● Increase visitor management system (Raptor) capacity at schools. Continue training staff in Raptor operations. ● Increase safety department site-visits to schools. Observe school emergency drills and mentor school leadership on ways to implement continuous feedback mechanisms for their safety programs. ● Create a district reunification team and an activation plan for the team. Conduct training and table-top exercises with the reunification team.



REPORT: Administrative Polices & Regulations for Adoption (11/8/2022)

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

Bend-La Pine Schools has a two-part, policy and regulation review process. Part one consists of the district sharing policies and regulations that are currently in review at a regularly scheduled school board meeting. Following the meeting, the district allows time for, and considers public feedback related to the proposed changes. Part two consists of the district review of feedback received and the presentation of the policies and regulations for adoption to the Board of Directors.

A redline version of each follows this executive summary. The regulations will be adopted as presented.

Policy / Regulation Title	Reason for Update
IGBI-AP: Bilingual Education	Updated language reflects revisions to OAR 581-022-2310 to include language assistance to allow for students to participate in educational activities outside of classroom instruction. District policy and regulation references have also been added. See attached public comment received and notes from BLS in blue.
IGBI-AR: Bilingual Education	New Administrative Regulation IGBI-AR defines the district’s commitment to supporting bilingual education. Definition and terms; programs, services and systems; and guidelines that will be used to inform classroom, school and system practices are explained. See attached public comment received and notes from BLS in blue.

BEND-LA PINE SCHOOLS
Administrative School District No. 1
Deschutes County, Oregon
ADMINISTRATIVE POLICY

Name: Bilingual Education
Section: Required Policy
Code: IGBI-AP

Students whose primary language is ~~a language~~ other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction ~~and other educational activities~~.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand.

END OF POLICY

Legal Reference(s):

~~ORS 329.465~~

~~ORS 336.074~~

ORS 336.079

OAR 581-021-0046

OAR 581-022-2310

~~OAR 581-022-1140~~

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2018 2006~~).

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6801-7014 (2018).

~~No Child Left Behind Act of 2001, 20 U.S.C. §§ 6811-7014 (2006).~~

District Reference(s):

IGBI-AR: Bilingual Education

Reviewed: 12/8/09, 10/11/22

Approved: 1997, 1/12/10

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE REGULATION

Name: Bilingual Education

Section:

Code: IGBI-AR

Bend-La Pine Schools honors cultural and linguistic diversity as a foundational aspect of a thriving and globally competent society. All languages and dialects; written, spoken, or signed, contribute value to our community, and speakers of those languages have the right to full inclusion in the district. The district recognizes the benefits of multilingualism, and of the language-learning experience itself, a valuable component of both a future-ready education and an effective workforce.

The following are definitions and terms that Bend-La Pine Schools will use regarding bilingual education:

- Native Language: The first language(s) spoken and understood by an individual
- Dialect: A particular form of a language that is specific to a particular region or social group
- Multilingualism: The ability of an individual speaker, or a community of speakers, to communicate effectively in and across more than one language
- Emergent Bilingual: Students who are maintaining or developing their home language while also learning an additional language
- Equity: A commitment to fair and just outcomes, as opposed to equal inputs
- World Language: A language other than the individual's native language
- Language Access Plan: A guidance document that articulates how to provide access and services to families who have limited English proficiency

Bend-La Pine Schools' programs, services, and systems shall be designed to meet the following values and goals:

- Honor the connection that language and culture have with students' identities as learners;
- Recognize that the native languages that students, families, and staff contribute to our learning community are sources of strength and assets for learning;
- Maintain or enhance native-language skills and sense of pride in home language/dialect;
- Ensure access to social and academic English proficiency;
- Ensure that emergent bilingual students have access to effective participation in regular classroom instruction;
- Ensure families can effectively and meaningfully participate in their children's education and school community.

To meet the aforementioned values and goals, Bend-La Pine Schools will use the following guidelines to inform classroom, school and system practices:

- Students or staff will not be punished or disciplined for using their native language;
- Schools will be trained on instructional strategies to support emergent bilingual learners, and will implement those strategies effectively;
- Native-language instructional models will be implemented to the extent reasonably possible and programs will be guided by an equity lens;
- Curriculum and assessment tools and practices designed specifically for emergent bilingual students will be supported;
- Teachers who are trained and qualified to support language acquisition will be available to schools as resources allow;
- At all organizational levels, recruit, hire, support and retain culturally proficient, highly capable staff that reflect the diversity of district students;
- All schools and departments will use reasonable efforts to provide families with relevant written and/or verbal communication in a language and medium they can access;
- The district will develop a Language Access Plan for staff to follow.

Legal Reference(s):

ORS 329.465

ORS 336.074

ORS 336.079

OAR 581-021-0046

OAR 581-022-0046

OAR 581-022-2310

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6801-7014 (2018)

Title III ESEA

Lau v Nichols

Castañeda v Pickard

Meyer v Nebraska

Oregon House Bill 2056

District Reference(s):

[IGBI-AP: Bilingual Education](#)

[JBB-AP: Educational Equity](#)

[JBB-AR: Family Engagement](#)

Reviewed: 10/11/2022

Approved:



Policy and Regulation Public Comment
 IGBI-AP: Bilingual Education
 Received by 5:00 p.m. October 25, 2022

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
<p>• Maintain or enhance native-language skills and sense of pride in home language/dialect;</p> <p>I really feel this is not the school districts responsibility, but that of the home. Support a sense of pride, yes, maintain and enhance skills? No. I speak Farsi- the school district is in no way capable or has the resources to help my son learn or appreciate our language or heritage and I don't expect that.</p>	<p>Rachelle Templin</p>	<p>Thank you for your feedback. This comment is most likely in response to the draft of IGBI-AR. Please see Bend-La Pine Schools' notes attached to IGBI-AR.</p>



Policy and Regulation Public Comment
 IGBI-AR: Bilingual Education
 Received by 5:00 p.m. October 25, 2022

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
<p>• Native-language instructional models will be implemented to the extent reasonably possible and programs will be guided by an equity lens;</p> <p>How are you measuring "reasonably possible"? If we want teachers to have measurable outcomes and objectives, this language is very vague for a policy. I would say "Native language instructional models will be supported district wide at all levels".</p> <p>At all organizational levels, recruit, hire, support and retain culturally proficient, highly capable staff that reflect the diversity of district students.</p> <p>This feels like reverse discrimination- hire the best candidate. There are plenty of diverse candidates, and how will you know people are culturally or linguistically proficient unless you are profiling candidates which is illegal and puts the district in a liable position for legal action. How would someone know I am bilingual or grew up with immigrants in the home? I have no accent and look white. They would have to ask profiling questions- which is illegal.</p>	<p>Rachelle Templin</p>	<p>Thank you for your feedback.</p> <p>Bend-La Pine Schools uses the term “reasonably possible” as a reference to district resources (i.e., staffing, funding, etc.)</p> <p>In addition to hiring the most qualified candidate for each position, the efforts to hire and retain culturally proficient, highly capable staff that reflect the diversity of district students is part of Bend-La Pine Schools’ Excellence & Equity work.</p> <p>Bend-La Pine Schools is an equal opportunity employer and does not discriminate on the basis of sex, race, color, creed, religion, national origin, age, disability, marital status, sexual orientation, gender identity and expression, veteran or military status, or use the of a service animal by a person with a disability, and provides equal access to all designated youth groups.</p>



REPORT: South County Schools Update and Information

PRESENTED BY: Scott Olszewski, South County Director and La Pine High School Principal

EXECUTIVE SUMMARY:

South County is a distinct and unique region within Bend-La Pine Schools. It consists of two subregions: a) Sunriver and the geographic area identified as Three Rivers South, and b) The City of La Pine and surrounding area of Deschutes County. Three Rivers K-8 serves the Sunriver and Three Rivers areas. Rosland Elementary, La Pine Elementary, La Pine Middle, and La Pine High serve the City of La Pine and surrounding area.

South County schools are distinct from the greater district in their small size and demographics (more rural and lower average income). These distinctions provide south county schools with both their strengths and challenges.

South County schools have been at the forefront of social-emotional learning in Bend-La Pine Schools for a decade and are continuing this work, as we know that student wellbeing is essential to learning. Recent additions of human resources in counseling, student success, and administration are making positive changes in our ability to support students' mental health and readiness to learn. Some of these additions have resulted from additional district funding, while others have resulted from staffing decisions by individual school administrators.

Our communities are strong, resilient, and connected. Our teachers and staff work very hard and provide much to our students and families. Because there remains a need for additional resources in our region to support student and community mental health, we ask that the Board of Directors and district administration truly get to know our schools and view them through a lens of equitable staffing.



South County Spotlight

Scott Olszewski, La Pine High Principal
South County Director

Who Is South County?

NAME STRENGTH NEED



Who is South County?

Five Schools

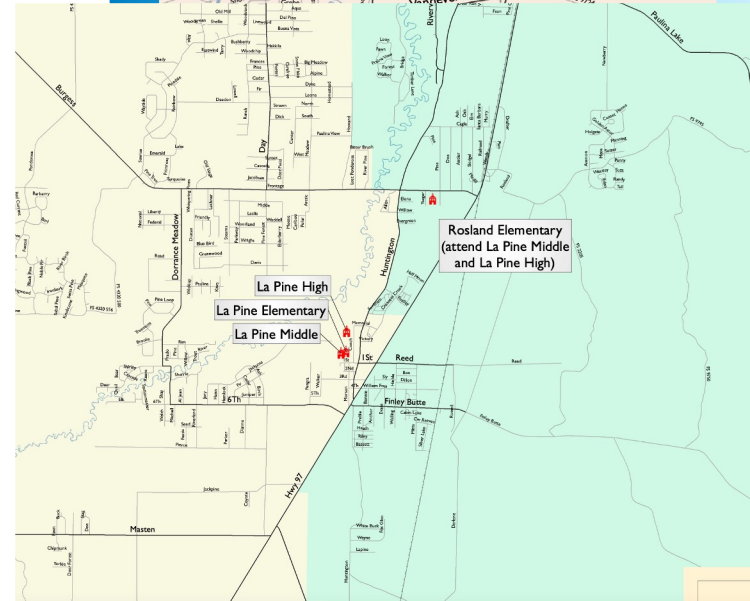
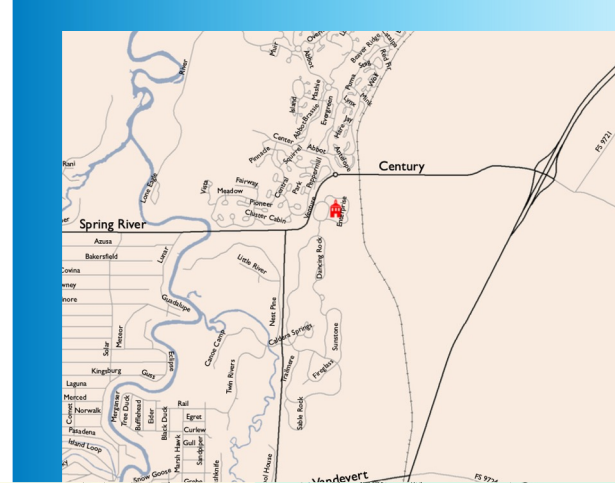
Three Rivers K-8

Rosland Elementary K-5

La Pine Elementary K-5

La Pine Middle 6-8

La Pine High 9-12



Three Rivers K-8 "Otters"

Strengths

- Kindergarten through 8th Grade
- Hub of the greater Sunriver community
- After-school programs with Community Partners
- Bend-La Pine Educator of the Year Maria Leistad

Need

- Academic and Emotional Supports for Students
- Support and Training for Staff Retention



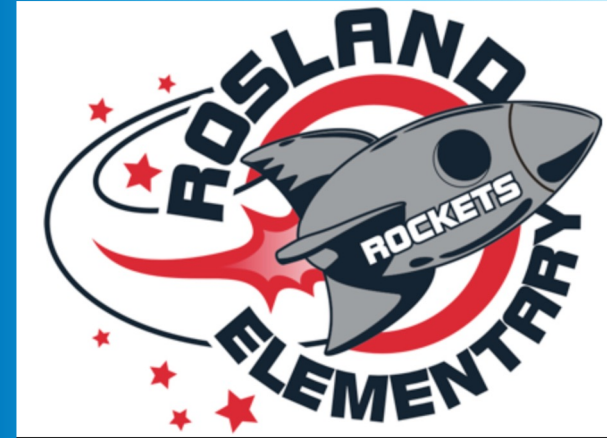
Rosland Elementary "Rockets"

Strengths

- Small School
- Belief that "We Can Do Hard Things"
- Growing Enrollment
- New Families Express Love for the Area
- Addition of BRYT Staff

Need

- Academic and Emotional Supports for Students
- Support for New Teachers
 - 17 of 23 Certified Staff have probationary or temporary status; one administrator.



La Pine Elementary "Panthers"

Strengths

- Strong on Social-Emotional Learning
- Addition of Assistant Principal 2 years ago
- Important part of the La Pine community
- Growing Enrollment
- Addition of BRYT Staff

Need

- Academic and Emotional Supports for Students
- Support and Training for Staff Retention



La Pine Middle "Hawks"

Strengths

- Variety of Student Supports
- Dedicated veteran staff
- Addition of 2nd Counselor role
- Addition of Assistant Principal role
- Addition of BRYT Staff

Need

- Academic and Emotional Supports for Students
- Support and Training for Staff Retention



La Pine High "Hawks"

Strengths

- Strong Career and Technical Education (CTE)
- Advanced Placement and College-Level Courses
- Wide Variety of Programs for a Small HS
- Addition of Dean of Students role
- Addition of BRYT Staff

Need

- Academic and Emotional Supports for Students
- Support and Training for Staff Retention



Who Is South County?

NAME

- La Pine and the Surrounding area
- Three Rivers South – Area around Sunriver

STRENGTHS

- Small Schools are Good for Kids!
- Strong Links Between Schools – Especially Celebrations

NEEDS

- Equitable Staffing to Serve Our Communities
- More Mental Health resources in the Region.



Thank you!

Scott Olszewski

Principal, La Pine High School

South County Director



Foco de atención del Condado Sur

Scott Olszewski, director de la Escuela Preparatoria La Pine
Director del Condado Sur

¿Quién es el Condado Sur?

NOMBRE

FORTALEZAS

NECESIDADES



¿Quién es el Condado Sur?

Cinco Escuelas

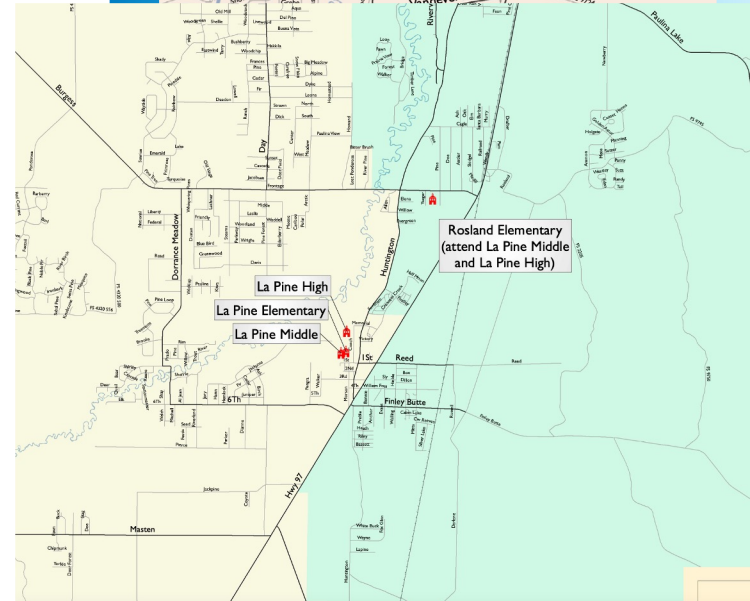
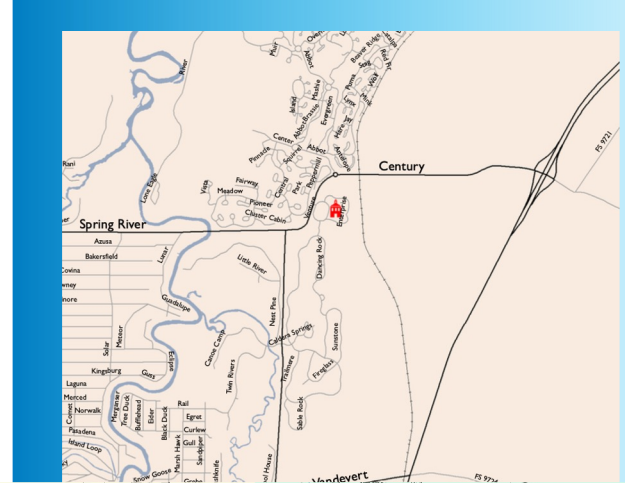
Three Rivers K-8

Primaria Rosland K-5

Primaria La Pine K-5

Secundaria La Pine 6-8

Preparatoria La Pine 9-12



Three Rivers K-8 “Nutrias”

Fortalezas

- Kindergarten a 8° grado
- Centro del resto y más grande comunidad de Sunriver
- Programas extracurriculares con aliados de la comunidad
- Educadora del año de Bend-La Pine, Maria Leistad

Necesidades

- Horas adicionales para el personal de oficina
 - Como una escuela K-8, TRS es dos escuelas en una



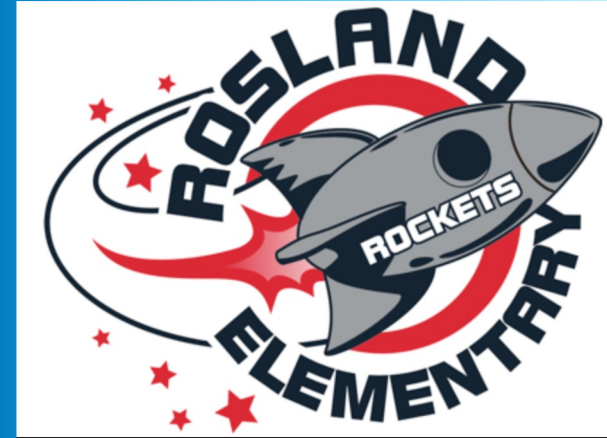
Primaria Rosland "Cohetes"

Fortalezas

- Escuela pequeña
- Creencia: "podemos hacer cosas difíciles"
- Inscripción creciente
- Nuevas familias expresan amor por el área

Necesidades

- Apoyo a nuevos maestros
 - 17 de los 23 empleados certificados tienen un estatus de prueba o temporal; un administrador



Primaria La Pine "Panteras"

Fortalezas

- Fuerte en el aprendizaje socioemocional
- Incorporación de subdirector hace 2 años
- Parte importante de la comunidad de La Pine
- Inscripción creciente

Necesidades

- Más apoyos para estudiantes de K-2 con dificultades
 - Los primeros años son vitales para sentar las bases



Secundaria La Pine "Halcones"

Fortalezas

- Variedad de apoyos para estudiantes
- Personal veterano dedicado
- Incorporación de 2do rol de consejero
- Incorporación del puesto de subdirector

Necesidades

- Apoyos académicos y emocionales adicionales para estudiantes
 - La adolescencia tiene presiones y desafíos únicos.



Preparatoria La Pine "Halcones"

Fortalezas

- Sólida educación profesional y técnica (CTE, por sus siglas en inglés)
- Cursos de ubicación avanzada y de nivel universitario
- Amplia variedad de programas para una preparatoria pequeña
- Incorporación del rol de decano de estudiantes

Necesidades

- Asesor de Graduación de tiempo completo.



¿Quién es el Condado Sur?

NOMBRE

- La Pine y sus alrededores
- Three Rivers Sur – Área alrededor de Sunriver

FORTALEZAS

- ¡Las escuelas pequeñas son buenas para los niños!
- Fuertes vínculos entre las escuelas, especialmente las celebraciones

NECESIDADES

- Dotación equitativa de personal para servir a nuestras comunidades
- Más recursos de salud mental en la región.



¡Gracias!

Scott Olszewski

Director, Escuela Preparatoria La Pine

Director del Condado Sur



REPORT: Student Investment Account (SIA) Update, 2021-22

PRESENTED BY: Lora Nordquist, Deputy Superintendent

EXECUTIVE SUMMARY:

While the Oregon legislature passed the Student Success Act, including the Student Investment Account (SIA), in 2019, substantive funding was not available until the 2021-22 school year. Bend-La Pine School received approximately \$11.5 million for last school year, enabling the district to fund its prioritized strategies. These are listed below:

- Funding our student success program, which was designed to support our students' behavioral, emotional, and mental health needs: 24.5 FTE certified staff/26 classified staff;
- Reducing class sizes, especially in our schools with the largest numbers of historically and currently underserved students: 14.5 FTE (this number was supplemented with ESSER funds);
- Supporting our multi-lingual students and families, as well as our students with disabilities: 19 certified staff/6 classified staff;
- Providing professional learning in the areas of diversity, equity, and inclusion: \$300,000;
- Supporting teachers' continuing professional learning with embedded instructional coaching: 6 FTE certified staff.

These additional supports have helped the district make steady progress in elevating students' experiences and learning. However, two significant barriers remain: 1) with continued growth in the number of students experiencing behavioral, emotional, and mental health struggles, the additional resources are necessary, but not sufficient: and 2) we continue to struggle to recruit and retain staff in some of these positions, particularly in special programs and student support programs.



Bend-La Pine Schools

Student Investment Account Update

Background

- Oregon's Student Success Act 2019 – \$1 billion annually
- Student Investment Account – \$700 million annually
- Substantively funded beginning in 2021–22 \$11.5 million for



Goals/Allowable Uses of SIA

- ***Goal of SIA: Improve achievement in schools and to reduce achievement gaps in historically underserved student populations.***
- Students' health and safety needs
- Reduction in class sizes and caseloads
- Expanded access to “well rounded education”



BLS Priorities

- Student Success Program (24.5 FTE Cert/26 FTE Class)
- Class Size Reduction–HU Staffing (14.5 FTE + ESSER \$)
- Increasing Access
 - Multi-lingual programs: 6.5 Cert/3 Class
 - Special education: 12.5 Cert/3 Class
 - Instructional coaching: 6 Cert
 - Diversity, equity, and inclusion professional learning: \$300,000



Successes

- Student Success Program
- Support for multi-lingual students and families
- DEI professional learning and support
- Coaching–foundational skills, secondary adoptions



Challenges and Barriers

- Student needs exceeding our capacity
- Staffing





Escuelas de Bend-La Pine

Actualización de la cuenta de inversión estudiantil

Antecedentes

- Ley de Éxito Estudiantil de Oregón 2019: \$ 1 mil millones anuales
- Cuenta de inversión para estudiantes: \$ 700 millones anuales
- Financiado sustancialmente a partir de 2021-22-\$11.5 millones para BLS



Metas/Usos permitidos de SIA

- **Objetivo de SIA: Mejorar el rendimiento en las escuelas y reducir las brechas de rendimiento en poblaciones estudiantiles históricamente desatendidas.**
- Necesidades de salud y seguridad de los estudiantes
- Reducción del tamaño de las clases y del número de casos
- Acceso ampliado a una “educación integral”



Prioridades de BLS

- Programa de Éxito Estudiantil (24.5 Certificado FTE/26 Clase FTE)
- Reducción del tamaño de la clase: dotación de personal de HU (14.5 FTE + ESSER \$)
- Acceso creciente
 - Programas multilingües: 6.5 Certificado/3 Clase
 - Educación especial: 12.5 Certificado/3 Clase
 - Entrenamiento instructivo: 6 Certificado
 - Diversidad, equidad e inclusión del aprendizaje profesional: \$300,000



Éxitos

- Programa de Éxito Estudiantil
- Apoyo para estudiantes y familias multilingües
- DEI aprendizaje y apoyo profesional
- Entrenamiento-habilidades fundamentales, adopciones secundarias



Desafíos y Barreras

- Las necesidades de los estudiantes superan nuestra capacidad
- Personal



NOMINATION FORM

OSBA BOARD OF DIRECTORS

REGIONAL MEMBER

Date: 09/13/2022

TO: Sonja McKenzie, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

**Nominations are due by 5 pm,
September 30, 2022**

Return this form and all candidate information forms to the OSBA office by email at OSBAelections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Sonja McKenzie:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the Patti Norris Region, Position # 3.

BOARD CANDIDATE INFORMATION

Name: Patti Norris
District/ESD/Community College: Crook County School Board
Address: 2398 SE Blue Skies Lane
City: Prineville Oregon ZIP: 97754
E-mail: patti.norris@crookcountyschools.org Phone: 541-815-7263

This nomination was approved by official action of our board of directors at a duly called meeting on 09/12/2022.
(date)



(Board Chair signature)

Board Chair name: Jessica Ritter
District: Crook County School District
Address: 11301 SW Robinson Lane
City: Powell Butte, Oregon ZIP: 97753

CANDIDATE QUESTIONNAIRE

OSBA Board of Directors

Name: __Patti Norris_____

Region: Central

District/ESD/CC: __Crook County School District_____ Position #: 3

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Patti Norris

Name

September 28, 2022

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

The OSBA mission is to support an equitable approach to each Oregon student's quest for an excellent future by working toward the goals of strong local school districts and boards, stable and adequate education funding, and responsible state and federal government actions.

2. What do you want to accomplish by serving on the OSBA board of directors?

- Support excellent education for ALL students around the state.
- Ensure the voice of ALL districts (large and small, urban and rural, etc.) are heard and all board members receive the support they need to ensure the success of their students.
- Ensure that OSBA has a sustainable operations model.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

I am a passionate education advocate who believes in factoring multiple viewpoints into a decision, utilizing collaboration to make things happen quickly. An example of this is the formation of the Crook County Kids Club which was serving kids in a new facility within 12 days after the sudden closing of our local Boys and Girls Club with help from families, staff, local government, a local church, the school district, and individual donors.

4. What do you see as the two most challenging issues faced by OSBA?

- 1) Helping a very partisan legislature support education for every student and not impose unmanageable burdens on our educational system.
- 2) Ensuring the OSBA organization's efforts and resources continue to meet the needs of ALL districts and support the success of ALL students.

5. What do you see as the two most challenging issues faced by your region?

- 1) Staffing turnover and shortages.
- 2) Recovering from the impacts of COVID, including declining enrollment, increased behavioral problems, student and staff mental health challenges, and negatively-impacted student achievement.

6. What is your plan for communicating with boards in your region?

- Participate in regional roundtable at OSBA conferences
- Participate in regional OSBA meetings
- Send updates on OSBA board and organizational activities
- Be available to meet with boards and board members in person and/or by phone or Zoom

Deadline: September 30, 2022, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CANDIDATE PERSONAL/PROFESSIONAL RESUME

OSBA Board of Directors

Name: Patti Norris Date: September 28, 2022

Address:

City / ZIP:

Business phone:

Residence phone:

Cell phone:

E-mail: patti.norris@crookcountyschools.org

District/ESD/CC: Crook County School District

Term expires: 2023 Years on board: 14

Deadline: September 30, 2022, 5 p.m.

Please send your picture (head shot). A high-resolution digital photo is preferred but a print is acceptable. E-mail to OSBAelections@osba.org, or mail to:

Oregon School Boards Association,
1201 Court St NE, #400, Salem, OR
97301

Work or service performed for OSBA or local district (include committee name and if you were chair):

Crook County School Board 2009 - Present
-Board Chair 2011-2014, Vice Chair 2010-2011, 2014-2021, 2022-present
-Policy Committee, Advanced Placement Advisory Committee, Childcare Committee, Union Negotiation Committees, Scholarship Selection Committee, and many others
OSBA Board of Directors 2018 - Present
-Central Oregon Region Representative, Secretary-Treasurer 2021-present
-Revenue Advisory Committee, chair; Budget Committee, chair; Finance Committee, chair; Rural Advisory Committee, Governance Committee
-Liaison to the Oregon Community College Association
Crook County School District Facilities Review and Recommendation Committee 2006 - 2009
-PR Committee Chair

Other education board positions held/dates:

Crook County Kids, Inc. (Afterschool program) 2008 - Present
-Co-founder, President 2008-2012, Treasurer 2013-present
High Desert Educational Services District Budget Committee
Crook County Higher Education Advisory Council 2010 - 2018
Better Together (Regional Educational Achievement Collaborative) workgroups: 2013 - 2019
-Bridges: Supporting youth outside of the school day
-YouthCareerConnect: Connecting youth 16-25 with meaningful work experiences
-Beyond High School: Supporting student transitions from high school to college and career

Occupation (Include at least the past five years):

Employers:	Dates:
<i>Central Oregon Community College</i> —Business & Computer Science Professor	2012 - Present
<i>Small Business Development Center</i> —Business Advisor	2012 - Present

Central Oregon Community College—Community Learning Technology Instructor 2005 - Present
Let's Do Launch/Norris Marketing—Owner & Business Consultant 1991 - Present
TRACEs Central Oregon—Community Relationship Coordinator 2018 - 2019

Schools attended (Include official name of school, where and when):

High school: *Foothill High School*; Tustin, CA 1975-1979

College/Degrees earned:

University of California, Santa Cruz; Santa Cruz, CA 1979-1983—*BA, Economics*
Santa Clara University; Santa Clara, CA 1988-1991—*Master of Business Administration*
San Jose State University; San Jose, CA 1999-2000— *Certificate in E-commerce Management*

Education honors and/or awards:

Honor Roll

Other applicable training or education:

OSBA Leadership Institute Individual Platinum Award
OSBA Leadership Oregon Graduate 2017
Numerous classes in school district, non-profit and business management

Activities, other state and local community services:

Girl Scout Troop 50797-Volunteer and Supportive Parent 2006 – 2019

Hobbies/special interests:

Civic engagement, travel, attending theatrical performances, museums, reading, genealogy, researching educational and business best-practices

Business/professional/civic group memberships; offices held and dates:

Crook County Foundation 2019 - Present
-Treasurer, Chair of Leadership and Inclusion Committees
Prineville-Crook County Chamber of Commerce 2008 - Present
-Member
Crook County Historical Society/Bowman Museum 2004 - Present
-Bookkeeper 2012-present, Collection Registrar 2004-2011
Crook County Coalition for Safe and Drug-Free Communities/Crook County Empowered 2017 - 2020
-Treasurer
City of Prineville Downtown Strategic Planning Committee
Crook County Library Board of Trustees 2006 - 2013
-Board Chair 2010-2013, Vice Chair 2007-2010
Dry Creek Airpark Homeowners Association Board of Directors 2002 - 2006
-Treasurer
Friends of the Reading Program/Vision Literacy (Adult literacy program) 1992 – 2002
-President, Treasurer

Additional comments:

Deadline: September 30, 2022, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.



Resolution to adopt the OSBA Legislative Priorities and Principles as recommended by the Legislative Policy Committee

WHEREAS, the OSBA Legislative Policy Committee is charged under the OSBA Bylaws with developing the association's recommended Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee has crafted the Proposed OSBA Legislative Priorities and Principles as a foundational document in guiding the legislative and advocacy work of OSBA members and staff, and

WHEREAS, the OSBA Legislative Policy Committee has determined these Proposed OSBA Legislative Priorities and Principles to be in alignment with the OSBA Board of Directors equity goals, and

WHEREAS, the OSBA Legislative Policy Committee met in January and April to review the Proposed OSBA Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Principles at its April meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Principles and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Principles be placed before the membership for consideration during the 2022 OSBA election season, and

BE IT FURTHER RESOLVED that the Proposed OSBA Legislative Priorities and Principles and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Legislative Priorities and Principles

Preamble

OSBA's mission is to improve student success and education equity through advocacy, leadership, and service to Oregon public school boards. Education equity ensures:

- All students are accepted as their authentic selves, are heard and valued, feel they belong, and achieve high academic and personal standards that empower them to thrive.
- Student success will not be predicted nor predetermined by race, ethnicity, family economics, location, gender, gender identity, sexual orientation, disability status, religion, culture, or any other identity.

Public school boards have unique insights on how to address education equity and systems change in their districts. OSBA is committed to supporting boards in their just and fair distribution of resources based upon each student's needs.

Equity is the driving force behind the Student Success Act, and OSBA is dedicated to advancing legislation designed to raise academic achievement for all students and reduce academic disparities for historically underserved students.

In support of OSBA's Call for Equity, and on behalf of Oregon students, we are committed to promoting equity, combatting injustices, and disrupting bias and systemic racism in education policies through our advocacy at the state level.

OSBA believes a strong and equitable public education system is the best investment Oregonians can make to assure student success, strengthen our economy, create thriving communities, and improve the quality of life for every Oregonian.

Approved by the Legislative Policy Committee: April 23, 2022

Approved by the OSBA Board: September 23, 2022

Approved by the OSBA Membership:



Priorities

Promote Adequate, Predictable, and Stable Funding

The State School Fund rises and falls every two years because Oregon's revenue-raising and funding systems have substantial variance. Stable and adequate funding is crucial to providing a quality education to all students across the education continuum. To ensure stable and adequate funding, OSBA will actively promote legislation that accurately calculates current service level funding for school districts.

Protect the 2019 Student Success Act

The Student Success Act provides local school districts and education service districts unprecedented opportunities to target new funding toward educational programs. OSBA will actively promote legislation to protect the funding allocated for the Student Success Act in order to deliver equitable outcomes for all K-12 students.

Close the Opportunity Gap

In every community a disparity in academic achievement exists between student groups. OSBA will support legislation aimed at closing achievement and opportunity gaps that exist across Oregon's public schools.

Contain Cost Drivers

The costs associated with health care and retirement benefits are eating into funding available for instructional opportunities for students. OSBA will promote legislation that provides relief for districts related to benefit costs controlled by the State.

Support Local Governance and Oppose Mandates

Locally elected officials, local education professionals, and the local community are in the best position to respond to the needs of all students. New mandates must have necessary funding and be researched-based with results indicating increased achievement for all students.

Support Capital Improvements

Students need schools that are safe, comfortable, and appropriate for a modern and/or digital learning environment. OSBA will actively promote the allocation of state-level resources to help pay for construction and capital improvement. OSBA will promote legislation aimed at diversifying the funding methods available to school districts.

Ensure Access to Post-Secondary Credits

All students should have access to post-secondary credit opportunities. OSBA will advocate for a seamless transfer of credits throughout Oregon's higher education system.

Address Education Workforce Shortages

OSBA will promote efforts both state and at the local level to preserve and improve initiatives that combat the workforce shortage. OSBA will advocate for programs that will help districts recruit and retain a diverse and well-prepared workforce.

Principles

Finance

OSBA supports the allocation of state resources to ensure school districts and education service districts have the necessary resources to equitably and fully support all students' instructional, behavioral, and programmatic needs. OSBA supports appropriate financial tax policy to make Oregon schools competitive, nationally, and globally, including the preservation of other funding options for local district consideration.

Student Programs

OSBA supports high-quality programs that equitably serve all students in obtaining a comprehensive and well-rounded education. OSBA supports new and continued partnerships with education stakeholders to increase educational and career opportunities for students.

Student Safety and Wellness

OSBA supports safe and secure school environments, the physical health and overall well-being of all students, and services that promote social, emotional, and behavioral health.

Personnel

OSBA supports attracting and retaining effective employees to create a healthy, diverse, culturally responsible, safe, and sustainable workforce. OSBA supports local management, local contract negotiations, and continued conversations regarding professional development, licensure, and career advancement for personnel.

Governance and Operations

OSBA believes locally elected school district, ESD, and community college boards are best equipped to make decisions in the best interest of students and communities. OSBA supports cross-system collaboration, alignment, and accountability among education stakeholders and partners.

Federal Education Issues

OSBA will advocate for the federal government to prioritize, streamline, and fully fund programs that support students.

Subject: Bend-La Pine Schools Board of Directors Zone 7 At Large Submission
Date: Tuesday, October 11, 2022 at 1:36:41 PM Pacific Daylight Time
From: Kina Condit-Chadwick
To: Janet Bojanowski
CC: Melissa Barnes Dholakia, School Board, Kina Condit-Chadwick
Attachments: Condit-Chadwick_Christina_Kina_BendLaPine_School_Board_Letter_of_Intent.pdf, Condit-Chadwick_Christina_Kina_Attestation.pdf

WARNING: This email is not from a Bend-La Pine Schools email address.

ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.

Hello Janet,

Please find attached a letter of intent for the Bend-La Pine Schools Board of Directors Zone 7 At Large seat, along with a completed attestation form. Please feel free to be in touch if further information is needed. Much appreciated!

Sincerely,
Kina

Kina Condit-Chadwick

Pronouns: They/Them
[Why pronouns matter](#)

City of Bend, [Core Area Advisory Board](#) Member

On ancestral & traditional ceded lands of the Wasq'u (Wasco), Tana'ma (Warm Springs), and Numu (Paiute)

CHRISTINA (KINA) CONDIT-CHADWICK

they/them



October 11, 2022

Dear Superintendent, Board Chair and fellow Board members,

It is with great delight and appreciation that I apply for the vacant Zone 7 At Large seat. As a parent who is non-binary, brown and queer, and who has a brown daughter who attends a Bend-LaPine school, it is with the utmost sincerity that I do my part to ensure all students experience a sense of safety, belonging and engagement. You will find that my professional experience of 10+ years in the Organizational Development field synergizes perfectly with the responsibilities of a Board member and would certainly be a tremendous asset to Bend-LaPine schools. Lastly, the countless hours of volunteering in the following capacity, exemplifies my commitment to our community. Rest assured, this level of dedication would also be applied to the Board.

- **Core Area Advisory Board** - Voting Member, December 2021 - Present
 - Learn more here:
 - <https://www.bendoregon.gov/government/committees/core-area-advisory-board>
 - <https://bendchamber.org/city-of-bend/2022-state-of-the-city-address/> (minute 12:57)
- **The Father's Group** - Volunteer
 - Learn more here: <https://thefathersgroup.org/>
 - 2022 Juneteenth Organizing Committee - Logistics Chair
 - Bend Parks and Rec Volunteer Fair - Host
 - 2021 Juneteenth - Youth + Educational Outreach Co-Chair
- **Embrace Bend** - Board Member, January 2021 - January 2022
 - Learn more here: <https://www.embracebend.com/>
 - 2021 Welcoming Week - Investing In Belonging: Aligning Organizations With Bend's Growth - Session Facilitator
- **Janet Llerandi for Bend-LaPine School Board** Campaign - Field Coordinator, 2021
- **World Muse UnConference** - Panelist
 - 2021 Spirituality and Activism: A Conversation among Acosia Red Elk, Erika McCalpine, Morgan Schmidt, and Kina Condit-Chadwick

In measuring the success of our students, we must dive into their **Engagement**. What motivates them? Do they have a **connection** with their school, teacher(s) and peers? Are students **enabled**? What does their foundation look like? Have they been taught the fundamentals and do they understand how those fundamentals are applied to everything learned thereafter? Are students learning in a healthy environment? Do our schools support **every** students' physical, social and emotional wellbeing? When implemented correctly, this **energy** is what propels students to pursue their passion and purpose with a plan. That said, it is paramount that any organization is aligned with its mission, goals and objectives.

In the two and a half years that I have lived in Bend, I have been involved in community organizing, building collective power among Bendites, and facilitating inclusive conversations. Every action has been based on building relationships. Perhaps it's my nature as a middle child to be a conduit between people and to be an active listener, but it's an attribute that's essential in bridging gaps within our schools. I truly appreciate your time, consideration and all that you do. Please reach out with any questions you may have.

Take care,
Kina



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Christina Condit-Chadwick and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. CS (initial here)

Christina Condit-Chadwick

Signature

10/11/22

Date

Subject: Board Appointment
Date: Tuesday, October 11, 2022 at 5:52:01 PM Pacific Daylight Time
From: Julie Craig
To: Janet Bojanowski
Attachments: Attestation of Proof of Residency.pdf

WARNING: This email is not from a Bend-La Pine Schools email address.

ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.

Hi Janet,

Please find my resume, letter of interest and attestation attached. Thanks!

Julie Craig

[Letter of interest](#)

[Resume](#)

October 11, 2022

Bend-La Pine School District, Board of Directors
Superintendent's Office
Attn: Janet Bojanowski, Board Clerk
520 NW Wall Street
Bend, OR 97703

Chair Barnes-Dholakia and Board Directors, LeGrande, Montgomery, Olson, Tatom and McPherson-Douglass,

I would like to express my interest in the vacant Zone 7 Director position on your Board. I am a parent of two boys, Jack (16) and Ace (14), both who currently attend Bend Senior High School and have attended Bend-La Pine Schools since Kindergarten. I care deeply about the education of my children and also the education of all of Bend-La Pine School's students. I also believe that Bend-La Pine Schools has the most talented, caring, hardworking and passionate staff that serve our students every day. I previously served as the Zone 2 Director from 2012-2021 and would be honored to serve on the board for the six months needed until the community can elect a replacement.

I am familiar with and helped create the Board Ends, Executive Limitations and Governance Policies during my tenure on the School Board. I continue to share the same goals for students as the District and Board, that all students feel safe and included, students have a strong academic foundation and a plan for their future and that the District continues to support student outcomes as well as support all District staff so that both students and staff can flourish within our district.

I spent nine years serving the District, Board and community and have the expertise to serve again to help fill the gap left on the Board until the community can elect the next Zone 7 Director. I know how hard you all work to ensure that our students are not only provided the best education they can get but also provide a safe, inclusive environment for every student, staff and community member that the Bend-La Pine District serves. I have spent the last year and a half interacting with the school district as strictly a mom of two students which has given me a new perspective on our district. There are so many great things happening in our schools! There are also areas in which the District can improve and better serve all students and staff members. I believe my experience since leaving the Board has provided new insight on how Bend-La Pine Schools can improve and build upon the foundation that is already provided for students and staff. If appointed, I would like to share these experiences and work with all of you, as well as district staff, to provide a safer, more inclusive environment for our students.

Thank you for your time and for serving on the Board. I look forward to hearing from you soon.

Sincerely,
Julie Craig

Julie Craig



OBJECTIVE To secure the Zone 7 Director position for the Bend-La Pine Schools Board of Directors where I can utilize my education, volunteer and personal experiences to inspire young people to have a purpose, passion and plan for their and further the goals of the Bend La-Pine School District

EDUCATION Oregon State University-Cascades, Bachelor of Science, Liberal Studies-Law and Politics

SUMMARY OF QUALIFICATIONS

- Nine years serving the community as the Zone 2 Director, Bend-La Pine School Board
- Ability to work collaboratively with board members, district staff and community members
- Detailed knowledge of the Bend-La Pine School district and Board policies and procedures
- Elected by our community members to the Bend-La Pine School Board in 2013 and 2017

COMMUNICATION SKILLS

- Built strong relationships with Bend Education Association and Oregon School Employees Association board members
- Worked cooperatively with Bend-La Pine Board members and District staff on a regular basis to achieve District and Board goals
- Extensive experience reconciling community member grievances, both professionally and in a volunteer role

ORGANIZATION/PLANNING/LEADERSHIP

- Served as Bend-La Pine Schools Board of Directors Co-Chair
- Served on the Superintendent Search Committee in 2015 and 2021
- Presented at Oregon School Board Association Conference in 2016
- Elected by our community members to the Bend-La Pine School Board in 2013 and 2017

EMPLOYMENT HISTORY

City of Bend, Bend, OR	2003-Present
• Code Enforcement Officer	2013-Present
• Code Enforcement Technician	2009-2013
• Address Coordinator	2005-2009
• Office Specialist II	2004-2005
• Municipal Court Clerk	2003-2004

VOLUNTEER EXPERIENCE

Bend-La Pine Schools Board of Directors, Zone 2 Director	2012-2021
Bend-La Pine Schools Board of Directors, Co-Chair	2019-2020
Growing Tree Children's Center, Board of Directors, Vice President	2008-2012
Regional Solutions Center, Governor's Office, Administrative Assistant	2011-2012



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Julie Craig and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. JC (initial here)

Signature

October 11, 2022

Date

Subject: Application for Bend-La Pine School Board of Directors Vacancy
Date: Monday, October 10, 2022 at 1:29:52 PM Pacific Daylight Time
From: Vicki Finch
To: Janet Bojanowski
Attachments: School board application.pdf

WARNING: This email is not from a Bend-La Pine Schools email address.

ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.

Please find my application for the open school board seat attached. Thank you for your consideration and time. Please contact me with any questions or follow up that may be needed.
Vicki Finch
[REDACTED]

October 10, 2022

Bend-La Pine Schools
Superintendent's Office
Attn: Janet Bojanowski, Board Clerk
520 NW Wall Street
Bend, OR 97703

Dear Board of Directors,

As the mother of four wonderful young adults, and as a former school district nurse, I read the article in the paper with excitement for the opportunity to serve our local community. I believe that I would make a valuable addition to your board with my experiences in my work, communities, and family. I look forward to this opportunity to serve the community of Bend and La Pine with what I have to offer.

I believe that I would work well on a board that is supporting children and the people who teach and work for their future. I currently work part time for Cascade Surgicenter as a nurse but have experience as a school nurse in a large school district working primarily with diabetic students. My own children went to public schools and I believe fully in any support we can give educators as a community. I assisted as class mom most years and as team parent for many sports teams.

Giving back to the community I live in is important to me so finding the article in the paper about the need for a school board member piqued my interest in another avenue to support my community. I am applying with enthusiasm for this position and implore you to consider my application.

Thank you for your time and consideration!

Sincerely,



Vicki J Finch



VICKI FINCH

I would like to be more involved in my community and give of my experience and time.

EXPERIENCE

JUNE 2019 – PRESENT

REGISTERED NURSE, CASCADE SURGICENTER

RN at surgery center admitting, recovering and circulating

MARCH 2018 – JUNE 2019

REGISTERED NURSE, THE CENTER FOR OUTPATIENT MEDICINE

RN at a surgery center working mainly in the injection area

APRIL 2016 – OCTOBER 2017

REGISTERED NURSE, LAS VIRGENES SCHOOL DISTRICT

RN traveling between school in the district to work mostly with diabetic students

EDUCATION

MAY 1990

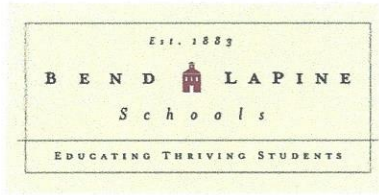
BACHELOR IN SCIENCE IN NURSING, SEATTLE PACIFIC UNIVERSITY

SKILLS

- Good listener
- Works well with others
- Mom to four young adults
- Caring
- Consistent

ACTIVITIES

In every community I have lived in, I have volunteered in non-profit organizations and in my 4 children's classrooms and sports teams. I feel like I have perspectives and skills that could be valuable to the school board.



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Vicki Jo Finch and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. VF (initial here)

Vicki Jo Finch
Signature

9/30/22
Date

Subject: BLS Board Application
Date: Saturday, October 8, 2022 at 3:16:01 PM Pacific Daylight Time
From: Cameron Fischer
To: Janet Bojanowski
Attachments: Fischer_Attestation of Residency.pdf, Fischer_CV_BLS.pdf, Fischer_LOI_BLS.pdf

WARNING: This email is not from a Bend-La Pine Schools email address.

ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.

Hello Janet,

Please see the attached documents. If you could please confirm that you received this it would be most appreciated.


Thank you,

Cameron Fischer



CAMERON W. FISCHER

(She/Her/Hers)



October 7th, 2022

Janet Bojanowski
Board Clerk
Bend-La Pine Schools Superintendent's Office
520 NW Wall Street
Bend, OR 97703

Dear Ms. Bojanowski:

I would be delighted to be considered for the vacancy on Bend-La Pine Schools' Board of Directors. I am highly qualified given my extensive background in education, including 18 years teaching in higher education, 10 years working in the field of special education, and a doctorate in Educational Leadership with an equity concentration. Moreover, I have been a Bend-La Pine Schools parent for over 10 years and I am deeply committed to serving my Central Oregon community. I am strongly aligned with the Board and District's shared goals, and given my many qualifications, I am an exceptional fit to support the advancement of these goals.

As an instructor for the College of Public Health and Human Sciences and the College of Education at Oregon State University, I work with students who go on to be school teachers, school counselors, and human services professionals. Some of my favorite courses include Using Data to Support All Students, Applied Research Methods, Children and Youth with Disabilities, and Families and Poverty. My educational philosophy, which very much aligns with the direction Bend-La Pine Schools has taken in recent years, focuses on three key areas: current research and evidence based practices, equity, diversity and inclusion (EDI), and quality student engagement.

My students bring an array of lived experiences to the learning environment, as well as diverse political perspectives, cultural and religious values, and communication styles. Over the years, I have learned the importance of building strong connections with all students in order to maintain encouraging, compassionate, and supportive relationships. When working with students, colleagues, and community members, I utilize a trauma-informed and culturally responsive approach. I consistently aim to foster a warm, non-threatening, inclusive atmosphere that provides opportunity for constructive discussion and valuable engagement. Having supervised countless student practicums, internships, and service learning opportunities throughout Central Oregon, I have developed and maintained effective, long-term relationships with various community partners, including educators, social service providers, and community leaders. These partnerships have always proved to be very upbeat, intentional, and collaborative.

In addition to my teaching, I have gained significant experience through my work as a qualitative researcher. Much of my doctoral work was dedicated to examining educational disparities concerning students of color and other historically marginalized communities, as well as disproportionalities in referrals for disciplinary intervention and special education services. My dissertation focused on educators' perceptions of the experiences of English learners with disabilities at the secondary level. I have worked on several research projects focused on the emotional and academic well-being of students, including how emergent bilingual students are reclassified after receiving English as a Second Language (ESL) services, in what ways community agencies can better support children and youth in foster care, how Oregon students benefit most from Advancement Via Individual Determination (AVID) programming, and in what ways early childhood education programs can better prepare children for kindergarten.

Throughout my 18 years in Central Oregon, I have prioritized being of service to my community. Appointed by the Bend City Council, I serve on the City's Human Rights and Equity Commission (HREC). Along with my fellow commissioners, I am currently focused on solidifying HREC's 2023 Work Plan, utilizing input from various community stakeholders, including law enforcement, behavioral health, and individuals from the BIPOC, LGBTQIA+, and houseless communities. Appointed by the Deschutes County Board of Commissioners, I serve on the Behavioral Health Advisory Board (BHAB), which addresses community needs in the areas of addictions, mental health, and intellectual and developmental disabilities. Furthermore, I am a community cadre lead for Restorative Justice and Equity, which collaborates with Central Oregon Community College and Bend-La Pine Schools to provide restorative practices coaching and mentoring to school administrators, staff, and students at the secondary level. Recently, I led responsive circles for black students and their families at a Bend-La Pine Schools event hosted by Summit High School. Currently, in collaboration with High Desert ESD, I am leading weekly trainings on restorative practices for all Summit High School administrators, teachers, and staff.

I know the value of healthy collaboration, clear communication, and respect for all viewpoints while working toward a common goal. Across all of my work, I keep an equity lens at the forefront. Regardless of the setting, I aim to create a warm, non-threatening, and inclusive atmosphere that provides an opportunity for valuable dialogue, critical thinking, and meaningful change. As a member of multiple teams, I understand the importance of sound judgment, thoughtful, data-driven decision-making, and exceptional organizational skills. I am motivated, conscientious, and eager to give my time, energy, and attention to the Bend-La Pine Schools' Board. My professional expertise, relevant educational background, and unwavering commitment to quality education for all students make me a highly qualified candidate.

Thank you for your time and consideration.

Best regards,

Cameron W. Fischer, D.Ed.

CAMERON W. FISCHER

(She/Her/Hers)



EDUCATION

D.Ed. Educational Leadership, Equity Concentration, University of Oregon, 2019
Dissertation: *Educator Perceptions of the Experiences of English Learners with Disabilities at the Secondary Level: Interviews from Four Northwest School Districts*

M.A. Education, Prescott College, 2000

B.A. Sociology, Education Minor, University of California, Santa Cruz, 1997

CERTIFICATIONS

Oregon Teacher License, Special Education Endorsement (PK-12)
English to Speakers of Other Languages (ESOL) Endorsement (PK-12)

ADDITIONAL TRAINING

Mentoring Indigenous Students in STEM, Oregon State University, 2022
Career Champions, Career Connection & Advancing DEI, Oregon State University, 2022
Confronting Systemic Whiteness in Higher Education Seminar, Oregon State University, 2021
Intent into Action: The Black Lives Matter Movement, Oregon State University, 2021
Blended Faculty Learning Community, Oregon State University, 2021
Social Justice Education Initiative, Oregon State University, Tiers I & II, 2021
Restorative Practices, International Institute of Restorative Practices, 2021
Restorative Conferencing, International Institute of Restorative Practices, 2021
DEI Training: Simulations, Oregon State University, 2021
DEI Training: How to Manage Stressful Communication, Oregon State University, 2021
Disability Access Services Training, Oregon State University, 2021
Trauma Informed Care: Centering Culture & Healing Practices, Trauma Informed Oregon, 2021
Courageous Conversations, Courageous Conversation & Pacific Educational Group, 2021
Nonviolent Communication, Nonviolent Communication Academy, 2020
Implicit Bias Workshop, Oregon State University, 2020 & 2018
Becoming Trauma Informed, Trauma Informed Oregon, 2017
Safe Zone Workshop, Oregon State University, 2016 & 2010

UNIVERSITY TEACHING EXPERIENCE

Oregon State University, Corvallis, OR 09/21-present

Human Development and Family Sciences (HDFS) Ecampus courses

HDFS 201: Contemporary Families in the U.S.

HDFS 461: Program Development and Proposal Writing

Oregon State University - Cascades, Bend, OR 12/04-present

Education (ED) courses

ED 452: Using Data to Support All Students

Human Development and Family Sciences (HDFS) courses

HDFS 107: Introduction to Human Services

HDFS 201: Contemporary Families in the U.S.

HDFS 209: Human Services Practicum

HDFS 311: Infant and Child Development

HDFS 312: Parenting Research and Application

HDFS 313: Adolescent Development

HDFS 314: Adult Development and Aging

HDFS 341: Family Studies

HDFS 360: Critical Thinking in Human Development and Family Sciences

HDFS 361: Applied Research Methods

HDFS 405: Advanced Internship-Early Childhood Education, Special Environments

HDFS 410: Human Services Internship

HDFS 432: Children and Youth with Disabilities

HDFS 447: Families and Poverty

HDFS 461: Program Development and Proposal Writing

HDFS 462: Professional Helping Skills

HDFS 465: Death, Dying and Bereavement

Oregon State University - Cascades, Bend, OR 9/08-6/11

Higher Education Partnership, Confederated Tribes of Warm Springs

Human Development and Family Sciences (HDFS) courses

HDFS 313: Adolescent Development

HDFS 360: Critical Thinking in Human Development and Family Sciences

HDFS 462: Professional Helping Skills

ADDITIONAL TEACHING EXPERIENCE

Substitute Teacher, High Desert ESD, Redmond, OR 9/12-6/16

Spanish Dual Immersion Program, Bear Creek Elementary School

ESL Teacher, Costa Verde International School, Sayulita, Nayarit, MX 12/11-6/12

Taught English as a Second Language (ESL) to teens and emerging adults. Created and implemented instructional resources to be used in and out of the classroom. Planned, prepared, and delivered instructional activities to increase language skills for educational and employment opportunities.

Therapeutic Teacher, High Desert ESD, Redmond, OR 8/04-6/05
 Taught youth with significant mental health challenges and severe behavioral disorders in residential treatment center. Educated parents, educational teams, and community organizations on behavior management and crisis intervention skills. Worked closely with Department of Human Services, Juvenile Community Justice, and other law enforcement regarding students experiencing addiction, behavioral challenges and mental health crises.

Educational & Behavioral Consultant, Child-Parent Centers, Tucson, AZ 1/03-6/04
 Consulted with parents, special education and general education teams, and community agencies concerning children with various educational and behavioral challenges. Focused on implementation and utilization of Positive Behavioral Interventions and Supports (PBIS).

Special Education Teacher, Flowing Wells Unified SD, Tucson, AZ 8/01-6/03
 Taught language arts and language literature courses to junior high school students with learning disabilities and behavioral disorders. Taught elementary school students with severe behavioral disorders, Intellectual Developmental Disability (IDD), and Autism Spectrum Disorder (ASD).

Educational & Behavioral Consultant, Department of Child Safety 6/01-6/02
 Consulted with foster families, educational teams, and Department of Child Safety skills trainers regarding children in foster care with various educational and behavioral challenges.

Special Education Teacher, Tanque Verde Unified SD, Tucson, AZ 8/99-6/01
 Created and supervised community based special education program which emphasized functional educational and life skills for students, grades PK-5. Conducted home visits, collaborated with parents, general education teams, and community organizations regarding children with special needs, including communication disorders, ASD, IDD, Down syndrome, and cerebral palsy.

Special Education Teacher, Tucson Unified SD, Tucson, AZ 8/98-6/99
 Established, designed curriculum, and taught for special education program, Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH), for students grades PK-5. Conducted home visits, collaborated with parents, general education teams, and community organizations regarding children with ASD and related communication disorders.

Special Education Paraprofessional, Tucson Unified SD, Tucson, AZ 8/97-6/98
 Modified and adapted general education curriculum for students with various learning disabilities, as well as ASD, IDD, ADHD, and behavioral disorders. Led small group activities, monitored student progress, and supported teachers in general education classrooms.

Skills Trainer, United Cerebral Palsy Association, Orange County, CA 6/94-8/95
 Supported individuals with various disabilities, including cerebral palsy, Down syndrome, ASD, and IDD. Supervised on-the-job training (OJT) in the community and planned group activities to promote functional life skills.

RESEARCH EXPERIENCE

College of Public Health and Human Sciences, OSU - Cascades, Bend, OR 2/20-05/21
 Co-investigator for research project, *Nurturing Resilience among Children and Youth in Foster Care: An Examination of a Collective Impact Approach*, which sought to understand the benefits and challenges, as well as collective impact strategies, for Youth and Children in Foster Care (YCFC) Workgroup members.

Focused on key impacts that challenged community agencies due to COVID-19. Obtained funding, developed interview guide, conducted and transcribed interviews, and coded and analyzed data.

College of Education, Oregon State University, Corvallis, OR 2/18-6/19
Assisted Drs. Karen Thompson and Jamey Burho with research project, *Understanding Reclassification Practices for English Learners with Disabilities*, which sought to understand the exiting process (reclassification) for English Learner Students with Disabilities (ELSWDs) and how students and their families experience the process. Prepared and presented research proposals to school districts, conducted and transcribed interviews, and coded and analyzed data.

United Way of Central Oregon, Bend, OR 1/19-4/19
Conducted interviews with key community leaders for *Community Readiness Assessment for Central Oregon*, a collaboration between TRACES (Trauma, Resilience and Adverse Childhood Experiences), a partnership to address the effects of Trauma and Adverse Childhood Experiences (ACEs) in Central Oregon, in collaboration with Oregon Health and Science University Community Research Hub.

Educational Policy Improvement Center (EPIC), Eugene, OR 7/16-9/16
Assisted Drs. Kristine Chadwick and Tracy Bousselot with research project, *Oregon AVID Evaluation*, which strove to understand the educational experiences of secondary students enrolled in Advancement Via Individual Determination Evaluation (AVID), a program that supports schools in attaining a more equitable, student-centered learning approach, while fostering a safe and open school culture.

College of Public Health and Human Sciences, OSU - Cascades, Bend, OR 12/05-6/08
Collaborated with Dr. Deborah Padget-Coehlo on research project, *Tri-County Child Care Initiative* which sought to promote high quality child care and early childhood education throughout Central Oregon. Designed surveys, led focus groups and conducted interviews with parents, early childhood educators, business leaders, and policy makers. Researched best practices, wrote literature reviews, and pursued stronger researcher-practitioner partnerships.

PUBLICATIONS

Kothari, B., **Fischer, C.**, Mullican, N., Lipscomb, S.T., & Jaramillo, J. (2022). Interagency Collaboration among Community Organizations Serving Children and Families in Child Welfare. *Journal of Community & Applied Psychology*.

PRESENTATIONS

Burho, J., Thompson, K. & **Fischer, C.** *Parent Involvement in Reclassification Processes for English Learners with Disabilities*. SIG-Second Language Research; Symposium, AERA Annual Meeting, Toronto, Canada, 2019

Fischer, C. (2016, May). *Families and Poverty in Central Oregon*. Advocate Training for CASA of Central Oregon, Bend, OR.

RESEARCH GRANTS

Kothari, B. (PI), **Fischer, C.** (Co-I), & Lipscomb, S.T. (Co-I). Nurturing Resilience among Children and Youth in Foster Care: An Examination of a Collective Impact Approach. Co-funded by Academic Faculty Funds (AFC), Oregon State University-Cascades.

AWARDS

College of Education Doctoral Travel Award, English Learners with Disabilities: Equity, Opportunity, and Pathways Forward, University of Oregon, 2019

Doctoral Research Award, Educator Perceptions of the Experiences of English Learners with Disabilities at the Secondary Level: Interviews from Four Northwest School Districts, University of Oregon, 2019

SERVICE TO THE PUBLIC

Commissioner, Human Rights and Equity Commission, Bend, OR 5/22-present
Appointed by Bend City Council. Advise Councilors on how best to ensure that historically marginalized and underrepresented individuals and communities have equal access to City programs and services and fair representation in City decision-making.

Board Member, The Shadow Project, Portland, OR 3/22-present
DEI committee member for The Shadow Project, which provides Oregon public schools with programs that support K-8 students, with learning differences, from historically marginalized backgrounds and underrepresented communities, in order to build skills for school and life success.

Peer Reviewer, Targeted Open Pathways Project, Portland, OR 2/22-4/22
Peer reviewer of detailed textbook and course outline for Criminal Justice Act (CJA) 220, Mental Disorders and the Criminal Justice System for Oregon Educational Resources; utilization of DEI lens. Focused on youth and emergent adults experiencing disability and mental health challenges in Oregon.

Community Cadre Lead, Restorative Justice and Equity, Bend OR 2/21-present
As Cadre Lead, provide coaching and mentoring to school administrators, staff, and students in Bend-La Pine Schools. Work to build trusting, consistent and reliable relationships with all students, particularly students of color, as well as educators, through promoting restorative justice and restorative practices.

Grant Reviewer, OHSU Knight Cancer Institute, Portland, OR 2/21-present
Regular reviewer for Tier 2 and Tier 3 grants for Oregon Health and Science University's Community Partnership Program, which aims to support the development of sustainable collaborations with Oregon communities to address community-identified cancer needs.

Board Member, Behavioral Health Advisory Board, Bend, OR 11/20-present
Appointed by the Deschutes County Board of County Commissioners. Advise Commissioners and Health Services Director on community needs in the areas of addictions, mental health, and intellectual and developmental disabilities. Assist in planning and evaluating behavioral health service delivery system.

Steering Committee Member, Central Oregon Research Coalition, Bend, OR 11/19-present
In collaboration with Oregon Health and Sciences University, contribute to the process of identifying resource gaps throughout Central Oregon that can benefit from partnerships and research support through evidence-based interventions, data-driven decision-making, and program evaluation. Identify focus areas and priorities for future educational opportunities and professional training.

Volunteer Coach, Bend Parks and Recreation, Bend, OR 9/19-10/19
Coached middle school tennis team. Focused on tennis fundamentals, team building, cooperation, health and fitness, and an introduction to competitive tennis.

Member, Site Council, Bear Creek Elementary School, Bend, OR 10/14-6/18
Monitored the promotion and integration of school's vision, goals, and programs. Focused on engaging Spanish speaking families in decision making processes regarding key schoolwide issues. Participated in development of mixed methods survey intended to gauge parent, teacher, and staff perceptions of educational challenges, successes, and opportunities.

Teaching Assistant, Spanish Dual Immersion Program, Bend, OR 9/12-6/21
Assisted classroom teachers with small groups focused on math, reading, and writing development in Spanish and English. Special emphasis on supporting English learners and students with disabilities.

Court Appointed Special Advocate (CASA), Bend, OR 9/05-12/10
Regularly attended court hearings and made recommendations regarding the best interest of youth and children in foster care. Worked to ensure social services and legal counsel fulfilled obligations. Monitored court orders and compliance on the part of foster families, Juvenile Community Justice, and Department of Human Services.

Board Secretary, Women's Resource Center Board of Directors, Bend, OR 3/05-11/08
Worked to increase women's personal and professional growth through career training, mental health counseling, and access to other community resources. Collaborated with board members and executive director on grant applications, event planning, fundraising, and community building opportunities.

Grant Writer, Volunteers in Medicine, Clinic of the Cascades, Bend, OR 6/05-7/06
Researched grant opportunities, assisted in writing grants, collaborated with development director on fundraising, and maintained donor database for non-profit medical clinic serving working Central Oregonians from lower socioeconomic backgrounds who lack medical insurance.

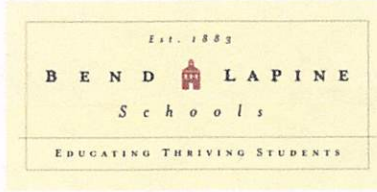
Mentor, Big Brothers, Big Sisters, Tucson, AZ 1/01-12/02
Provided mentorship and friendship to adolescent girls with special needs. Helped organize community events, create team building opportunities for youth, and recruited mentors for Big Brothers, Big Sisters.

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)
National Association of Special Education Teachers (NASSET)

LANGUAGES

Spanish (Conversational)



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Cameron W. Fischer and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. CWF (initial here)

Cameron W. Fischer
Signature

10/5/2022
Date

Subject: Board of Directors Vacany
Date: Monday, October 10, 2022 at 3:19:10 PM Pacific Daylight Time
From: Nicole Fitch
To: Janet Bojanowski
Attachments: Fitch resume.pdf, Letter of Interest Bend La Pine.pdf, Attestation of Proof of Residency.pdf

WARNING: This email is not from a Bend-La Pine Schools email address.

ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.

Dear Ms. Bojanowski,

Please see my attached Resume, Letter of Interest and Attestation Form, for the Board of Directors Vacancy position.

If you have any questions, please feel free to reach out to me.

Thank you,

Nicole Fitch


Bend-La Pine School District
Superintendent's Office
Attn: Janet Bojanowski, Board Clerk
520 NW Wall Street
Bend, OR 97703

Dear Ms. Bojanowski,

I am interested in joining the Bend-La Pines Board of Directors. I have been fortunate to have spent many years within the school system as a Teacher, Instructional Specialist, Resource Teacher and Assistant Principal in Orange County, California. When my family moved to Bend, June 2019, I decided to take a different career path and join my mother in real estate. Education had been my life for 15 years, but I couldn't stay away from it. I dedicated myself to helping out in my daughters' classrooms at Lava Ridge Elementary. It was short lived when the pandemic struck, but I was still able to take my experience as we moved to learning at home. I know I can help the Board and District achieve the following shared goals 1) Students to develop a strong academic foundation 2) Students have a passion, purpose, and plan for the future 3) Students and families experience inclusion, wellness, and belonging 4) Operational Systems align to support student outcomes and experiences and ensure an effective and sustainable organization. I hope this letter finds you well, as I share my own personal experiences and why I believe this work is fit for me.

My career in the Orange Unified School District began as an Elementary Teacher interacting with, educating, and leading young students at a personal level. This experience helped shape my understanding of what is required to create a functional classroom environment where student success can be achieved as a reachable goal.

After spending nine years of teaching within the classroom, I assumed the position of Instructional Specialist. I developed effective working relationships with staff members and continued to motivate teachers in implementing effective instructional practices offering them new ideas and assisting in devising solutions.

As an Assistant Principal, I shared responsibilities at two elementary school sites. I worked closely with both principals in various facets of administrative responsibilities. Some of the administrative responsibilities included: monitoring student behavior and using appropriate disciplinary actions, Student Study Teams, Individualized Education Program, staff development, and the continued implementation and development of Professional Learning Communities.

I firmly believe that the positive influence we have on our children today, will have a strong effect on the future for all of us. I hope to be an integral part of creating a district that nurtures the growth of all students' unique and special gifts by fostering academic success and independence. This can be accomplished by my ability to serve as an effective Board of Director. I have great respect for the education profession and aspire as a Board of Director to help create a district wide climate and culture that will benefit the community and all of its constituents: students, teachers, and parents.

I am eager to use my expertise and enthusiasm to serve students, parents, and staff with Bend-La Pine School District. I look forward to sharing my qualification with you in person in greater detail.

Sincerely,

Nicole Fitch

Nicole Fitch

Nicole C. Fitch



PROFESSIONAL EXPERIENCE

Real Estate Broker (2019-Present)

John L. Scott Real Estate

- Work to build strong relationships with existing clients and establish new contacts through networking
- Utilize web-based tools to manage a database of clients
- Respond quickly to the needs of buyers and sellers
- Interact with clients via phone, email, and social media
- Structure availability to show client's homes and attend open houses

Instructional Specialist (2017-2019)

Orange Unified School District

Fairhaven Elementary School

- Work in close association with Principal, participated in various facets of administrative responsibilities, and assumed control of administrative office when Principal was off campus
- Collaborate with the school's Instructional Leadership Team on site goals, implementation of programs, and instructional needs
- Assist administration with instructional decisions
- Monitor student behavior and use appropriate disciplinary action that aligns with school behavior expectations and Board Policies- Provide intervention support and strategies to certificated and classified staff
- Provide instructional support for classroom teachers
- Collaborate with administration in the areas of professional development and data analysis
- Plan and facilitate professional development focusing on student achievement

Assistant Principal (2016-2017)

Alvord Unified School District

Stokoe and Twinhill Elementary School

- Work in close association with two Principals, participated in various facets of administrative responsibilities, and assumed control of administrative office when Principal was off campus
- Collaborate with the school's Instructional Leadership Team on site goals, implementation of programs, and instructional needs
- Assist administration with instructional decisions
- Monitor student behavior and use appropriate disciplinary action that aligns with school behavior expectations and Board Policies
- Collaborate with administration in the areas of professional development and data analysis
- Plan and facilitate professional development focusing on student achievement

Taft Elementary School

- Work in close association with Principal, participated in various facets of administrative responsibilities, and assumed control of administrative office when Principal was off campus
- Collaborate with the school's Instructional Leadership Team on site goals, implementation of programs, and instructional needs
- Assist administration with instructional decisions
- Monitor student behavior and use appropriate disciplinary action that aligns with school behavior expectations and Board Policies- Provide intervention support and strategies to certificated and classified staff
- Provide instructional support for classroom teachers
- Collaborate with administration in the areas of professional development and data analysis
- Plan and facilitate professional development focusing on student achievement
- Developed the Comprehensive School Safety Plan
- Design district-wide Language Arts curriculum and Units of Study aligned with both current state standards and Common Core State Standards

Resource Teacher (2013-2014)**Orange Unified School District**

Palmyra Elementary School

- Worked in close association with Principal, participated in various facets of administrative responsibilities, and assumed control of administrative office when Principal was off campus
- Collaborated with the school's Instructional Leadership Team on site goals, implementation of programs, and instructional needs
- Assisted administration with instructional decisions
- Monitored student behavior and use appropriate disciplinary action that aligns with school behavior expectations and Board Policies- Provide intervention support and strategies to certificated and classified staff

Teacher (2004-2012)**Orange Unified School District**

Palmyra Elementary (1/2 Combo), La Veta Elementary (K, 1st, 5th), Sycamore Elementary (1st), Lampson Elementary (1st)

- Planned, assessed, and implemented multiple subject instruction
- Led grade level teams to create standards-based annual plans and standardized writing rubrics
- Mentored new staff members
- Designed and implemented a skill-based after school program

EDUCATION

- 2015 **Leadership Academy**
Orange Unified School District, Orange CA
- 2013 **Master of Education, Educational Leadership**
Concordia University, Irvine CA
- 2002 **Bachelor of Arts**
Chapman University, Orange CA
Major: Liberal Studies

CREDENTIALS

Administrative Services Credential, Concordia University, Irvine 2013

Clear Multiple Subject Teaching Credential with CLAD, National University, San Diego, 2004

PROFESSIONAL ACHIEVEMENTS

- Appointed, by the California State Board of Education, to serve as an Instructional Materials Reviewer to evaluate instructional materials for the 2015 English Language Arts/English Language Development Adoption.
- As Instructional Specialist, led the school community through collaborative work focused on student achievement.
- Provided administrative assistance to the Principal, including staff presentations, student discipline, data analysis and data teacher conversations, and professional development.
- Crisis Prevention Institution (CPI) certification.



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Nicole Fitch and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. *NF* (initial here)

Nicole Fitch

Signature

10/10/2022

Date

Subject: Matters being submitted for position on the board
Date: Tuesday, October 11, 2022 at 1:01:35 PM Pacific Daylight Time
From: Gregg Heacock
To: School Board, Steve Cook, Janet Bojanowski
Attachments: Gregg Heacock Resumé.docx, Letter to show my support for Bend-La Pine District goals.docx

WARNING: This email is not from a Bend-La Pine Schools email address.

ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.

Dear Board Members, Superintendent Cook, and Janet Bojanowski,

Below I have attached my résumé and a Letter of Interest. I will drop by soon to sign a letter of intent. That was difficult to deal with on my computer, so doing it in person should help avoid any problems down the line.

Thank you for providing people in our community an opportunity to see what serving on a board of education would entail. I was pleased to see that you have so many qualified people wishing to help you do your best.

Though my the documents included attempt to show that I am qualified to be considered, I am about as ready to be a board member as I was ready to be a teacher when i met my first students at Torrance High School in 1969, or as ready to be a parent when by son, Graham, was born in 1989. My shortcomings in both areas inform me, letting me know the importance of seeking advice from others and keeping up with the job.

Thank you for your consideration,

Gregg Heacock



Subject: Attestation of Residency signed
Date: Tuesday, October 11, 2022 at 2:13:01 PM Pacific Daylight Time
From: Gregg Heacock
To: Janet Bojanowski
CC: Steve Cook, School Board
Attachments: Attestation of Residency for Bend-La Pine School District.pdf

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ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.

Hi Janet,

I just finished setting up my office and found that the letter was beyond my grasp to deal with as it was presented to me on your website. I hope that others found it less difficult to manage than I did.

In any case, I managed to capture it in a screen shot, print it out and sign it, and scan it to send to you now before the deadline.

I will call you soon to confirm that you have received it.

Thank you for your help in making sure that all of my documents have been received,

Gregg Heacock



Letter of Interest for the Bend-La Pine School Board Position 7:

In 1980, when inflation went up 13% and teacher salary increases were being negotiated at 3%, with the Los Angeles Unified School District deciding to save money by restricting all seniors to only 5 classes, I, as Garfield High School's journalism teacher who also reported school news an East L.A. newspaper, I passed on the information that this decision would cause one-fourth of the senior class to not have enough credits to graduate. I did this without telling the principal, who was taken back when called by the paper for comment. At the same time, I had requested a mid-year leave of absence to attend graduate school because I could see that I had no idea how to teach students who were so lacking in basic skills in language arts to be able to complete the assignments I was giving them. Making this move even more audacious, I headed to City Hall to submit my name to run for an open seat on the Los Angeles Unified School Board. This was the election when the Citizens Party was running Barry Commoner against Jimmy Carter and was seeking local candidates to run for office. I had interviewed the leading candidates for school board and found my issue of the cuts in teacher pay and classes for students was not on anyone's list. Since I believed that essentially people have agency over their own education and hope to be in an environment that allows them to learn what's needed to move their lives forward in a productive manner, this seemed a wise move to make.

Spending no money on my campaign, I came in last, but I did have the good fortune to win the endorsement of Teachers for Change, the progressive caucus of teachers in UTLA, and to appear with all the other candidates on stage in a debate, where I got acquainted with all of the other candidates, one of whom, after the election, asked me to help him get the LA County Planning Division to communicate with the LAUSD so, when tearing down a building like the Ambassador Hotel to create housing near the city center, the school district would know to expand their schools in that area to accommodate that growth. I was also invited, by the head of Teachers for Change to join him as co-producer and co-host of program on education for KPFF, Pacifica Public Radio that would air twice a month. In the years that followed, as I worked on getting certification as a Reading Specialist, I learned an approach to teaching grammar that, along with what I learned at Ohio State about teaching poetry, gave me the grounding needed to present professional development classes and give presentations at local and national conventions for teachers of English.

I share with you this back-story of my life because I want you to know that while I would like to think of myself as a highly qualified teacher, I know that I was constantly learning on the job, learning just enough to keep ahead of my students. I was fortunate to work in inner city schools with students leaving challenging situations in their home countries and in the often-violent inner-city neighborhoods where gangs were an attractive disruption to student life. I was fortunate to understand the pain of exclusion and indifference my students experienced and to recognize their strength, humor, and creative spirit. Later, after I retired from full-time teaching, I was asked by an adult-school counselor I had befriended when teaching ESL classes at night to teach Spanish-speaking parents in an Even Start Family Literacy Program at Barton Hill Elementary School in San Pedro. This was a life-changing experience, letting me see the importance of extending education to families who have often lacked full literacy in their own

home languages to build and apply an academic understanding to what their children were learning in elementary school. When I interviewed Paulo Freire years before this and asked him whether he taught impoverished people basic skills, he said he demanded that they present themselves to those in power with skills that showed they were their equal. When the family members I taught were allowed to use the computer lab to print up a heading for themselves to use when writing a letter to be sent, I witnessed a transformation I had not expected. Years later I read that many became leaders in that school, supporting students in the classroom and at home.

In a sense, that experience capped a career that included teaching how to pass the CBEST exam that allowed current teachers to keep their jobs by demonstrating that they had academics skills met state standards, heading up the school-within-a-school, writing-based multi-discipline Humanitas program at Manual Arts, preparing students for the Academic Decathlon, leading an after-school as video-production class at Dorsey, serving as testing coordinator at that school and purchasing books for in-class libraries for their Silent-Sustained-Reading Program, working on school-site council at Venice high during a time we suffered a drive-through shooting, and outlining a course in advertising for the Museum of Television and Radio. In that my son, helped me prepare my Even Start parents to perform in a Holiday assembly before all the classes and students' parents, I got to see how his Spanish-Immersion program developed his skills, how music gave him a sense of identity and purpose, and how battling with his counselors to respect his 504 rights as a student with severe ADD helped him in his own struggle with depression and sexual identity.

Since retiring and moving to Bend, I have been engaged with the Oregon Battle of the Books, coaching a 5th grade team, working on the High School Title Selection Committee, writing questions, and getting local support in the form of Bonta coupons when I saw the need to address the emotional disappointment that came with losing. Though this might seem just an extension of my work teaching disabled readers, it was really a discovery of the power of grade-appropriate books, both fiction and non-fiction in all different genres, that made me question why the reading content given to educate students isn't more connected to their own lives and their cognitive *and* emotional needs.

Recently, I was invited to join the steering committee of OPEN (Oregon Public Education Network) a group of retired educators who have involved themselves in supporting legislation needed to advance public education in Oregon. Having time to reflect on my life in the classroom, I am constantly aware of how much more I might have accomplished had I empowered my students to help create the lessons presented in class. I had the knowledge and skills to do this but felt pressure to get them through the curriculum faster than their manual skills for writing could take them. Now, with the help of computers, I can see how teachers could offer them the support needed to transition effectively from their unconscious oral appreciation and understanding of language to a conscious academic ability to use that knowledge when building sentences, then sentences in sequence, then paragraphs and essays, stories, and poems as they learn to handle personal writing instruments to keep pace with that advanced understanding.

In short, I am now learning how much I still don't know. However, one thing I learned that is most important that I should have been willing to learn earlier is to respect those above me, administrators, school boards, and elected officials whose jobs demand accountability for themselves, their staff, and the students and families who rely upon them to provide the very best that they can. I am applying for a seat on the Bend-La Pine School Board so that I might have the opportunity to learn what you can teach me and what I can apply in helping students and teachers in our district grow to reach their potential.

I appreciate the choices our district has offered students and their families. Looking across the state of Oregon, I see a laboratory of experiments we could tap into in seeing what is working for students and for teachers in achieving goal we wish to advance. I am already in communication with many and look forward to seeing what we could share with them and what they could share with us. I believe strongly that including families in the education of their students is key to gaining support needed for schools to be a center for developing a sense of community, identity, adventure, purpose, and advancement, adding joy and meaning to their lives.

Sincerely yours,

Gregg Heacock

Gregg Charles Heacock

Work Highlights:

- (1969- 1972) Torrance High School, 11th & 12th grade regular & theme-based English Classes in Film Studies, and Science Fiction, and debate coach.
- (1973- 1974) J.A.I.L. (Justice for Americans Imprisoned and Lost): Lobbied Congress & State Dept. & helped London Release advocate for Americans jailed abroad on drug charges.
- (1975- 1977) Willard Elementary School: Served as an aide in 3rd & 2nd grade classes, assessing phonemic awareness & teaching 1st-grade students having trouble focusing on instruction.
- (1977) Laemmle *Los Feliz Theatre*: Produced a 10-week film “Retrospective on the Hollywood Blacklist” with panels, radio rebroadcast, and 3 university classes formed around it.
- (1977 1978) Roosevelt High School: Filled position mid-semester, teaching 9th & 10th grade English and Journalism, putting out monthly issues of *The Rough Rider*.
- (1978- 1980) Garfield High School: Taught Journalism, served as school liaison-reporter for East LA local papers, taught 9th & 10th grade English classes, leaving in January 1980 to work on MA.
- (1981- 1983) LAUSD Substitute teacher in East LA and South Central middle & high schools while taking classes at Cal State LA & and running for an open seat the LAUSD School Board. In the fall, as long-term sub at Garfield HS, assisted principal, taking charge of “Girls Day Event.”
- (1982- 1990) KPFK, Pacifica Radio: Co-produced & co-hosted “Catch-222: Growing Up in L.A. Schools,” researchers and educational leaders, Dr. Robert Peterson Founder of Academic Decathlon, Paulo Freire, El Salvador Univ. President, Garfield AP Math teacher, Jaime Escalante.
- (1984- 1985) Compton School District, Willowbrook Middle School, long-term English sub, Centennial High School, 10th & 11th grade English, mentored by Jackie Goldberg in group work reading skills.
- (1986- 1993) Manual Arts High School: Taught English, regular & remedial, at over 7 years, Leader of Humanitas (multi-class integrated writing program), coached Academic Decathlon team, taught 16-hour Inservice Class, “Poetry: A CLAS Act,” advocated CLAS in *L.A. Times* editorial, with Community Team reviewed CLAS texts & defended CLAS before CA Assembly.
- (1991- 2008) Teaching ESL Adult School evening classes at Jefferson & University High Schools & GED Prep Class & subbing for ESL night school classes.
- (1995- 2003) Dorsey High School: Taught English, remedial reading, English 9, 10, 11, 12 AP composition, selected YA-books for Silent-Sustained Reading classroom libraries, Pen-Author coach sponsor, Testing Coordinator, Professional Development Regional Workshop Presenter.
- (2003- 2008) Venice High School: ESL 9th & 10th grade, English 9, 10, and Honors 9th grade English. Served on Site Council & took course of Grant Writing for Educators.
- (2009- 2010) Barton Hill Elementary School: Taught ESL portion of Even Start Family Literacy Class with 35 predominantly Spanish Speaking caretakers learning English instruction their children receive as it would apply to Spanish, then transitioning to English, developing reading, writing, and speaking skills to support children in their classrooms and at home.

- (2009) **Hill Street Voices for Change:** Helped organize and served as Chair of this Santa Monica Political Advocacy Group, engaging in community work to follow-up on objectives of the Obama Campaign, holding Speaker Events on working with homeless populations, improving Santa Monica's energy conservation and supporting Universal Health Care.
- (2010-2014) **Santa Monica Mid-City Neighbors:** Of all the community associations representing Santa Monica Neighborhoods, Mid-City Neighbors had ceased to exist. I helped revitalize it, making it a viable organization, representing and protecting interests of Mid-City residents.
- 2011-2014) **Santa Monica Patch:** I served as education editor for on-line newspaper and later contributor of articles on local Neighborhood Political News.
- (2016-2020) **Oregon Battle of the Books advocate:** Coached elementary team, created coupon incentives for participants, served on OBOB High School Title Selection Committee, extended OBOB participation to Oregon Youth Authority classrooms, supported incarcerated youth OBOB competition via Skype & continue to encourage expanding competition at high school level.
- (2020-2021) **Oregon Public Education Network (OPEN):** Invited to join their steering committee, meeting with legislators and supporting legislation to improve education in Oregon. Most recently, I have put together a directory of all Oregon public education school board members and one for all legislators serving on committees related to education to encourage sharing ideas.
- (2021-2022) **High Desert Education Service District:** Substitute teacher, working so far in elementary and middle schools in La Pine, Bend, and Redmond.

Education:

- (1964-1965) **Westminster College:** Highlights—Inter-collegiate debate competitions & Wesley Craven's Comparative Literature class.
- (1965-1969) **The Ohio State University:** Highlights—Matthew Broccoli's American Literature class, Jane Stewart's class on Teaching Literature in Secondary School, winter-quarter at Universidad de las Americas, Mexico, D.F. Degrees: B.A. English; B.S. in Education.
- (1984-1987) **California State University, Los Angeles:** Highlight—Constance Amsden's course on Teaching Grammar in Elementary School. Degrees: Master's in Secondary Instruction; Special Credential as Reading Specialist.
- (1992) **UCLA Writing Project Invitational Summer Institute:** Highlight—Writing to be read.
- (1998) **UCLA Center X:** St. John's College's "Socratic Approach to Analyzing Literature and Art"
- (1999) **UCLA Center X:** "Writing an I-Search Paper"
- (2002) **UCLA Center X:** "Race Matters" where teachers discussed how to address race in class.



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Gregg Charles Heacock and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. GH (initial here)

Gregg Charles Heacock
Signature

10/11/22
Date

Subject: Board of Directors Application
Date: Tuesday, October 11, 2022 at 6:37:03 AM Pacific Daylight Time
From: Timothy Hellmann
To: Janet Bojanowski
Attachments: Timothy Hellmann Resume (Bend-La Pine School Board) .pdf, (Attestation)Bend-La Pine School Board.pdf, Bend-La Pine School Board (Written Answers).pages

WARNING: This email is not from a Bend-La Pine Schools email address.

ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.

Good morning, Janet. The required documents are attached. If you need anything saved/sent in a different format, please let me know.

Warmly,
Tim Hellmann

Why are you the right fit to support this work? What experience, personal or professional, and expertise do you hold that can advance these goals?

I am curious, teachable, and passionate about the academic excellence and social-emotional health of the students in this district. From my first job working with at-risk youth, to my decade as a stay-at-home parent and education in sociology—my personal and professional life has prepared me to be an advocate for students and healthy, robust systems—and for equity.

This past year working with the students, staff, and administration of Bend-La Pine Schools has offered me direct interaction with the strengths and growth areas of this district. This unique perspective would serve as a bridge between the Board of Directors and the school district.

Engagement with parents is crucial to effective communication, to hearing their concerns with openness, and to looking forward with shared purpose. The range of my experiences in coaching youth sports, supervising parental visits in cases of abuse/neglect, and working in the schools has provided me valuable time working directly with parents. This experience would be well utilized as a board member.

Why is this work the right fit for you? What motivates you to serve as a volunteer public servant working toward these goals?

My childhood and my children are my motivation. Education was a safe haven for me during a traumatic childhood, and I feel an almost sacred responsibility to contribute to the educational system that is that place of solace for so many students. While academics is always the North Star, I believe that a foundation of safety, belonging, and purpose is the bedrock of academic advancement. I firmly believe that all challenging behavior is an expression of a need, and that academic excellence and equity are inextricably linked.

I believe that if we operate from a trauma-informed perspective and offer the students of this district safety, inclusion, and representation—they will thrive. As I've watched the priorities and focus of this current board over the past couple of years, I am increasingly convinced that not only do my values align, but that I can be an integral part of advancing their vision.

I've watched my two sons grow and thrive in this district. The caring, professional educators have met my children exactly where they were with thoughtfulness and understanding—and have shaped my boy's life trajectory in profound ways. I value what this district represents and would be honored to be involved with its continued growth.

Timothy Hellmann

YOUTH COUNSELOR/SUPPORT ADMINISTRATOR /CAMPAIGN COORDINATOR

Profile

A passionate, life-long learner with eleven years of experience working with at-risk youth, then eleven years as a full-time, stay-at-home parent while coaching youth basketball/baseball. Over the past several years, worked for two local political campaigns and am currently employed as a campaign coordinator—and an education assistant.

Employment History

Night Security/Youth Specialist/Medical Assistant, Starr Commonwealth, Albion, Michigan

JULY 1996 – 2007

Responsible for campus security at a residential treatment facility for juvenile boys, then worked as a counselor implementing their daily treatment plans. The last seven years were spent working in the medical clinic, responsible for the medication database and working closely with the psychiatrist and medical doctor.

Facilitator for Family Visits, Child and Parent Center, Jackson, Michigan

2006 – 2006

Part-time contract work supervising family visits in cases of abuse and neglect.

Volunteer Coordinator, Amy Lowes for Deschutes, Bend, Oregon

AUGUST 2018 – NOVEMBER 2018

Worked for Amy Lowes for Deschutes in the capacity of volunteer coordinator and also assisted with messaging and social media.

Campaign Finance Manager, Marcus for Schools, Bend

FEBRUARY 2021

Responsible for tracking contributions and expenditures, paying campaign-related invoices, as well as ensuring filing requirements are met through Orestar. Assisted with campaign messaging and social media communication.

Campaign Coordinator, Run for Oregon, Bend, Oregon

DECEMBER 2021 – PRESENT

Creation of campaign documents, coordinate field activities, conduct outreach, work with online advocacy tools, assist with campaign messaging.

Education Assistant, Bend-La Pine Schools, Bend

FEBRUARY 2022 – PRESENT

Facilitating social-emotional learning last school year and this one as a member of the Title/Reading team at Silver Rail Elementary, implementing/teaching Really Great Reading.

Education

Bachelor of Science in Sociology/Anthropology, Truman State University, Kirksville, Missouri

SEPTEMBER 2007 – MAY 2009

Graduated cum laude with a minor in political science, with much of my sociology coursework focused on racial stratification and inequality.

Details

Skills

Excellent typing and writing skills

Proficient with Word, Excel, Canva.

Excellent interpersonal and conflict management skills

References

Marcus LeGrand from Central Oregon Community College/Bend-La Pine Schools Board of Directors

[REDACTED]

Nichole van Eikeren from Run for Oregon

[REDACTED]

Maria Schwab from Bend-La Pine Schools

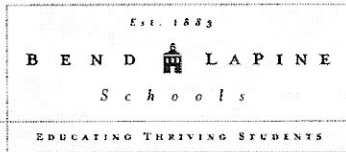
[REDACTED]

Relevant Experience

Youth Baseball/Basketball Coach, Bend, Oregon

2015 – 2018

Assistant coach for several years of baseball and basketball.



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Timothy James Hellmann and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. J# (initial here)

Timothy Hellmann
Signature

October 10, 2022
Date

Subject: Board of Director Vacancy
Date: Monday, October 10, 2022 at 10:26:54 PM Pacific Daylight Time
From: Nicole K
To: Janet Bojanowski
Attachments: school board application.pdf

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ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.

Dear Janet Bojanowski,

I have attached the signed attestation form, resume and letter of interest for the board of directors vacancy position. Thank you for forwarding this information to the chair and board members.

Nicole Kalk


Bend LaPine School District
520 NW Wall Street
Bend, OR 07703

Board Chair Melissa Barnes Dholakia and School Board Members:

I ask that you consider me for the vacant Bend LaPine school board position. It may be cliché to say that children are our future, but the statement is very true. Our jobs as parents, is to love our children fiercely and send them into the world with confidence, kindness to others and the drive to be good citizens in the community. The job for the school board is to make sure our children are given an education that sets them up for success in the next stage of their lives. I may not have the exact experience you desire for a position on the school board. However, what I lack for in experience, I more than make up in my promise that I will work tirelessly to see that our children succeed in their educations.

I have been an office manager at a local collection agency for over 10 years. During my time at this company, I have had to perfect conflict resolution, communication skills and find creative solutions to work with people and help them get back on their feet. If selected, I will be able to utilize every skill I have learned over the years to fight for these students fiercely and passionately, so they have every opportunity to fulfill their dreams.

What has motivated me to serve as a volunteer public servant is the recent results from the Oregon Department of Education assessment. As outlined in the shared goals of the Board and District, goal one states, Students develop a strong academic foundation. With a proficiency rate of 56% in English, 44.9% in math and 33% in science, the goal of a strong academic foundation is failing. When diving further into the numbers and looking at the results for BIPOC students, it is even worse. The board has been diligently working on equity and inclusion; however, the students' foundational studies have been left behind. For African American they are at a 38.6% proficiency in English. 20.4% proficiency in math and in science they are at 2.5% proficiency. Hispanic students are at 32% proficiency in English, 22.1% proficiency in math and 14.2% in science. These results should be a topic of discussion at every board meeting until they improve. To ignore them is to ignore the damage it is causing our students.

If selected I would serve this position passionately and fight for every one of those students as if they were my own. I would research tirelessly to find the answers on where we are going wrong and find areas to improve so the students are proficient in all foundations, at every level of their education.

Thank you for your consideration.

Nicole Kalk

Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Nicole J. Kalk and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. NK (initial here)


Signature

10/2/22
Date

Nicole Kalk

Office Manager

Professional Summary

Goal-oriented and driven professional with excellent communication and problem-solving skills.

EDUCATION —

Oregon State University
2014 - Graduated
Bachelor of Science
Political Science

EXPERIENCE

November 2011 - Present
Office Manager • Cascade Credit Consulting

August 2008 – November 2011
Collector • Unit manager • Cascade Credit Consulting

April 2004 – April 2006
Customer Service Rep • T-Mobile

KEY SKILLS —

Communication
Conflict Resolution
Organizational Structure
Budgeting
Creative Problem Solving

COMMUNICATION

Conflicts can often be resolved with proper communication. Working in the collection industry, we are often dealing with people that are upset. Learning how to communicate begins with listening to people. Once people feel heard, you can move forward with finding solutions to solve their conflicts.

LEADERSHIP

A true leader will never be afraid to look outside the box or listen to people that have different opinions from your own. We grow as human beings when we are challenged and from that growth, greatness will come.

REFERENCES


[Available upon request.]

Subject: Board of Directors Vacancy
Date: Tuesday, October 11, 2022 at 8:50:00 AM Pacific Daylight Time
From: Jenn Lynch
To: Janet Bojanowski
Attachments: J Lynch - BLS zone 7 application.pdf, J Lynch - Attestation of Proof of Residency.pdf

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ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.

Please find my application of interest for the Zone 7 vacancy attached.

My LinkedIn profile can be found here: 

--

Jenn

Oct. 11, 2022

Jennifer Lynch



Members of the School Board,

First, thank you for all that you do for education in Bend, and for our region as a whole. I know public service is service first, and a job second – there are certainly easier ways to live in a community than running for office and leading. I am well-aware of the downsides of volunteering in this capacity, but I am also certain that school board service is the most effective way to bring about the progress I want for the most people, most quickly.

I am a new full-time resident of Bend. We relocated to the city in mid-2020, primarily for Bend-La Pine schools. At a time when many Oregon schools were floundering, BLS teachers and students transitioned to a fully-online system with what looked like a fraction of the effort of peer districts. Like all kids, mine are bright and curious and social – they needed school like they need air and water, and BLS was the fastest way for us to meet that need.

But for most kids in BLS, what started as a stopgap measure in the spring of 2020 turned into a solution that same fall – local kids struggled, then suffered, then shut down. We can't pretend like the last two school years didn't happen – we need to firmly embrace the rebuilding period in which we find ourselves, and take the opportunity to bring all of our systems back stronger than they were before.

To the job I would bring meaningful and relevant professional experience:

- Nearly 20 years of nonprofit board membership and leadership, including as chair of Portland's Schoolhouse Supplies, Oregon's only free school supply store for teachers; with Peninsula Children's Learning Center, a sliding fee scale daycare in North Portland; and as human resources chair of the Oregon Public Broadcasting board
- Nearly 20 years of work experience as a newspaper reporter, software project manager and venture capital investor, with a focus on early-stage traded sector businesses
- Most recently, I've worked as a substitute teacher for the High Desert ESD, and as such, I hold a restricted sub license through Oregon TSPC

While I feel my professional experience best aligns with the board's goal of effective and sustainable operational systems, my personal experience and passions are focused on the board's first three goals. Those experiences and passions are what have pushed me to apply for

this role – like many who seek public office, I am motivated by the opportunity to advocate and hopefully improve the community at scale.

My goals as a board member are to:

- Advocate for the transparent, effective management of the 2022 bond initiative in order to best close the gap between the district's immediate needs and the challenging commercial development environment
- Help the district and school board recognize the newly-competitive environment in which our public schools find themselves, and fighting the polarizing forces that threaten to weaken this important community resource
- Advocate for dramatically increasing performing arts and music offerings in our schools in order to enrich our curriculum, open college opportunities and career paths for a broad-based cohort of kids, and improve graduation rates
- Fight for the kids whose learning was disrupted with a sharp focus on bringing district test scores, and similarly, the district's statewide college readiness and graduation metrics, back to and above pre-COVID benchmarks

I am a prodigious volunteer, but I am ready to make the trade-offs required to give this role the attention that's required. I hope I will have the opportunity to do so.

Sincerely,

A handwritten signature in black ink, appearing to read "Jennifer Lynch". The signature is fluid and cursive, with a large initial "J" and "L".

Jennifer Lynch



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is _____ and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. _____ (initial here)

Signature

A handwritten signature in black ink, appearing to be 'J. Lynn', is written over the 'Signature' label.

Date

Subject: School Board Zone 7 Seat Application
Date: Tuesday, October 11, 2022 at 12:54:12 PM Pacific Daylight Time
From: Derek Manwill
To: Janet Bojanowski
Attachments: BLPSB Zone 7 Seat - Manwill.pdf, Derek Manwill Resume.pdf, Attestation of Proof of Residency.pdf

WARNING: This email is not from a Bend-La Pine Schools email address.

ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.

Hi Janet,

Please find my application materials for the Bend-La Pine Schools Board Zone 7 Seat attached. If you need anything else, please let me know.

Thank you!
Derek Manwill

October 11, 2022

Janet Bojanowski
Bend-La Pine Schools Board of Directors
520 NW Wall St.,
Bend, OR 97703
janet.bojanowski@bend.k12.or.us

RE: Board of Directors – Zone 7 At Large Seat

Dear Bend-La Pine Schools,

As a father of two young boys in the district, I am passionate about their education and the role it plays in their lives. I would be honored to serve our students, parents, and community as a director for the Bend-La Pine Schools Board.

As an engineer, I know first-hand the importance of a strong academic foundation, and how critical it can be as students move into adulthood. Even more important, though, is that students take charge of their future. This only happens if the students are passionate, find purpose and meaning, and plan for their own future. I believe this is an area where families and schools must work together to set students on the right path.

Families need to be involved throughout their child's education (and life) to ensure engagement, growth, and development. This is why my wife and I volunteer in the classroom and other extracurricular activities, engage with our boys daily about school and life, and make an effort to get to know the students, teachers, and families in our boys' lives.

Schools need to provide a welcoming, supportive, and rigorous environment that encourages our students to thrive. Teachers play a vital role in this, and our systems need to support their efforts.

My professional work, most simply stated, is to serve others and solve problems. I work in a heavily regulated industry, so I understand the complex challenges that are present in this type of environment. I thrive on solving problems and improving existing systems in an efficient and economical manner. Mostly, though, I love helping others. Whether it's fixing a friend's, pulling a stranger's car out of a snowbank, or giving up my free time to herd a bunch of wild 3rd graders, I am there and find great joy in it.

I sincerely hope you will consider me to help achieve the goals of the board and the district.

Thank you!



Derek Manwill

DEREK JAMES MANWILL, PE, SE

CURRENT VOLUNTEER POSITIONS

- Classroom volunteer
- Volunteer soccer coach
- Sunday school teacher

CERTIFICATIONS

- Licensed Structural or Professional Engineer in Oregon and many other states
- NCEES record holder with Model Law Structural Engineer designation
- Member of American Society of Civil Engineers (ASCE)

EXPERIENCE

Manwill Engineering LLC

President – 6 years

- Seismic certification of mechanical and electrical equipment through structural analysis and shake table testing to satisfy IBC, ASCE 7 and OSHPD requirements
- Design and analysis of equipment anchorage for seismic and wind loading per ASCE 7
- Structural analysis of mechanical equipment for wind loading per ASCE 7

Tobolski Watkins Engineering, Inc. / TRU Compliance LLC

Senior Project Engineer / Vice-President – 4.5 years

- Lead Seismic Certification division (40+ projects/year, \$3,000,000+ engineering fee/year)
- Performed structural design for essential facilities including a 20-module central steam plant for Stanford Hospital (modular steel braced frame design)
- Performed seismic and wind analysis on non-structural components for essential facilities (air handling units, diesel generators, battery racks, etc.)

Sargent Engineers, Inc.

Design Engineer – 4 years

- Performed seismic analysis and design of multi-span bridge structures (Gold Creek Bridge – 805-ft. five-span concrete bridge, Appleway Bridge – 491-ft. three-span concrete bridge)
- Acted as primary engineer on multi-bridge load rating projects (Snohomish County – 28 various bridges, WSDOT – implementation of WSDOT Triage procedure on six state trusses)
- Analyzed, designed, and inspected various steel, wood, concrete, and masonry structures

Wildish Companies

Project Engineering Intern – 1 year

- Managed a channel realignment project
- Performed cost and schedule estimations for bridge construction projects
- Analyzed and developed solutions to problems in the field including surveying errors, staging conflicts, and constructability issues

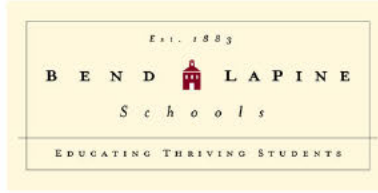
EDUCATION

M.Eng. Civil/Structural Engineering, Oregon State University (2010) – 3.98 GPA

- Advanced Structural Courses: Matrix Structural Analysis, Seismic Design, Nonlinear Structural Analysis, Structural Stability, Finite Element Analysis, Nonlinear Finite Element Analysis, Structural Dynamics, Advanced Stress Analysis, Advanced Steel Design, Probability-Based Analysis & Design, Dynamics of Ocean Structures, Masonry Design, Prestressed Concrete Design
- Full-ride teaching assistantship and academic merit scholarships

B.S. Civil/Structural Engineering, Oregon State University (2009) – 3.97 GPA

- Awarded “Top Civil Engineering Student”
- President - ASCE Student Chapter
- Team Captain - EERI Seismic Design Competition (3rd place nationally)
- Team captain - PCI Big Beam Contest (national champions)
- Full-ride academic merit scholarships



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Derek Manwill and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. DM (initial here)

A handwritten signature in black ink, appearing to read 'D. Manwill', is written above the signature label.

Signature

10/11/2022

Date

Bend-La Pine Schools
Superintendent's Office
Attn: Janet Bojanowski, Board Clerk
520 NW Wall Street
Bend, OR 97703

October 11, 2022

My name is Mark Molner and I am applying for the Bend-La Pine Schools Board of Directors Zone 7 At-Large seat for the remainder of its term.

I support the district's goals of developing a strong academic foundation for all students and preparing them for their diverse futures in an ever-changing world. This preparation includes the skills of critical thinking, focus, and personal responsibility. Essential as well are the district's efforts to foster positive and respectful relationships with students and families and employees. To better ensure students' success, Bend-La Pine Schools, as an organization, must function efficiently and effectively across all of its broad duties and tasks.

The above is not an easy order.

Even in the best of imaginary times - when school funding is generous, when every student is supported by involved and caring communities, when worldly distractions are few and comprehensible - for every student to reach their potential would still be in the hands of quirky fate. Our present time is more challenging.

Still, we must go forth with intelligence, compassion, cooperation, and hard work. My desire is to participate in this endeavor.

For 30 years I was a classroom teacher, mostly at the middle and high school level. I can legitimately add to that total the years I have worked, and continue to work, as a part-time, substitute teacher. Of those thirty-six years of classroom experience, twenty-eight of those years, which includes the substitute work, have been in the Bend-La Pine Schools: eleven years at Cascade Middle School, eleven years at Bend Senior High School, and six substitute-teaching years in various positions.

I know the trials and tribulations of classroom teaching, and to speak plainly and without reservation, that is where the rubber meets the road in any educational organization.

recd. 2:10 pm 10/11/2022 M. Poroberg

Furthermore, I had the honor and the challenge of serving as President of the Bend Education Association for two, two-year terms: 2001-03 and 2011-13. This was complex work which broadened my perspective and vision beyond my classroom and my school. I became familiar with many schools and district employees and employee groups, I paid close attention to the budgeting process, I attended numerous board meetings, I worked on state-wide educational issues, and I had other experiences that will help me get up to speed more quickly in this interim position.

As the association president, though I experienced few resolutions in which I was utterly satisfied, I was successful through my ability to maintain a problem-solving focus and work with others - including in adversarial situations - to reach the best available solution. I listen attentively and respectfully; I do my homework; I speak my mind. A process through which issues are addressed in deep and meaningful ways by passionate, though sometimes opposing, forces can reveal outcomes which better serve all parties. Though compromise can be a factor, so too is the value of forging by fire. I am neither confrontational nor obstinate; I seek effective resolutions.

To be clear, I don't seek this position to serve as a teacher advocate. I do argue, however, that when we have committed, able, caring, and hardworking staff - not just teaching staff - what is good for them is also good for students.

School board members have a wide constituency to whom they must be publicly accountable as well as legal, fiscal, and ethical responsibilities. Add to this the individual, board member passion to make our schools the best they can be to meet the extensive needs of students and the job, the volunteer job, can weigh heavily. This is challenging and important work for which I am professionally prepared and personally committed. I look forward to sharing with you further my qualifications, concerns, expectations, and desires.

Thank you for your consideration.



Mark Alan Molner

[REDACTED]
[REDACTED]



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Mark Alan Molner and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. MA (initial here)

Mark A. Molner

Signature

10-11-22

Date

October 10, 2022

Attn: Janet Bojanowski, Board Clerk
Bend-La Pine Schools
Superintendent's Office
520 NW Wall Street
Bend, OR 97703

Dear Bend-La Pine School Superintendent,

I am writing to express my sincere interest in the Bend-La Pine School Board vacancy, zone 7 seat. I believe that I am well suited for this position with my teaching education and experience in addition to my medical background and my niche specialty working with pediatrics suffering from neuropsychiatric and neuroimmune disorders. I am deeply concerned about the health and welfare of our youth and the unprecedented toll that caring for these adolescents is having on our teachers and administrative professionals.

I have had the privilege of being in the classroom, teaching science to middle schoolers in rural Oregon and those were some of the most eye opening and formative years of my life. The value and respect that I have for teachers and administration is immense as they are some of the most genuine caring professionals that I have worked with to date. I left the profession to be at home with my young children, now ages 14, 16, and 18, all students at Bend-La Pine schools since we moved to Bend in 2014. Once all of my children were attending school, I ultimately entered a medical program and earned a doctorate in Naturopathic Medicine.

Mental illness was my least favorite sector of medicine during my formal medical education. But, I began discovering the various aspects that drive mental illness and it sparked a passion to help children that are suffering from anxiety, depression, anger, bi-polar, schizophrenia, seizures; the list goes on. Many of the programs that are currently offered for youth simply fail to adequately address the totality of the complex health needs of our students. It will take perseverance and an overwhelming amount of conversation within our health communities, government funding sources, and parents to improve our current situation.

I wholeheartedly agree to work towards shared goals in helping to not only develop strong academic scholars, but to help students have access to programs to enhance their health, so they can realize their individual future plans and life goals authentically. I will help bridge the gap with our local health care communities and our school systems. My current practice is focused on developing trust, teaching and building lifelong rapport with patients and their families. If I am to be selected, I would expect no less from me in my role on the school board.

Of note, I was nominated for Bend Woman of the Year in 2018 for my work treating adolescents with neuroimmune disorders. Additionally, I was elected by my peers to serve on the ethics committee during my medical program. Please do not hesitate to reach out if you have additional questions, cell [REDACTED]

Sincerely,


Dr. Janell Payne, ND

Encl: Attestation of Residency
Resume

RECEIVED
10/11/22


Janell Payne, ND

Solutions-oriented, accountable, and compassionate healthcare professional with 10+ years of experience in health and wellness settings. Proven success as a proactive physician, founding a clinic to meet community need for integrative treatment options.

Professional Experience

Renew Medical Group, LLC | Bend, OR

Owner & Physician | October 2018 - Present

- Direct a private medical office as an owner and physician who focused on autoimmune challenges, complex chronic illness, MCAS and neuropsychiatric illness
- Provide comprehensive and compassionate care to patients with chronic illness, utilizing excellent interpersonal skills when dealing with high-stress and high-risk conditions
- Oversee daily operations, applying a genuine integrative approach to wellness—combining naturopathic therapies with conventional medicines to treat the root cause of illness
- Administer a wide range of therapeutic IV services and advanced IV management
- Develop emergency protocols and practice drills, in addition to monitoring compliance with OSHA, OHA, HIPAA, accreditation, and professional liability organizations in order to maintain industry standards
- Work closely with legal team to create policies that focus on reducing preventable errors and practice liability, implementing strategies
- Establish strategic and operational planning with clear objectives and benchmarks for growth, including effective recruitment, selection, assignment, and evaluations personnel
- Foster an environment of integrity and equity among employees, efficiently addressing complaints and grievances in a timely and professional manner

Career Note: Naturopathic Doctor Education | August 2012 - June 2017

- Successfully completed 4 years of intensive coursework and practicum during naturopathic doctoral program, while also serving as co-chair to the school's ethics committee
- Collaborated with high-risk patient populations and people experiencing homelessness to provide culturally competent medical care and information on local wellness resources

Be Well Associates | Solana, CA

Human Resources & Medical Assistant | January 2013 - July 2014

- Monitored employee completion and compliance of regulatory HIPAA and Stericycle trainings in order to maintain a safe, productive, and low-risk work environment
- Maintained physician file database for continuing education and credentialing, prioritizing the utmost attention to detail and organization
- Performed regular data collection, analysis, and policy research in order to develop optimal institutional policies and protocols
- Proactively evaluated employment applications and resumes to ensure that applicants met qualifications and were best suited to support vision, mission, and values of the organization
- Assisted doctor with patient intake, therapeutic modalities, patient education, and office procedures

Additional Experience

Stella Mayfield Middle School | Secondary Science Teacher

- Developed new, comprehensive, and student-centered science curriculum for grades 6-8 as head science teacher, ensuring that curriculum met all state requirements and regulations
- Collaborated with multi-functional team of teachers to improve educational standards, create lessons, oversee extracurricular projects, and present findings, while still educating 125 students per day

Core Competencies

Risk Management, Communication, Teamwork, Leadership, Patient Safety, Performance Evaluations, Training, Implementation, Program Management, Budgeting, Documentation, Compliance, Presentations, Organization

Technical Skills

Microsoft Office Applications, Google Suite, Epic, Stericycle, HIPAA, OSHA, and OHA regulations

Education/Certifications

Doctor of Naturopathic Medicine, National University of Natural Medicine, 2017

Bachelor of Science in Biology, Eastern Oregon University, 1997

Professional in Healthcare Risk Management Certification, ASHRM, 2022

HIPAA Compliance Certification, National University of Natural Medicine, 2018

Biohazard, Medical Waste, and Sharps Disposal Certification, Stericycle, 2018

BLS & CPR Certification, American Red Cross, 2022

Secondary Teaching Certification, Eastern Oregon University, 1998

Private Pilot - Land & Sea, Federal Aviation Agency, 1997



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Janell Payne and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. JP (initial here)

Janell Payne

Signature

10/10/22

Date

Subject: Bend-La Pine Schools Board of Directors Vacancy
Date: Saturday, October 8, 2022 at 7:35:30 PM Pacific Daylight Time
From: Roger Petersen
To: Janet Bojanowski
Attachments: Letter of Interest.docx, Residence Attestation 10-8-22.jpeg, Resume.docx

WARNING: This email is not from a Bend-La Pine Schools email address.

ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.

Bend-La Pine Schools
Superintendent's Office
Attn: Janet Bojanowski, Board Clerk
520 NW Wall Street
Bend, OR 97703

Greetings:

Attached please find:

- Letter of Interest
- Resume
- Attestation of Residency

Yours truly,

Roger Allen Petersen



Sent from [Mail](#) for Windows

Bend-La Pine Schools

Letter of Interest

Roger Petersen

Reading, writing and arithmetic are core skills that are fundamental. Students must learn to read as a baseline skill. From reading flows writing. Writing requires mental organization skills. Advanced reading promotes advanced writing skills and the ability to organize and conceptualize a world view at both micro and macro levels. Basic arithmetic skills are necessary for both daily living and vocational and professional advancement. Armed with proficiency in these skills individuals can achieve their own aspirational goals. Schools are but one part of an individual's social activity. As with social interactions outside of school students and their relations must be comfortable as valuable members of the academic community to the extent that they deem it important. While Operational Systems must be flexible over time they must always be focused on and aligned with measurable outcomes.

My professional experience has always been involved in solving large complex problems. In my experience it requires a vision of the result/outcome. Then applying linear logic to each of the co-dependencies and managing each independently yet integrated to produce a holistic outcome.

My professional experience has been multi-faceted. I have worked as a professional individual contributor, a team leader, a mentor, an entrepreneurial business startup leader in a foreign country, a thought leader at the board of directors' level of Fortune 100 companies. I have done business in thirty-five countries around the world with understanding and sensitivity to diverse cultures and attitudes. I believe I have a unique skill set that would positively contribute to the Bend-La Pine School Board. My motivation is to do my part to enhance the education of all students in our community. I want to see that every student's individual aspiration might be fulfilled. To that end they will become productive citizens and uplift our community at large.

Roger A Petersen

Resume

North High School Torrance, California

Graduate College Prep 1962

University of Oregon 1963

U.S. Army Military Police 1965

Cam Ranh Bay Republic of Vietnam 1966-67

General MP work and criminal investigations

USDB Fort Leavenworth, KS 1967-68

Prisoner Custody

Honorable Discharge 1968

Los Angeles Department of Water & Power

Bookkeeping & Customer Service Representative

Intermittent from April 1964 to 1974

El Camino College – Botany 1968-69

California State University Dominguez Hills 1969-70 -East Asian Studies

Waseda University Tokyo Japan/Tokyo Japanese Language School 1970-71 –
Japanese language and Japanese Literature

California State University Long Beach Bachelor of Science Business
Administration/Marketing 1974

Dart Industries Inc. 1975-80

Dart & Kraft, Inc. 1980-85 Director International Benefits – Worldwide pension
and profit-sharing design, finance & administration

William M. Mercer Limited of Japan 1985- 1995 President and Representative
Director - Tokyo – Startup Human Resources consulting company focusing on

labor law, compensation, pensions, organizational design, mergers & acquisitions, downsizing, etc.

BHP-Broken Hill Proprietary – 1995-1999- San Francisco Vice President Minerals Group Compensation & Benefits. Managed executive and expatriate compensation programs for BHP Coal, Iron Ore, Copper, Magnesium. Integrated the acquisition of Magma Copper into United States compensation and benefit programs.

Solectron Corporation – Milpitas, CA Sep 2000 – Sep 2007 – Vice President Worldwide Compensation & Benefits. Executive salaries, bonuses, incentive stock, employee benefits, mergers and acquisitions, employment contracts, change in control agreements, etc. Secretary to the Compensation Committee of the board of directors. Solectron Corporation merged by acquisition into Flextronics Corporation September 2007.

Cisco Systems, Inc. San Jose, CA April 2008- September 2011 – Senior Director Executive Compensation- Secretary to the Compensation Committee of the board of directors for base salaries, incentive compensation design, equity grants, total remuneration, proxy preparation. Participation in discussions with shareholders and addressing their issues.

Corporate Thumbnail Background

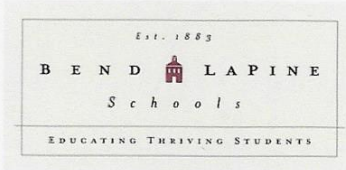
Dart Industries, Inc. merged with Kraft Foods in 1980 to form Dart & Kraft, Inc. a Fortune 30 Company. Major subsidiaries: Kraft Foods, Tupperware, Duracell, Kitchen Aid, West Bend Appliances, Precor and many others. Dart was formerly the Rexall Drug and Chemical Company.

William M. Mercer – The worldwide human resources subsidiary of Marsh & McLennan, Inc.

BHP – International natural resources company. The Minerals Group was based in San Francisco and was formerly Utah International until acquired by BHP.

Solectron Corporation – Electronic Manufacturing Services industry. Essentially produced products for Hewlett Packard, Cisco Systems, Dell Computers, Motorola, etc. Essentially a subcontract manufacturing service company for brand name electronic products.

Cisco Systems Inc. San Jose, CA – Internet systems and security. VOIP, telepresence, routers, Wi-Fi, everything internet.



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is ROGER ALLEN PETERSEN and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. RA (initial here)

Roger Allen Petersen
Signature

October 8, 2022
Date

Alyson Redman

[REDACTED]
[REDACTED]
[REDACTED]

October 11, 2022

Bend-La Pine Schools
Superintendent's Office
Attn: Janet Bojanowski, Board Clerk
520 NW Wall Street
Bend, OR 97703

Dear Members of the Board,

I respectfully seek consideration for the vacant Zone 7 At Large seat on the Bend-La Pine Schools Board of Directors, and hereby submit my resume and attestation of residency. The breadth of my personal and professional experience makes me well-suited to fulfill the functions and tasks of the position.

Important to my motivation for seeking this position, is that I am a product of the Bend-La Pine School system. My family moved to Bend in 1978, as I was entering first grade. I attended Bear Creek Elementary School, Cascade Middle School and graduated from Bend Senior High School in 1990. I have deep roots in this community, and I credit the education I received through Bend-La Pine schools for my success in college, law school and my career practicing law for 18 years. It was without hesitation that my husband and I made the decision to move back to Bend eight years ago, just as our son, Thomas, was starting kindergarten. Thomas has attended High Lakes Elementary School, Realms Middle School (for sixth and seventh grades) and currently is in eighth grade at Pacific Crest Middle School.

I believe that my legal training will translate well to a position on the Board, having provided extensive experience with detailed analyses of complex issues; negotiating and collaborating with a diverse range of people; public speaking, including arguing motions in state and federal courts and presenting to large groups; and written communications, including legal briefs and memoranda, articles for legal periodicals and white papers. In addition to my substantive legal skills, I work well with people in both collaborative and adversarial settings. I consider my strength to be pushing through disagreement to find common ground and common-sense solutions. Even during the most high-pressure moments of my career, conducting myself in a respectful and professional manner has been an imperative. Kindness and tolerance are core values of mine.

In many ways, Bend still feels like the town I grew up in; though, the growth in this region over the decades since I was a Lava Bear certainly has broadened the opportunities for learning and

RECEIVED
10/11 JBojanowski

advancement of our schools. The civic culture of Bend and La Pine also will continue to evolve as the populations grow and demographics shift. This will be reflected in our schools. Through its oversight over the vision, accountability, policy and advocacy of our schools, I view this Board as instrumental to fostering academic environments where students from all backgrounds are welcomed, seen, and nurtured to pursue their unique paths to success, while harnessing the diverse assets of our growing communities.

I am indebted to the Bend-La Pine school system for the multitude of ways my family and I were supported throughout my childhood, and for guiding my own path to pursue my academic and professional goals. I have always been proud to call Bend my hometown, and I would be honored to be of service to the communities, teachers and families of Bend and La Pine.

Very truly yours,

A handwritten signature in black ink, appearing to read 'A. Redman', with a long horizontal flourish extending to the right.

Alyson Redman
(she/her)

Alyson Redman

Employment

Feb. 2006 – Nov. 2015, *Special Counsel*

FRIED, FRANK, HARRIS, SHRIVER & JACOBSON LLP New York, NY

Provided full range of antitrust advice and counseling, with particular emphasis on merger transactions and Hart-Scott-Rodino Act compliance; drafted and negotiated antitrust provisions of merger and other corporate agreements; defended clients in connection with merger investigations by the DOJ, FTC and state attorneys general.

Apr. 2005 – Feb. 2006, *Associate*

LEBOEUF, LAMB, GREEN & MACRAE LLP New York, NY

Comprehensive litigation experience, primarily in areas of securities fraud, insurance coverage, and general commercial business disputes.

Jan. 2003 – Apr. 2005, *Associate*

THELEN, REID & PRIEST LLP New York, NY

Wide-ranging commercial litigation experience, including in the areas of antitrust, entertainment law, and contract dispute resolution, in both state and federal courts; client counseling on a variety of commercial business practices.

June 1999 – Jan. 2003, *Associate*

CLIFFORD CHANCE US LLP New York, NY

Participated in all stages of antitrust litigation; defended clients in connection with merger investigations by the DOJ, FTC and state attorneys general; extensive antitrust compliance counseling in connection with a broad range of business practices in a variety of industries.

Sept. 1997 - June 1999, *Associate*

CROWELL & MORING LP Washington, DC

Participated in a wide range of antitrust and general litigation matters.

Education

TULANE LAW SCHOOL, JD, *cum laude*

Tulane Law Review, Articles Editor; Winner, Best Case Note

UNIVERSITY OF SAN FRANCISCO, BA, *magna cum laude*, Political Science; four-year member of NCAA Division I women's volleyball team

Admissions

VIRGINIA, DISTRICT OF COLUMBIA, NEW YORK, and OREGON



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Alyson Redman and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. AR (initial here)

A. Redman
Signature

10/11/22
Date

Subject: Application for Board of Directors Vacancy- Danielle S. Rosenfield
Date: Tuesday, October 11, 2022 at 3:01:21 PM Pacific Daylight Time
From: Danielle Rosenfield
To: Janet Bojanowski
Attachments: School board attestation Rosenfield.pdf, Rosenfield Resume 2022.pdf, School Board Letter of Interest.docx

WARNING: This email is not from a Bend-La Pine Schools email address.

ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.

Hi Janet,

I am attaching the required documents for the application for the School Board of Directors Vacancy. I am also including a link to my LinkedIn profile [REDACTED]. Thank you for your time and consideration. Please let me know if you need anything else or if I can answer any questions.

Sincerely,
Danielle S. Rosenfield

To the Bend LaPine School Board:

My name is Danielle Rosenfield, and I am eager to apply for the open position for the at-large School Board Position. By way of introduction, I'd like to share a little about my background. I was born in Seattle, Washington and moved to Oregon when I was 12. My passion for serving my community comes from early experiences with my family. Whether volunteering, attending rallies, or campaigning from my red wagon, we were always active in our community. In 2005, I graduated from Linfield University majoring in Political Science with a minor in Philosophy. Throughout college I worked locally on campus, as well as at a criminal defense attorney's office, a National PAC, and then at the Oregon House of Representatives. I spent my first six months after graduation as a paralegal in Portland at a corporate law firm. These were formative experiences, exposing me to a range of opportunities to impact different parts of my community. These early experiences instilled a passion for serving my community. I then took a role at Microsoft in Talent Acquisition and have spent 16 years of my career focused on using data to understand what motivates people, how to grow and value people and resources, and how to retain talent in a company or community. I have experience managing large-scale organizations with global compliance requirements, finding common ground amongst stakeholders, managing large budgets and global operations. In addition, I also serve as a board member of the Boys & Girls Club of Bend. In my role as a board member, I have been focused on supporting the long-term mission of the Boys & Girls Club, helping the CEO with efficiency and operational improvements, fundraising, and technology improvements. Perhaps most importantly, I am a parent of two girls ages 7 and 2. My oldest is a student in the Bend LaPine district and my youngest will be enrolled faster than I can imagine. My eagerness to apply for the open board position is a combination of a desire to serve my community, particularly children and teachers in the district and partly, selfishly as a parent, with a vested interest in the success of the schools, our children, and our community. Through my professional and lived experiences, I am confident that I can positively impact the community if appointed to this seat.

Why are you the right fit to support this work? What experience, personal, or professional, and expertise do you hold that can advance these goals?

- **Academic Excellence & Student Agency:** The goal of any school system is for students to develop a strong academic foundation. It is critical for a board member to understand, measure, and support core requirements. Through my years of work experience in the corporate world I understand setting goals, assigning accountabilities, measuring progress and outcomes, and ultimately using that information to set guideposts and tell a story of what has been achieved and what is still to come.

My career has been specifically focused on *early-in-career* talent. When I began my career, this was mostly focused on university interns and graduates, the focus in the last several years has expanded to community colleges, apprenticeships, and boot camp styles of experience and education. I have been able to witness first-hand different avenues and paths through my own family as they have straddled different outcomes. My father is the oldest of 13 and was only one of his siblings to graduate from college having a long career in project management. His siblings successfully landed in a variety of careers, with many becoming trades people. My own brother was pushed to go to college directly out of high school, however he really needed time to explore first. He ended up dropping out of college and trying a variety of roles before landing at Microsoft via a less traditional path and was very successful in his career. My lived and observed experience has taught me that there is more than one way to find happiness and success. If

appointed, I will advocate for a range of opportunities to be available to all students in the Bend LaPine school district.

- **Students and Families experience inclusion, wellness, and belonging.** In the corporate world we speak about DEI (Diversity, Equity, and Inclusion/Belonging), interweaving these considerations through all decisions. As a woman in tech and an ally, I am a strong believer, and the data also shows, that institutions and communities with gender, ethnic, and cultural diversity are more successful. The drive towards diverse representation in workforce's requires consideration of different pipelines of talent, and removal of bias that is often engrained in our considerations and processes. Equity is often overlooked but it is a vital concept to achieving inclusion and belonging. My daughter was recently sent home from school with a cartoon to illustrate the difference between equality and equity. In the equality frame, there were two children and an adult all on equal stools looking over a fence. The parent and one child could see over the fence because they were taller, but the smallest child could not. In the equity frame, the smallest child had a taller stool so they could also see over the fence. As a parent of a 2nd grader, I am thrilled that our schools are teaching these basic concepts at such an early and impactful age. Equity is vital to achieving inclusion and belonging. It is about equal opportunity and access. Lastly, an ethos of inclusion leads to stronger retention, in both students and staff, enhanced mental health and wellness, increased productivity, awareness, and empathy. As a board member with Boys & Girls Club we often hear about moments of growth for club kids. So often, these moments reflect the hard work of the youth leaders who are diligently trying to earn the trust of these kids through open lines of communication, inclusion, advocacy, and fun. I am eager to support the BLP school districts efforts at inclusion, wellness and belonging, and share what I have learned and applied in the corporate setting.
- **Operational systems aligned to support student outcomes and experiences and ensure an effective sustainable organization.** My professional experience is in human resources, organizational development and transformation, process standardization, systems architecture and deployment, support and training, and compliance. In my role at Microsoft, I managed an organization of 70+ employees and drove operational efficiencies resulting in gains of 20+ hours per employee on my team and several million dollars. We used those savings to reinvest in our organization and people- doubling down on quality and scale. I think these skills and experiences would translate well into the complex role of a school board member. One of my skills is understanding an existing process, distilling, and modernizing it with technology and data. I believe that these skills would be helpful to the school district as an advisor on the operationalization of school board goals, leading to sustainable student enablement and achievement. I look forward to being a part of the enablement that the school board provides to the district so that the teachers, administration, and students can continue the amazing work of educating while also looking towards future growth in student achievement, agency, and belonging.

Why is this work the right fit for you? What motivates you to serve as a volunteer public servant working towards these goals?

My husband and his parents moved to Bend in 2000 where he graduated from high school at Mountain View. We were fortunate that we could leave the traffic in Seattle 6 years ago and move closer to our extended family and the lifestyle we wanted in Bend. It is important to our family to be involved and invested in the well-being and growth of our community. We span 3 generations in Bend with both sets

of our parents living here, my husband and I, and our two daughters. My career experience as well as being a parent and community member has led to my interest in this appointment. Schools are at the heart of any community. Bend is growing rapidly with a current estimated population of 102,000 and is projected to continue growing to 154,000 by 2040. This growth will be reflected in our changing community.

I believe that public education and schools are at the foundation of our democracy, the heart of our community, and will ultimately define the future. I want to help our community meet these challenges and opportunities as we navigate these changing times together. If appointed I would prioritize communication with the community. A board governs on behalf of persons who aren't seated at the table; this includes parents, students, and community members. A board's strength comes from the diverse representation of viewpoints and intentions and how that board focuses this multiplicity into unity within its goals and priorities. If appointed, it is my intention to serve out the term in my fullest capacity. Hopefully, earning the trust and support of the community to ultimately run for a full-term position in the May 2023 special election.

I believe that my experience and skillset could help the Bend LaPine School Board move towards its goals of creating agency amongst all students, increasing a feeling of belonging, and create equity across a large school system, all while being fiscally responsible and organizationally sound. I look forward to learning more from all of you and engaging, in a new way, with our schools. Thank you for your consideration.

Sincerely,
Danielle S. Rosenfield

DANIELLE S. ROSENFELD

PROFESSIONAL EXPERIENCE:

Twilio, Bend, Oregon

Senior Program Manager, Global Talent Attraction Operations: July 2021-October 2022

- Led the Global Early-in-Career Operations function for Twilio.
- Enabled and grew growth from 100~ hires per year to 450~ hires.
- Authored whitepaper on Global Early in Career model with a 200% increase in hiring YoY.
- Designed and implemented a new interview event model, enhancing our data security and reducing overall costs.
- Created a data architecture and reporting model that was real-time, compliant, and could be used for predictive analytics.
- Partnered with Finance, Executives, and Employee Resource Groups to ensure we had shared goals of fiscal responsibility, hiring goals, and representation and inclusion for new hires. While the goals shifted throughout the year, we were always in alignment.
- Simplified existing processes into one core operation that accounted for regional and compliance differences. Enabling our recruiting team to achieve 4x the hiring without additional headcount or budget.

Citrix, Bend, Oregon

Senior Operations & Talent Acquisition Manager- Americas: December 2018-April 2019

- Led the Americas Operations function for Citrix Talent Acquisition, spanning University, Industry, and Exec.
- Provided leadership around a comprehensive technology and tools roadmap for HR and Talent Acquisition.
- Transformed the business by using data to drive decision-making.
- Owned operational alignment and efficiencies across Canada, LATAM, and the United States.
- Compliance manager for talent acquisition globally.
- Created and led trainings for basic recruiting skills, compliance, systems usage, and compliance.
- Created and implemented an event management strategy for Americas. Including a managed request model, budget, and supply chain model for approved events.
- Partnered across HR to develop a strategy for diversity and inclusion in the hiring model.

Microsoft, Redmond, Washington

Senior Operations Manager: March 2017- October 2018

- Led the Americas University Recruiting Operations function, as a part of the broader global TA organization.
- Compliance Lead for Microsoft's Global Data Privacy Regulation (GDPR) effort as well as the Office of Federal Contract Compliance (OFCCP) for University Recruiting.
 - Included vendor compliance management as well as managing and monitoring our global operation.
- Accountable for end-to-end recruitment processes, programs, and systems, including transactional services, support, and transformation.
- Key experiences include process standardization, organization transformation, systems architecture and deployment, and support and scale of global recruitment programs.
- Responsible for global business and development of annual plan to hire over 8000 university students annually.
- Ownership of operational alignment and efficiencies across Canada, LATAM, and the United States.
- Support global operations including implementation and execution of process improvements, global standardization, and system enhancements necessary to scale business delivery and achieving hiring targets.
- Managed a high performing team of 6 full time employees who managed processes, programs, system infrastructure, and daily operations – including a team of 70+ contract employees.
- Consultant with the broader TA organization on systems, program management, and regulatory compliance.

Technical Program Manager University Recruiting: February 2012- February 2017

- **Creation, Implementation, and Enhancement of the Candidate Tracker Applicant Tracking Solution.**
 - Architect of system that moved University Recruiting from a paper process into a centralized cloud-based solution.
 - Created all specifications, development, protocols, testing, and training for deployment and usage of tool.

- Managed and prioritized all requests for future features and triaged all reported bugs.
 - Owned global information gathering, training, and deployment of tools.
 - Designed, scoped, and modeled out the next generation tools for University Recruiting.
 - Responsible for stability, testing, and monitoring of systems as well as integrations.
 - Management of development team. Utilized an agile SCRUM model and VSO.
 - Managed compliance with US OFCCP regulations as well as GDPR.
- **Produce and Drive Interview Model Changes.** February 2012- March 2017
 - Instituted and developed a modern method for resume collection. Increasing our collection speed for top talent at targeted schools and enhancing our appeal on campus.
 - Implemented self-scheduling for candidates at interview by leveraging a third-party scheduling tool.
 - Replaced a team of twelve vendors, reducing costs by \$700k annually.
 - Co-leader of team that designed and built a new screening model resulting in an increase of our interview pipeline by 1000+ candidates in first year.
 - Deployed training and support for pipeline management, electronic resume collection, and events.
- **Responsible for pipeline management of our interview reqs and events to meet fiscal year-end goals.**
- **Management of relationship with Randstad for all of University Recruiting interview scheduling.**
 - Participated in Microsoft v- team that negotiated contract renewal and bidding process in FY14.
 - Led renegotiations for University Recruiting one-year contract extension with vendor, including:
 - Updating contract scope, definition, and capabilities.
 - Identification of areas for enhancement and efficiency gains in process.
 - Administered monthly resource calendar with volume projections for workload.
 - Daily management of vendor regarding workload, escalations, and monitoring of SLA's.
- **Facilitation and implementation of operational annual refresh.** February 2012-May 2013
 - Designed and maintained complex annual hiring plan using school resourcing plans, future goals, and pipeline projections.
 - Monitored team resources and interview team capacity to enable Microsoft to reach hiring goals.
 - Created and/or updated training and process documents for all tools.

University Recruiting Staffing Account Manager: May 2010- February 2012

- Executed the hiring plan in two Microsoft business groups:
 - Consulted with business leaders to determine and meet an appropriate workforce plan.
 - Designed and executed an internship program experience for a class of 150+
 - Coordinated onsite and offsite events, both domestic and international, to source and hire candidates.
- Data Reporting and analysis for hiring statistics and business planning; with emphasis on diversity strategy.

University Recruiting Staffing Consultant: August 2007-September 2008; September 2009- May 2010

- Managed the recruiting cycle for domestic and international university candidates. Including:
 - Monitoring interview days for consistency and fairness per internal and EEOC standards.
 - Offering, negotiating, and closing candidates with offers from Microsoft.
- Interviewed, onboarded, trained, and mentored full-time and contract employees on the team.
- Managed the University Recruiting relationship with relocation vendor Cartus (2007-2008)

University Recruiting Staffing Account Manager: January 2006-August 2007

- Planned and executed the hiring plan for the Sales, Marketing, and Services organization.

ACHIEVEMENTS & VOLUNTEER WORK:

- Boys & Girls Club of Bend, Oregon; Board Member; August 2021-*current*
- Girl Scout Troop Leader- Highland Elementary; August 2022- *current*
- ChickTech Central Oregon, Chapter Operations and Volunteer Director; July 2019- August 2020
- Keynote Speaker at Yello Recruiting Technology Conference, May 2017
- Bellevue Arts Museum, Co-Chair of Artful Evening Auction 2014; Member of steering committee, 2012-2015

EDUCATION

Linfield University: McMinnville, Oregon

Bachelor of Arts, with honors, in Political Science and a minor in Philosophy, May 2005

Pi Sigma Alpha Political Science Honor Society, Chi Omega Chapter President: 2002-2005.



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Danielle S. Rosenfield and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. DSR (initial here)

Danielle S. Rosenfield
Signature

10/11/22
Date

Subject: Application for Bend-La Pine Schools Board of Directors Vacancy
Date: Saturday, October 8, 2022 at 2:45:11 PM Pacific Daylight Time
From: Mary Scarlato
To: Janet Bojanowski
Attachments: Mary Scarlato Bend-La Pine Board Application.pdf

WARNING: This email is not from a Bend-La Pine Schools email address.

ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.

Dear Ms. Bojanowski,

Please find attached a PDF of my Letter of Interest, shortened Curriculum Vitae, and signed Attestation Form submitted for the Bend-La Pine Schools Board of Directors Vacancy.

Thank you for your assistance and please let me know if additional information is needed. I can be reached by email at the above address or by phone at [REDACTED]

Sincerely,

Mary Scarlato

October 8, 2022

Dr. Steve Cook, Superintendent
Bend-La Pine Schools Superintendent's Office
Attn: Janet Bojanowski, Board Clerk
520 NW Wall Street
Bend, OR 97703

Dear Dr. Cook:

I am pleased to submit this Bend-La Pine School Board position application covering the remainder of the 2022-2023 academic year.

I believe I have the qualifications and experience that support the District's expressed goals that: "1) Students develop a strong academic foundation; 2) Students have a passion, purpose, and plan for their future; 3) Students and families experience inclusion, wellness, and belonging; 4) Operational Systems align to support student outcomes and experiences and ensure an effective and sustainable organization."

"Why are you the right fit to support this work? What experience, personal or professional, and expertise do you hold that can advance these goals?"

My university and school district knowledge and experience (as well as expertise as a consultant and non-traditional educator) align with these goals in multiple ways. I have dedicated my life to ensure that all students acquire a strong learning foundation as evidenced by my extensive and successful work in teaching K-12 students and those who educate them. I have taught in Virginia, Washington DC, Wisconsin, Washington state, and Oregon. Regardless of where I have served, the goals have always been the same: maximum achievement for all students in all domains, effective preparation and support for teachers, and inclusion of parents as critical members of the instructional team.

I have extensive experience at the university and district levels in designing, evaluating, and analyzing curriculum for its effectiveness. Additionally, I know what good evaluation looks like and have taught teachers how to design, select, and effectively use evaluation that demonstrates student success. Demonstration of success is essential for both student and educator motivation. Success begets success. Seeing progressive achievement inspires both students and educators to put forth the continued effort.

My work has been not only with students and teachers but also with families. Experience has taught me that parents want their children to succeed and it is the mission of the schools to ensure that children are educated. Communication with, education of, and support for parents is essential. I have significant experience in educating and advocating for parents and I developed deep insights into working with and supporting them. When disagreements occur, communication must persist; that's how difficulties are resolved and positive results achieved. Moreover, it is parents and

the general public who provide the resources for the schools to accomplish the mission stipulated in the District's goals 1 through 3. As a result, I support seeing that those resources are used optimally. This requires careful analysis and evaluation of proposed spending. My ability to make such judgements will be a valuable asset that I will bring.

“Why is this work the right fit for you? What motivates you to serve as a volunteer public servant working toward these goals?”

What motivates me to serve as a volunteer public servant working toward these goals? I have always been dedicated to children—all children. It gives me joy to see each individual achieve all that they are capable of achieving. This includes teachers and students. The strength of our society depends on the strength and accomplishments of each individual.

For me, education is a vocation and always has been. Serving on the school board would allow me to bring together the knowledge and experience of a lifetime for the benefit of children, families, and educators. Strengthening schools and educators to play a vital role in this mission is critical.

I have the time, the energy, the determination and the desire to commit to this cause.

Included with this letter are a shortened Curriculum Vitae/Resume and the signed Attestation Form.

Please contact me if additional information is needed. I can be reached by phone at

Sincerely,



Mary C Scarlato, PhD

Mary C Scarlato, PhD
Curriculum Vitae

University Degrees Awarded

Doctor of Philosophy, 1988, Special Education & Rehabilitation, University of Oregon

Master of Science, 1984, Exceptional Education, University of Wisconsin

Bachelor of Arts, Spanish and Teaching Major, Special Education, 1977, Cardinal Stritch College

Teaching Credentials Acquired

Oregon: Initial II Teaching License with these Endorsements (currently inactive):

Reading: Early Childhood Elementary Middle and High (Pre-K-12)

Spanish: Early Childhood Elementary, Middle, and High School (Pre-K-12)

Multiple Subjects Self-Contained: Early Childhood Elementary (Pre-K-8)

Multiple Subjects: Middle Level (Grades 5-9)

Washington: Continuing Teacher License with these Endorsements (currently inactive):

K-12 Special Education

K-12 Spanish

Wisconsin: Life License with these Endorsements:

K-8 Mental Retardation

Elementary Grades 1-3 (currently inactive)

Professional Experience

Instructor, University of Portland, Portland, Oregon (2016- 2017). Supervised intern teachers in Bend and Redmond schools.

Associate Professor, Special Education, Western Oregon University, Monmouth, Oregon (2003-2015). Prepared Master's level teachers to educate students with academic and behavioral challenges in K-12. Developed university curriculum, served on committees, and conducted research for publication.

Reading Coach and Consultant, Dallas Oregon School District (2004-2007). Provided training and supervision of educational staff, working directly with administrators, teachers, parents, instructional assistants, and students to improve student literacy.

Associate Professor, Education, Regent University, Virginia Beach, Virginia (1994-2003). Prepared Master's and Doctoral level teachers to educate students K-12 in public, private, and adjudicated settings; developed university curriculum, served on committees, and conducted research for publication.

Instructor, University of Wisconsin-Milwaukee (1994). Supervised intern teachers in K-12 public schools.

Instructor, Cardinal Stritch University, Milwaukee, Wisconsin (1994). Taught graduate

Mary C Scarlato, PhD
Curriculum Vitae

courses in educational assessment and supervised intern teachers in K-12 public schools.

Assistant Professor, Education, St. Martin's University, Lacey, Washington (1990-1993). Prepared Master's level teachers to educate students with exceptional learning needs and general classroom learning K-12, served on committees, wrote for publication.

Consultant, Special Education Preschools, Education Service District 113, Olympia, Washington (1993). Provided individualized technical assistance to teachers of preschool children with developmental disabilities.

Graduate Assistant, University of Oregon, Department of Education, Eugene, Oregon (1986-1988).

Research Assistant, University of Oregon, Department of Human Development Neurological Evaluation and Research Center, Eugene, Oregon (1985-1988).

Research Assistant, Oregon Research Institute, Eugene, Oregon (1985-1988).

Elementary Classroom Teacher, Good Hope School, Glendale-River Hills School District, Glendale, Wisconsin. (1983-1985)

Spanish Teacher, Grades 1-5, Good Hope School, Glendale-River Hills School District, Glendale, Wisconsin. (1983-1985)

Special Education Teacher, Adolescents with Moderate and Severe Disabilities, Good Hope School, Glendale-River Hills School District, Glendale, Wisconsin. (1977-1983)

Publications and Presentations

Available upon request



Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Mary Carolyn Scarlato and that I meet all of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. MCS (initial here)

Mary C. Scarlato
Signature

October 8, 2022
Date

Bend-La Pine Schools Board of Directors Vacancy

Randen Traughber



Dear Bend-La Pine Schools Board of Directors,

I am pleased to be considered for this position. As the founder and CEO of a growing 501(c)3 non-profit organization called Earthwin, we work directly with students focusing to achieve our shared goals: 1) Students developing a strong academic foundation, 2) Students having passion, purpose. 3) Students, families and communities experiencing inclusion, belonging, and a sense of responsibility for creating the community they want to live in, 4) effective and sustainable organization.

I have; been a resident of Bend since 1967, raised three daughters and two step children in the BLS district, and have been actively involved in community development my entire life. I am currently working with Anna Higgins at High Desert ESD and Jackie Wilson with BLS, as well as Adam Krynicki with OSU Cascades and OSU's Capstone lab in creating an effective STEAM education program for students to: Create, Fund, and Execute, student driven sustainability projects. I have been researching our system for 2 years, interviewing faculty and staff to identify areas holding kids back from thriving and creating. It has been a very exciting and rewarding enterprise.

Today more than ever, student apathy, anxiety and depression are at an all time high and engagement is at record lows. It is my personal life goal to work to address this issue and be of service as best as I can. I believe there are three ways to improve communities and impact the issues ahead of us: Politics, Economics, and Education... And if we focus on our youth and education, the others will take care of themselves. Our dedication to serving our youth is a direct reflection of our priorities and culture. Serving our youth and community is a great responsibility and honor. Given the opportunity I will be humbly honored.

Thank you
And Kind Regards

A handwritten signature in blue ink, appearing to read "Randen Traughber".

9/30/22

Randen Traughber





Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is Randen L Traughber and that I meet **all** of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

- I am a resident of a Deschutes County Voting Precinct
- I am a resident within the Bend-La Pine Schools attendance area
- I have been a resident of a Deschutes County voting precinct for at least one year
- I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes County as part of the application process. RT (initial here)


Signature

09/30/22
Date

Subject: Interim Board Position
Date: Sunday, October 9, 2022 at 7:29:18 PM Pacific Daylight Time
From: Mrs at Songhurst
To: Janet Bojanowski
Attachments: Bend-LaPineSD.pages, resume 2022.pages

WARNING: This email is not from a Bend-La Pine Schools email address.
ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.

Dear Ms. Bojanowski,

Please see attached my letter of interest in the interim board position. I attended the meeting Thursday evening. I have included my letter, resume, references, and Attestation Form attached (page 3 of letter).

Thank you,

Laurel Woodworth



Laurel Woodworth



October 8, 2022

Bend-LaPine School District
520 NW Wall Street
Bend, Oregon 97703

Dear Board Members and Superintendent Cook,

Please accept this as my letter of interest in the interim board member position.

Why am I the right fit to support our shared goals? My background in education would be extremely helpful. I have observed and experienced many things over the years including and especially having learned a respect for excellent policy, procedures, protocols, laws and regulations. Every difficult decision is supported by the work that went before; the research and information used to create effective policy. There will be people who will come to board meetings with lots of passion to change things and that is good! Their energy and perspective adds much. My strength is a respect for the process that allows the best and most fair decisions to be made.

Over the years I regularly attended school board meetings. Most of them were interesting, some were memorable and a very few contentious. The most meaningful moments in those meetings might have been the decision making, or the presentations given to the public, a brilliantly crafted agenda, or perhaps the excellent honing of board policy. Yet, my favorite part of any public meeting was watching the board members and staff as they *listened*. Listening is so important. Some people are blessed with this talent and use it to solve problems, to let people know that they are heard, and that they matter. Interestingly enough, there were even a few single-issue board members who got elected and worked hard to get their narrow agenda adopted. Instead of leaving the board stayed on and learned excellent boardsmanship through *listening* to seasoned board members and taking OSBA classes and workshops. That was impressive, watching people grow in their leadership abilities just by working hard for the kids and community and by learning new skills. I was able to attend a few OSBA conferences and they always seem to come up with excellent speakers! OSBA is such a valuable resource.

Education was the very best career choice for me. Education is vital to each child, family and community. We enrich our world when we strive to improve our knowledge and skills. **I loved every minute of my 33 years serving hundreds of children in three districts.** All of my full-time years were in the elementary setting, however, when I substituted I was able to see all settings, K-12 and enjoyed being personally requested to teach a variety of special education classes. It was my pleasure to have worked with so many talented and committed educators on the most exemplary teams that education can boast.

Your decision to select an interim board member is important. I want you to be successful in your search and find the best person to meet the needs of the Board and the District. I believe in working and leading using a democratic format and that the very best work is done by the best teams. Teams require trust and respect. Therefore, please know that if you select another candidate I will understand and support the Board's decision and support the interim board member as well. You may call upon me to serve on the Budget Committee if the need arises.

Finally, as a daughter of educators, a mother, a grandmother, the wife of a (former) board chair, as a teacher and school administrator, my perspective on the shared goals of Bend-LaPine School District is a wide view. My hope is to serve in a capacity that will support the shared goals to assure that every child will succeed, every parent may glow with pride, and every school employee will know the thrill of a job well done.

Sincerely,

Laurel Woodworth

LAUREL WOODWORTH

MOST RECENT POSITION

Swim Instructor at Bend Park and Recreation District beginning in 2017 including Bend High School Teen Parent Program (Baby & Parent) swim class

EXPERIENCE

Student Teacher Supervisor; Western Oregon University — 2016 - 2017

Four terms supervision for Elementary Education majors (before we moved to Bend)

Dayton School District; School Administrator — 2000 - 2011

I served as Elementary School Principal at Dayton Grade School in Dayton, Oregon for 11 years until I retired in June of 2011.

Neah-Kah-Nie Schools; School Administrator & Teacher — 1988 - 2000

One year teaching a first/second grade classroom at Nehalem Elementary and 11 years as Elementary School Principal at Garibaldi Grade School and Nehalem Elementary.

Beaverton School District; Teacher & Substitute Teacher — 1977 - 1988

Classroom teacher at Cedar Hills Elementary and Terra Linda Elementary from September 1980 to June 1988. Substitute teaching (part-time) in classrooms grades kindergarten through high school including special education classes 1977-1980.

Secretary, AIG Corporation; Portland, Oregon — 1977 - 1980

Secretary for American International Group processing insurance claims and other tasks associated with insurance claims.

Secretary, Christ United Methodist Church; Beaverton, Oregon — 1976

Church secretary for the summer between college terms.

EDUCATION

Portland State University, Portland, Oregon — Master of Science - 1985

Portland State University, Portland, Oregon — Administrative Certificate - 1987

Portland State University, Portland, Oregon — Bachelor of Science - 1977

VOLUNTEER WORK

Court Appointed Special Advocate (CASA) for Yamhill County from 2011 - 2021

Church committees, Sunday School teacher, Blood donor.

REFERENCES

See attached

REFERENCES in alphabetical order

Larry Bales, PE Teacher/Coach, Dayton School District [REDACTED]

Janelle Beers, Superintendent, retired [REDACTED]

Nancy Carlson, Elementary Counselor, retired [REDACTED]

Marcia Corona, Teacher, retired [REDACTED]

Mike Edley, Custodian, retired [REDACTED]

Terri Paysinger, Board member, Dayton School District [REDACTED]

Melissa Putman, Head Secretary, Dayton Grade School [REDACTED]

Steve Tillery, ME,D, WOU supervisor, (now George Fox University) [REDACTED]
[REDACTED]

Attestation of Residency

Please complete this form and include it with your application for the Bend-La Pine Schools Board of Directors vacancy.

I affirm that my name is *Laurel Woodworth* and that I meet all of the following requirements to apply for the Bend-La Pine Schools Board of Directors vacant position.

Yes, I am a resident of a Deschutes County Voting Precinct

Yes, I am a resident within the Bend-La Pine Schools attendance area

Yes, I have been a resident of a Deschutes County voting precinct for at least one year

Yes, I am a registered voter in a Deschutes County voting precinct

I understand that my residency and voter registration will be verified with Deschutes

County as part of the application process. *LAW* (initial here)

Signature

Laurel A. M. Woodworth (signed online)

October 8, 2022



REPORT: Board Policies for Review (11/8/2022)

PRESENTED BY: Melissa Barnes Dholakia, Board Chair

EXECUTIVE SUMMARY:

As a part of policy governance, the Board of Directors for Bend-La Pin Schools has a policy review process for the governance process, executive limitations, board ends, board staff linkages, and specific district policies that require board review and approval. The first part of the process consists of the Board sharing policies that are currently in review. Following the meeting, the Board will allow time for and consider public feedback related to the proposed changes.

The following Board Policies are currently in review. A brief summary of the proposed changes are listed below and a redline version of each follows this executive summary.

Policy Title	Reason for Update
IGDJ-BP: Interscholastic Athletics & Activities	New Board Policy. IGDJ complies with OAR 581-022-2308(2) – a new Division 22 rule requiring school districts to adopt policy with conditions of membership when entering into an agreement with a voluntary organization for interscholastic activities.

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on November 22, 2022.

To provide comment on any of the policies in review, please visit the [Policies page](#) of the District website or complete the comment form linked [here](#). Comment form opens Wednesday, November 9, 2022.

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

BOARD POLICY

Name: Interscholastic Activities

Section: Instruction

Code: IGDJ-BP

The Board recognizes the integral role interscholastic activities¹ play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, advisors, student participants, and others associated with the district's activities programs and events shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and any associated voluntary organization². Each will be held accountable for their actions.

The district and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:
 - a. Addresses the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
 - b. Prohibits discrimination;
 - c. Permits a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
 - d. Balances the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis;
2. Maintains a transparent complaint process that:
 - a. Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;
 - b. Responds to a complaint made within 48 hours of the complaint being received; and
 - c. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint;
3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and
4. Performs an annual survey of students and their parents/guardians to understand and respond to potential violations of equity focused policies or other discrimination.

Bend-La Pine Schools shall allow homeschooled students that reside in the district, students eligible to attend school and enrolled in a high school equivalency program³ that reside in the district, and students attending a public charter school that does not provide interscholastic activities that reside in the district,

¹ Interscholastic activities includes: for students any grade from kindergarten through grade 12, athletics, music, speech and other similar or related activities; for students in any grade from kindergarten through grade eight, activities that are offered only before or after regular school hours and that may, but are not required to, involve interaction among other schools.

² Includes a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

³ "High school equivalency program" means a program provided to assist a student in earning a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test.

the opportunity to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.

District employees, students, parents/guardians, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. Principals, activities directors, advisors and/or coaches are each responsible for ensuring student participants meet all district eligibility requirements of participation and those of the associated voluntary organization. The principal or designee is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal or designee shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal or designee. [Volunteers are required to have successfully completed the volunteer background check process as described in KCA-AR: Volunteers / Criminal History Records Check prior to volunteering in any capacity.](#)

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate policies, administrative regulations, and/or the rules and regulations of the associated voluntary organization. The principal shall [promptly](#) notify the superintendent or designee of conduct that violates the terms of this policy and report to the associated voluntary organization if required.

An employee determined to have violated policies and/or rules and regulations of the associated voluntary organization may be subject to discipline, up to and including, dismissal. A student in violation of policies and/or the rules and regulations of the associated voluntary organization will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of policies and/or the rules and regulations of the associated voluntary organization shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

Employees, volunteers, or students in violation of such policies, rules and/or regulations may be required to remunerate the district in the event fines are assessed as a result of their actions.

The Superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

The district will annually review interscholastic activities and participation to determine whether the current offerings reflect the students the district serves.

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)
[ORS 332.075\(1\)\(e\)](#)
[ORS 332.107](#)
[ORS 339.450 - 339.460](#)
[OAR 581-015-2255](#)
[OAR 581-021-0045 – 0049](#)

[OAR 581-022-2308\(2\)](#)
[OAR 581-026-0005](#)
OAR 581-026-0700
OAR 581-026-0705
OAR 581-026-0710

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).
Senate Bill 1522 (2022).

Reviewed: 11/8/2022

Approved:

new/draft 11/8/2022



REPORT: Administrative Policies & Regulations for Review (11/8/2022)

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

Bend-La Pine Schools has a two-part, policy and regulation review process. Part one consists of the district sharing policies and regulations that are currently in review at a regularly scheduled school board meeting. Following the meeting, the district allows time for, and considers public feedback related to the proposed changes. Part two consists of the district review of feedback received and the presentation of the policies and regulations for adoption to the Board of Directors.

The following administrative policies and regulations are currently in review. A brief summary of the proposed changes are listed below and a redline version of each follows this executive summary.

Policy / Regulation Title	Reason for Update
EBCD-AR: Delays & School Closures	Updated language reflects the district's practices and processes used to determine school delays and closures due to inclement weather or an emergency.
IGDK-AR: Non-Sponsored Study, Tours, Trips, Competitions	Updated language aligns with the district's involvement with non-district sponsored travel. Grammatical corrections have also been made.

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on November 22, 2022.

To provide comment on any of the policies in review, please visit the [Policies page](#) of the District website or complete the comment form linked [here](#). Comment form opens Wednesday, November 9, 2022.

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE REGULATION

Name: **Delays and**

Emergency School Closures

Section: Support Services

Code: EBCD-AR

In case of hazardous or emergency conditions, the Superintendent **or designee** may alter district, **school**, and transportation schedules appropriate to the particular condition. Such alterations include closure of all schools, closure of selected schools or grade levels, delayed openings of schools and early dismissal of students. The Superintendent **or designee** will develop and maintain such plans and procedures as are necessary to carry out alternate school and **transportation bus** schedules.

At the beginning of each school year, students, parents/**guardians**, and staff will be informed of the procedures used to notify them in case of **a school delay and/or school emergency** closure.

DEFINITION OF TERMS

- **School Closure:** schools are closed for the day due to weather or emergency. In this scenario, the school building will not be used. Unless otherwise noted, all evening meetings and activities are cancelled.
- **Delayed Start:** schools will have a delayed start. In this scenario, buses will run on a schedule later than the normal schedule and drive time may be impacted due to conditions.
- **Early Closure:** schools may be closed early due to weather or emergency. In this scenario, the students who ride a school bus may be released early to give buses extra time to complete routes. Generally, school buildings will not be used once closed and all evening meetings and activities are cancelled.

4. INCLEMENT WEATHER PHILOSOPHY

The philosophy of ~~the~~ Bend-La Pine Schools District is to keep schools open and operate **district transportation services buses** except under extreme adverse conditions.

During a weather event ~~snow and ice days~~, if the district determines that ~~more than half of the students can safely attend school~~, school facility conditions are safe and that the district transportation department can safely operate school buses, the district will hold school and offer **transportation bus** services. Parents/**guardians** may choose to transport their own students or ~~to~~ keep their **students children** at home due to safety concerns. **Students will be excused from school when parents/guardians inform their students' school of the absence through established absence reporting methods.**

~~During the winter months, roads shall be checked daily to ensure that students can be transported safely. The district maintains contact with the Redmond and La Pine Transportation Departments, local law enforcement agencies, and state transportation agencies, as appropriate.~~

~~Under extreme conditions, if it is determined that the weather and/or roads are not safely passable, schools will be issued a two-hour delay or be closed entirely. (The La Pine and South County areas may operate on a separate schedule). If schools are closed, all after-school activities will generally be cancelled. If schools are delayed 2 hours, morning kindergarten classes will be cancelled.~~

~~Additional information and/or specific answers to questions may be obtained by calling the inclement weather line at 541.323.SNOW (7669), or by accessing the District website at www.bend.k12.or.us.~~

2. PROCEDURE FOR COMMUNICATING, DETERMINING ~~DISTRICT ROAD CONDITIONS~~ AND RECOMMENDATION OF SCHOOL DELAY OR CLOSURE

During a weather event, the district will assess conditions and determine if changes to school operations are necessary. Depending on weather and circumstances, these assessments may include:

- Driving affected areas in Bend, La Pine and Sunriver in passenger vehicles to assess road conditions, weather hazards, snow depth, ice, etc.,
- Assessing school facility conditions to ensure parking lots and primary sidewalks are accessible to students and staff,
- Monitoring weather forecasts in partnership with the National Oceanic and Atmospheric Administration (NOAA),
- Monitoring smoke and fire conditions through the Oregon Department of Environmental Quality (DEQ),
- Communicating with local and state road departments,
- Monitoring regional roadway cameras,
- Communicating with local and regional law enforcement agencies.

Any closures, or delays will be communicated through the following methods:

- District text message system (BL Connect),
- District website (www.bend.k12.or.us),
- District weather delay or closure hotline (541-323-7669 English and 541-355-0044 Spanish),
- Notification of bus route changes through MyStop (<https://bls.fyi.mystop>),
- Postings to the district's social media pages, and
- Via local media outlets as quickly as possible.

During an emergency, Bend-La Pine Schools will send an alert via the district's text messaging system, BL Connect, in the case of an evacuation, lockdown, emergency, or weather-related event that calls for the cancellation of a school day or changes to the school day start or end times. Notification will be sent **after** students and staff have been secured and emergency responders have been notified.

BL Connect will not be used in the case of drills, medical incidents involving specific students or secure building events. General press and community releases will not be sent through BL Connect.

Should schools need to be closed during the day after students have arrived or been picked up and transported to school, the closure will be communicated through the various methods mentioned above, and ~~media and~~ parents/guardians will be notified. Students will not be transported home without parent/guardian notification and contact.

~~a. Weather conditions shall be monitored the night before an anticipated storm.~~

~~b. The Transportation Supervisor will drive the Bend area early in the morning. The La Pine Transportation Operations Manager will drive the La Pine area.~~

~~c. The La Pine Transportation Operations Manager will contact the South County Chief Academic Officer prior to making a South County recommendation.~~

~~d. Approximately 30-45 minutes before informing the Deputy Superintendent, the Transportation Supervisor will call the following:~~

- ~~1. Oregon Department of Transportation~~
- ~~2. Local Police and Sheriff Departments, as necessary~~
- ~~3. La Pine Transportation Operations Manager~~
- ~~4. Consult with District Maintenance personnel~~
- ~~5. Consult with Redmond School District Transportation Supervisor~~
- ~~6. Other district personnel, as necessary~~

~~e. The Transportation Supervisor and the La Pine Transportation Operations Manager shall communicate their recommendations to the Deputy Superintendent (close, delayed start, open, etc.). The Deputy Superintendent will confirm their recommendations and consult with the Superintendent for a final decision (La Pine area decisions will involve the South County Chief Academic Officer).~~

~~f. If the decision is to close or delay starting, the District will implement the chain of communication (decision usually by 5:30 a.m.).~~

~~g. If a delayed start is implemented, the Transportation Supervisor will monitor the condition for the next 30 minutes for any change. Only if the condition dramatically changes will a recommendation to close the District be forwarded.~~

DATED: 6/9/87

REVISED: 10/22/01

Reviewed: 10/22/01, 2/2/09, 1/14/13, 11/8/22

Approved: 6/9/87, 10/22/01, 2/2/09, 1/14/13,

BEND-LA PINE SCHOOLS
Administrative School District No. 1
Deschutes County, Oregon

Name: Non-District Sponsored Study, Tours, Trips,
Competitions
Section: Instruction
Code: IGDK-AR

ADMINISTRATIVE REGULATION

Bend-La Pine Schools ~~The District~~ does not sponsor, endorse, or financially contribute to outside-sponsored study- travel, exchange programs, tours, trips and competitions as a part or extension of the school curricula. During school breaks and summer months, some students and ~~district staff teachers-~~ participate in such programs, but these arrangements are made on an individual basis through representatives of the sponsoring organization or group. The District does not recruit for nor have input into the selection of programs, many of which are not open to all students. Such travel-study, exchanges, tours, trips and competitions are under the sole auspice and control of the sponsoring organizations or groups. NOTE: these regulations do not pertain to J-1 visa student exchanges or District-sponsored exchanges.

Because ~~district~~ staff is often retained as tour coordinators and supervisors and students as primary clients in these activities, the following regulations are provided:

1. Principals may allow the posting of advertisements on the school's community activities bulletin board designated for announcements and advertising of activities not sponsored by the District.
2. Representatives of outside-sponsoring organizations or groups may request the use of a school facility to meet with families and students who have indicated an interest in a particular program. These requests shall be processed in the same manner as other requests for building facility use and charged according to facility use rental guidelines. Meetings shall occur outside regular school hours.
3. Students who raise funds for their personal participation in such programs may not raise monies as a representative of a school or the District. District or school supplies, materials, equipment or facilities may not be used in conjunction with related fundraising.
4. All communications must clearly identify the sponsor as being other than the District or school. The District or school name shall not be used.
5. School supplies, materials and equipment shall not be used in promoting these programs.
6. Some outside-sponsoring organizations retain staff as coordinators and ask them to act as recruiting agents in their schools and/or district. Staff is prohibited from using their contact with students in the discharge of their employment duties and responsibilities to advertise or recruit for outside-sponsored travel, which involves their supervision of students. Staff shall not advise parents regarding selection of such trips or tours.
7. Employee leave related to these activities is subject to legal and contractual guidelines; and
8. Some students who plan to participate in a study-travel program may wish to apply this experience toward school credit. Such a possibility is provided under District administrative regulations. Credit arrangements must be agreed upon between the principal ~~or designee~~, and student prior to participation.

Bend-La Pine Schools ~~The school district~~ and its ~~administrators-~~staff ~~or and~~ agents are not in a position to provide advice relative to these activities because they are neither sponsored nor promoted by the District. Parents/~~guardians~~ are advised to consider carefully activities available to their ~~children sons and daughters~~. Staff has an obligation to ensure patrons of the District do not assume such activities are school- or District-sponsored or funded.

Approved:11/8/2004, 1/3/2005, 4/11/2005, 4/28/2008

DATED: November 8, 2004

REVISED: January 3, 2005

REVIEW DATE: March 28, 2005, April 28, 2008

REVIEWED BY: Leadership Council, Cabinet

APPROVED: April 11, 2005, April 28, 2008

draft 11/8/2004

**IGDK-AR: NON-DISTRICT-SPONSORED STUDY TRAVEL, EXCHANGE PROGRAMS, TOURS,
TRIPS, COMPETITIONS REFERENCE GUIDE**

Though not all-inclusive, this guide is intended to serve as a quick reference. Questions should be directed to [site administrators and/or](#) building principals.

	OKAY TO DO	NOT OKAY TO DO
Advertising	With principal or site administrator approval and in accordance with administrative regulations, you can post announcements, promotional, and advertising materials may be posted on community-designated bulletin board(s) in district facilities within the school.	You cannot Announcements, promotions, advertisements, and/or recruitment during contracted workday (including as a teacher during class time or as an advisor during club meetings) is prohibited.
Access to/Recruitment of Students	Student Directory Information may be requested and released in accordance with JOA-BP: Directory Information. With District Communications Office approval, you can purchase with private funds mailing labels of district students.	You cannot use Class time or contact with students in the discharge of employment responsibilities or duties to announce, promote, advertise, and/or recruit students is prohibited.
School Facilities Use	You can schedule and hold Informational or organizational meetings may be held with interested families and students according to Facility Use building-use guidelines and processes.	You cannot hold Meetings in a the school, including classrooms, without approved Facility Use agreements in place are prohibited. building use and applicable rental payment.
Meetings	You can hold Informational or organizational meetings outside contracted workday.	You cannot hold Informational or organizational meetings held during contracted workday are prohibited.
Fundraising	Private student fundraising must take place happen outside school hours without school or District affiliation.	Student fundraising as representatives of the school or District either during or outside school hours is prohibited.

Communications	You must Clearly identify the sponsor as other than the school or District.	You cannot Identification or imply of school or District sponsorship is prohibited.
Advising		You cannot Advise families or students on what other-sponsored travel, exchanges, tours, trips, and/or competitions they should select is prohibited.
Resources (Supplies, Materials, Equipment, Time)	You must use Use of personal supplies, materials, equipment, and/or postage when promoting, recruiting, informing, or organizing these events. You must use Use of personal equipment (including telephones and computers) and time to conduct promotional, recruitment, informational, organizational business related to these events.	You cannot use school or District supplies, materials, equipment (including telephones and computers), and/or postage to promote, recruit, inform, or organize these events is prohibited. You cannot use Contracted work hours to conduct promotional, recruitment, information, organizational business related are not to be used to organize events. to these events.
Employee Leave	You must use Leave shall be used in accordance with legal and contractual guidelines to participate in these events.	You may not illegally Fraudulent use leave or misrepresent use of leave to participate in these events is prohibited.

draft 11/8/2018