Bend-La Pine Schools
School Board Special Meeting Agenda

November 15, 2022, 5:30 PM

Location:
Sky View Middle School
63555 18th Street
Bend, OR 97701

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 11, 2022, are shown below.
4. **Action Items**
   A. Zone 7 Board Member Vacancy Interviews 2
   Speaker(s): Chair Barnes Dholakia
   Description: Final interviews for Zone 7 Board Member Seat Vacancy
   Attachments:

Zone 7 Vacancy Applications - Final Candidates - REDACTED 2

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

Bend-La Pine Schools meetings comply with open meeting laws and accessibility requirements. Please contact Bend-La Pine Schools at 541-355-1001 if you need accommodation to participate in the board meeting. Please call at least 48 hours prior to the scheduled meeting date. Thank you.

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

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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

[redacted]

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

BEND LAPINE
Schools
EDUCATING THRIVING STUDENTS

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. C (initial here)

[illegible]

Signature

10/11/22

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

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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
[redacted]

CAMERON W. FISCHER
(She/Her/Hers)
[redacted]

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)

[redacted]

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 (NASET)

LANGUAGES

Spanish (Conversational)

Est. 1883

BEND LAPINE

Schools

EDUCATING THRIVING STUDENTS

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 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

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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

YOU COUNS LOR/S AY A OM AR N /CAM A GN COORD NA OR

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

AUGUS 2018 NOV MB R 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

BRUARY 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

D C MB R 2021 R S N

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

BRUARY 2022 R S N

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

S MB R 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

[redacted]

Skills

Exce ent typing and writing ski s

Proficient with Word, Exce , Canva.

Exce ent interpersona and conf ict management ski s

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.

Est. 1883

BEND LAPINE

Schools

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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. JH (initial here)

Timothy Hellmann

Signature

October 10, 2022

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. ROSENFIELD

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.

BEND LAPINE Schools

EDUCATING THRIVING STUDENTS

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