

# 2022 Application for Appointment to Parkrose School District Board of Education

Qualifications: ORS 332.018(2) No person shall be eligible to serve as director unless the person is an elector of the district (qualified to vote, 18+) and has resided therein for the period of one year immediately preceding the election or appointment. Additionally, District Policy BBBA states that no person employed by the district is eligible to apply.

Term: Position #2 & Position #3 terms of office running, July 11, 2022 through June 30, 2023. (The new four-year Terms of Office to be filled by Election, May 2023). This is an unpaid position.

Applications Due: Applications must be submitted to the Board Secretary, Andrea Stevenson at the District Administration Office, 10636 N.E. Prescott St., Portland, OR 97220-2699, fax 503-408-2140 or email [andrea\\_stevenson@parkrose.k12.or.us](mailto:andrea_stevenson@parkrose.k12.or.us) no later than 5:00 p.m. on June 14, 2022.

Interview Date: Interviews will be held during the June 20, 2022 School Board Meeting at the District Administration Office. The meeting begins at 6:30 p.m. Qualified applicants to be interviewed will have their application and video recorded interviews posted as public information on our website.

Your Full Name	Your address	Occupation and Employer	Number of children and their ages	I am interested in a Board appointment to "Position #2 or #3" on the Board of Education	I am a registered voter in Parkrose School District	Precinct	I am a qualified applicant for appointment	I am available Monday nights 6pm-9pm for twice monthly meetings
Nick C. Herrera, Ph.D.	9430 NE Prescott Street, Portland OR 97220	Procurement Manager, Multnomah Athletic Club	Two - Five years old and three years old.	Yes	Yes		Yes	Yes
Eva Jeanette Rawlins	14110 NE Siskiyou Court, Portland, Oregon. 97230	Senior Copywriter, Brink Communications	2 children, ages 5 and 8	Yes	Yes	4508 Split: B, Multnomah COunty	Yes	Yes
Larry E. Thomas II	14115 NE Halsey St. Portland OR 97230	Elder Logistics truck driver	2 15 12	Yes	Yes		Yes	Yes
Aaron Blew	4126 NE 131st PI	Director, Mozilla Corporation	2, 5 and 10	Yes	Yes		Yes	Yes
Paul Tabron Jr.	3808 NE 134th Ave Portland, OR 97230	Program Director/Elevate Oregon	2 children Age 3yrs & Age 10 months	Yes	Yes		Yes	Yes
Brenda Iris Rivas	12536 NE Siskiyou St, Portland, OR 97230	Sr. Manager, Providence Health and Services	3- 19, 18, and 17	Yes	Yes	East	Yes	Yes
Peter J. Szucs	1570 NE 137th Ave. Portland, OR 97230	Dean of Mathematics and Science, Mt. Hood Community College	2 Children, Ages 16 and 13	Yes	Yes		Yes	Yes
Matthew Wayne Bush	9831 NE Wygant Street Portland, OR 97220	Residential Contractor (carpenter/co-owner) Bushcraft Construction	2 children ages 8 and 10	Yes	Yes	P4508	Yes	Yes
Berengere Martino	12930 NE Morris Portland Or 97230	Parent Educator/Family Advocate SEI: 10 years experience	Two children: 14 and 17 years old	Yes	No (applicant working to resolve)		Yes	Yes
Lisa Robison	12621 NE Knott St., Portland, OR 97230	middle school ELD teacher at Portland Public Schools	2 children ages 19 and 21	Yes	Yes	p4706	Yes	Yes

Your Full Name	Do your children attend school in this District, if yes what school(s)	How many years have you resided in the District (one year required)	Please list the school-related & community activities you actively participate in:	I am interested in serving Parkrose Schools because:
Nick C. Herrera, Ph.D.	Yes	Yes	None yet so far, but am willing and able to do so.	My son is in Pre-K at Prescott Elementary and I would like to be more involved in our community.
Eva Jeanette Rawlins	Yes	Yes	We have lived in the district for almost 5 years. My child goes to Shaver Elementary. I currently volunteer with the Shaver Elementary Community Organization and as an assistant soccer coach with Parkrose Youth Soccer Club.	I am passionate about our community, our kids, and the teachers and staff who work tirelessly to create an environment for our children to learn. As both my children will soon be attending Parkrose Schools (one is an incoming Kindergartner and the other is in 2nd grade at Shaver) I see it as my responsibility to serve my community in as many ways as I can. As a Latina, I am committed to seeing many cultures represent and lead within Parkrose and I want to make as much room for that to happen as possible. I see schools as foundational to children's ability to grow, develop empathy and understanding for one another, that will lead to lives of care, compassion and radical leadership. I am also incredibly proud to be a member of Parkrose and value its unique, thoughtful leadership. I would be honored to serve Parkrose schools because of the beautiful and inclusive community that has been created here.
Larry E. Thomas II	Yes	Yes	I'm not involved in anything local, but I am part of a board to a LGBTQIA+ chorus	I think what is going on in our schools isn't enough for our children. I feel we are focused on the wrong things for our kids.
Aaron Blew	Yes	Yes	Prior member of Budget Committee, volunteering at the Shaver Elementary Carnival	Our family is invested in this community and in this school district. I believe that there is a strong group of staff dedicated to the success of our students, and I'd like to help lend my skills and experience to the board to help support this important work.
Paul Tabron Jr.	No	Yes	Community Partner within Parkrose School District	I am a resident of Parkrose School District. I currently serve as the Program Director for Elevate Oregon which is one of the strongest community partners within Parkrose School District. As a resident living within Parkrose School District I would like to play an active role in helping improve the lives of students, staff and residents within the Parkrose School District.
Brenda Iris Rivas	Yes	Yes	Chair, Parkrose Athletic Boosters (2019-present) Chair, Latinx Caregiver Resource Group, Providence (2019, present) Committee member, Parkrose Senior All Night Party (2021, 2022) Volunteer, community pop can drive (ongoing)	My experience in the Parkrose School District started in the early 2000s when my sister attended, and graduated from, Parkrose High School. I quickly realized that Parkrose was a unique community, full of diversity and opportunity, and decided to raise my three kids in the area. Through the experience of being an involved parent of children at Russell, PRMS, and PHS, I have seen the growth and shifting needs of our community.  As my youngest son is entering his final year as a Parkrose student, I am looking for an opportunity to continue to serve the community I've called home for two decades. I am looking forward to the opportunity to listen to and understand the needs of all of our students and school community, and to celebrate what makes our district unique.
Peter J. Szucs	Yes	Yes	Employee of Mt. Hood Community College. Secretary of the Russell Neighborhood Association. Supervisor of Mt. Hood Regional Center of MESA (after school programming), Member of Oregon STEM Thought Leaders Group,	As a parent of two learners in Parkrose Schools, I have seen firsthand the district's commitment to its students. I am consistently impressed with the welcoming and caring environment that I see constructed by the students and employees of the district. I would be grateful for the opportunity to share my skills and energy in service of the schools in our community.
Matthew Wayne Bush	Yes	Yes	On 6/10 I gave a music demonstration with a variety of instruments to the 1st and 2nd graders at Prescott Elementary and I used to give lessons to (mostly) kids from the neighborhood. Unfortunately nothing regular at the moment. I hope to actively participate in the school board!	I care very deeply about public education and equity. I also believe very strongly in the awesome potential of Parkrose through our phenomenal spirit and diversity. I will always advocate for those who need help to get it and I am ready to channel these sensibilities into positive action and change in my community.

Your Full Name	Do your children attend school in this District, if yes what school(s)	How many years have you resided in the District (one year required)	Please list the school-related & community activities you actively participate in:	I am interested in serving Parkrose Schools because:
Berengere Martino	Yes	Yes	I have supported my two children who have gone to from Elementary School at Shaver through to the High School in Parkrose. They have participated in many sporting events that I have attended and carpoled for. I have attending community events and rallies in the neighborhood. Both of my children are part of the AVID program and are strong racial justice advocates. I have been connected closely to the teachers in each of the schools going back to the beginning at Shaver. We have shared our Hatian culture with Parkrose in many ways over the years including having a booth at multi-cultural events.	I have been a parent and care about the treatment of our students. We need to pay attention to our students emotional well being and make sure they are getting all that Parkrose can offer socially, emotionally, and academically.
Lisa Robison	No	Yes	I have taught in diverse public schools throughout the portland metro area for the last 16 years.	I would like to serve as a school board member because I want to work to create the best possible educational experiences and outcomes for the students and families of the Parkrose School District. As an educator, I invested 10 years of my career into the Parkrose School District, and I would like to have the opportunity to continue to have a positive impact on the young people in my community.

Your Full Name	Do you have special skills, knowledge or talent that you could personally bring to the Board? If yes, please describe:	What do you think are the two or three biggest issues facing the Parkrose School District during the next 12-18 months and how should the board address them:
Nick C. Herrera, Ph.D.	Yes. I have over 15 years of experience in procurement, contract and overall facilities management from small biotech startup companies to large scientific institutions. I believe that I could contribute an extraordinary amount of insight to this Board.	<ol style="list-style-type: none"> <li>1. Content. The school curriculum is currently a huge issue in this nation. This board should not ban math books (to say the least). Although my oldest child is only in Pre-K, we need to think about our future. Not only in STEM subjects, but in all categories of learning.</li> <li>2. Safety. How many gunshots have you heard in the last week in our Parkrose neighborhood? This is not a question we should be asking ourselves. I understand the board has limited authority on this matter, but we can certainly discuss it and work with law enforcement to remedy this.</li> <li>3. Food. Let's continue to provide nutritious meals to our children regardless of anything! The Parkrose School District did a fantastic job providing lunches every day to any child during the pandemic. I am still incredibly impressed!</li> </ol>
Eva Jeanette Rawlins	As a writer, communicator and marketing professional, as well someone with a background in non-profit and community engagement work, I am skilled in creating conversations, communicating in a compelling, clear, trauma-informed way and as a person of color, I bring a unique lens to the community experience here in Parkrose. Having been raised abroad, I have a multi-cultural lens and bring an understanding of the barriers that are often experienced by immigrant and refugee populations and those for who English is a secondary language.	<p>As our community continues to face the impacts of COVID-19, I am sure that a major issue for the school district would be how to continue to manage the safety of Parkrose teachers, staff and children in an era of a pandemic. COVID-19 has had devastating effects on our communities, creating firsthand, secondary and tertiary trauma and I can only imagine that this shows up daily at schools, in kids' and staff emotional, physical and social health. My hope would be that our board would be able to allocate funds that could support our community in a myriad of ways as we all recover - ensuring teachers and staff are compensated for their heroic efforts, children are provided safe places to play and interact in after-school programs, and that parents and families are provided numerous ways to raise their voices, access support and lead the board in what the needs of the community are.</p> <p>Secondly, I can imagine that teacher and administrator fatigue must be a major issue for the district. I can only imagine that our essential workers—everyone who makes the schools run—are near burnout with the incredibly hard last two and half years. The board could make recommendations for the emotional wellbeing of our staff, ensure that classrooms are funded and staffed in a way that allows for a supportive environment for all. I would hope that as a board member I could be involved in coming up with unique solutions to structural problems that could help create a healthy, sustainable place for an educator to have a long term career.</p> <p>Thirdly, as our cities, counties and nation grapple with the historical and current impacts of systemic racism, our district is no exception. I see this as a critical issue that we face in all sectors of society and it is our responsibility to challenge it on the community-, education-, political- and social level. As a board member, I would be committed to understanding the greatest barriers to equitable education and be a firm</p>

		proponent for systemic change and solutions in individual schools but also in processes that are steeped in structural inequity. Our board could focus on tangible outcomes that address systemic racism and support a district model that would not only represent multiple races, nationalities, cultures and languages, but actively recruit leadership from within diverse communities.
<b>Your Full Name</b>	<b>Do you have special skills, knowledge or talent that you could personally bring to the Board? If yes, please describe:</b>	<b>What do you think are the two or three biggest issues facing the Parkrose School District during the next 12-18 months and how should the board address them:</b>
Larry E. Thomas II	I don't have any special skills for this position how ever the knowledge I have is from a long history of addiction and life. I look at the difficult part of things and ask the hard questions.	School safety, kids knowing what to do in any situation is key to everybody surviving. Accountability, holding kids accountable for their actions makes for better adults
Aaron Blew	I have experience leading a department of 30+ people, setting strategic direction for the department as well as supporting the company with issues like responding to cyber attacks. I also have experience building financial models and managing a \$29M budget (CapEx, OpEx and staffing).	Budget concerns and poltical unrest/divisiveness in the community.
Paul Tabron Jr.	I am very detail oriented, hard working, self-accountable and willing to always listen and learn. I will do whatever it takes to go the extra mile to best serve students of all ages and backgrounds.	Some of the biggest issues facing the Parkrose School District are lack of communication, school pride, and access to services to help improve the lives of students and families within the district.
Brenda Iris Rivas	<p>The Parkrose Athletic Boosters was re-established 4 years ago with the goal of supporting and celebrating student athletes across the district, with a focus on equity, mentorship, and community. As chair of this group, I have led several initiatives rooted in these values, including:</p> <ul style="list-style-type: none"> <li>- Relationship building with families, administration, and coaching staff to understand the needs and constraints of athletic programs in the district</li> <li>- Establishing community partnerships which resulted in fundraising opportunities and high-value donations to our program</li> <li>- Fundraising and distributing nearly \$50K in funds to teams and school groups through our concession volunteer program, scholarships, and special funding requests</li> <li>- Finding creative ways to continue to raise money and connect athletics to the community during the pandemic, including: virtual Ford test drive fundraiser and live streaming of games when spectators were not allowed to attend</li> <li>- Tripling our social media reach, ensuring that we are able to reach more community members</li> </ul> <p>I also serve as Chair for the Latinx Caregiver Resource Group at Providence. In this leadership role, I collaborate with our diversity, equity and inclusion group to ensure that the voice of our Latinx caregivers is heard and represented in the decisions made throughout the organization. The practical skills required to fill this role, which would directly translate to a position on the school board, include the ability to collaborate with diverse groups of people, facilitate meaningful conversation about change, and build consensus among groups of people with varying perspectives.</p> <p>Lastly, as a bilingual Spanish speaker, I am well positioned to connect with families in our district for whom language may be a barrier to sharing their experiences and participating in activities and events.</p>	<p>1. Increase opportunities for career readiness and advancement for students.</p> <p>As a parent of three, I have seen the varied needs of kids as they prepare to leave school and enter into the next phase of their adult lives. I would like to see our career readiness programming expanded to provide our students with strong alternatives to traditional college. Increasing opportunities for students to receive hands-on experience in the trades, through investment in Parkrose Career Pathway and community partnership, will help ensure that we are serving the needs of more students.</p> <p>2. Continued investment in athletic programs in elementary and middle school.</p> <p>Sports are an important aspect of schools, as they benefit both the individual student-athlete as well as the school community that gathers in support of their team. As a district, we have struggled to build sustained athletic programs, and to retain high-performing athletes in our district. This has further eroded since we have lost several youth programs, and due to the impact of the pandemic. By investing in K-8 sports, we will be giving our kids all of the individual benefits of athletics (physical and mental health, self confidence, team work, overcoming obstacles, etc), as well as the community benefits that come from having strong programs that prepare our student-athletes to be successful. It has been exciting to see the re-establishing of middle school sports, as well as some opportunities for elementary school basketball this past year. We are well positioned to continue this growth through community partnerships (Elevate, Parkrose Athletic Boosters, SEI, and more!) and a commitment to district funding for programs.</p> <p>3. Evaluate equity of experience between boys and girls in the district.</p> <p>The disparities between boys and girls at Parkrose is likely most evident in sports. There is a strong perception among many in the community that we are not aligned with Title IX requirements. As a board, we should commit to exploring these disparities of experience and funding and work to align them in an equitable way. Doing so will require commitment from the district and administration to collaborate with coaches and student-athletes to learn about their experience and needs.</p>

Your Full Name	Do you have special skills, knowledge or talent that you could personally bring to the Board? If yes, please describe:	What do you think are the two or three biggest issues facing the Parkrose School District during the next 12-18 months and how should the board address them:
Peter J. Szucs	I have almost 20 years of experience working in education. My experience closely matches the job duties for this position including: I have managed budgets, served as a Title IX coordinator, conducted performance management processes for employees, participated in collective bargaining at Mt. Hood, and written and enforced institutional policies.	<p>1. Recovering from the pandemic. Helping manage the trauma and fatigue that students and staff have experienced over the past two years. Ensuring that the district provides the adequate supports to help students and staff resume teaching and learning at a high level.</p> <p>2. Evaluating and mitigating learning loss that occurred as a result of remote learning and other disruptions related to the Covid-19 pandemic.</p> <p>3. Providing for items 1 and 2 in an environment of scarce resources.</p> <p>The board must listen to the community to determine what the greatest needs are. The board must continue to prioritize student and employee safety, but also make decisions that allow students to return to the most effective methods of learning and social interaction possible.</p> <p>The board must carefully steward the resources of the district so that the schools have the tools to address current problems and help students get ready for the post-pandemic learning and job environment.</p> <p>The board must focus on increasing local partnerships and finding novel ways and funding streams to give students the greatest opportunities.</p>
Matthew Wayne Bush	Carpentry/Contracting, passion for music and music education, experience with special education and IEP processes, bi-lingual (English, Spanish), former fine-dining food service professional	I imagine the big issue is always funding and then issues that stem from a lack of funding, such as class sizes, hiring and retention, program availability, facilities maintenance and repairs, etc. I believe the district has difficulty retaining specifically SPED staff at the classroom level. And it seems from the equity, diversity and inclusion policy paper that the achievement gap and other equitable outcomes are still a struggle. I don't believe that any of these issues are unique to the Parkrose district and have no idea how to approach them at the moment or even where the divide between school board and administration issues is. I am confident that given an opportunity to participate on the board that I can help build towards the best possible outcomes with all available tools.
Berengere Martino	As a non-native English speaker who is fluent in four languages, I understand the specific needs to our language learners. In my professional life, I am an advocate for children and work daily with children and families from marginalized groups. And, as someone who has gone through our school system with limited English, I can understand the immigrant/refugee experience first hand and advocate from the perspective of one who has gone through it.	The three biggest concerns for the district are services from the district are the sizes of classes because the most needing kids are often getting much less support than they deserve. Language learners and their families need more support and connection to services within the district and the community. The final issue pressing on this district is the mental health needs that our students have, especially coming out to the pandemic. We need to provide supports both in the classroom and make sure that students have enough counselors to help them through these increasingly difficult times.
Lisa Robison	I have 16 years experience teaching ELD and have taught diverse learners in grades kindergarten through 8. I have had leadership roles within the teachers union; as a result, I have in-depth knowledge of contracts and negotiations. I enjoy being a part of a team and value collaboration. I have an excellent sense of numbers that will serve well in understanding and working with the district budget.	<p>After talking to staff and students it is clear that one of the biggest issues facing the school district is staff retention. As with almost any major issue within a school district, high staff turnover should be faced using a collaborative approach. The school board and the administration need to make a multifaceted effort to seek out input from teachers to determine what they need to do their jobs most effectively. Staff currently feel unsupported and as though important decisions are being made without input from those actually doing the work. Teachers need a voice in the professional development they receive. Parkrose could also add retention bonuses to probationary teachers and add annual stipends for educators that reflect the cultural or linguistic diversity of our community.</p> <p>A second issue facing the school district is a lack of supports and services for students. The solution to this is complicated and needs to be addressed in a multitude of directions. We need increased academic support via an increase in multi-tiered systems of support, especially at the middle school and high school levels. We need to reevaluate our ELD and Special Education programs, to come up with creative solutions to meet our students' needs. Teachers need more training in trauma informed practices and students need more mental health support.</p> <p>An additional issue facing the schools in Parkrose is the enrollment at the elementary schools. The board should look at the boundaries to determine a more equitable and balanced enrollment at each of the elementary schools.</p>

Your Full Name	The Parkrose School Board and Administration believe in Equity and Inclusion for all students, please review the above policies and be prepared to answer questions about them during your interview.
Nick C. Herrera, Ph.D.	Absolutely.
Eva Jeanette Rawlins	Thank you. I have read them and would love to discuss should I be granted an interview.
Larry E. Thomas II	I have read the above policies and will be prepared for questioning.
Aaron Blew	Acknowledged.
Paul Tabron Jr.	Yes
Brenda Iris Rivas	I have read the policies and prepared to answer questions.
Peter J. Szucs	I have read the above mentioned policies and will be prepared to discuss if I am granted the opportunity to interview for this position.
Matthew Wayne Bush	Have read, sounds good
Berengere Martino	Thank you, I will read them and prepare to answer questions about them.
Lisa Robison	I have read the above policies.