

**NOTICE:** The Board Work Session and Regular Board Meeting will be open to the public in-person and via live broadcast on KRVM 1280-AM, 98.7 FM, via the internet at [www.4j.lane.edu/stream](http://www.4j.lane.edu/stream) or via Zoom Webinar at <https://zoom.us/j/97396578668?pwd=LzBRReEpqZ0JxRzVpaVdlQ3h5UFVzdz09>

**School Board Meeting Request Forms:**

Attend in-person: [www.4j.lane.edu/board/attendance](http://www.4j.lane.edu/board/attendance)

Provide public comment: [www.4j.lane.edu/board/publiccomment](http://www.4j.lane.edu/board/publiccomment)

Community members interested in attending the sessions in-person must submit a request in advance, as seating is limited due to COVID-19. If more people request to attend the meeting in-person than can be accommodated, priority will be given to individuals who have not recently attended a board meeting in-person.

The board will hear public testimony in-person and via Zoom from community members who sign up in advance. Up to 10 people will be scheduled to provide public comment, whether in-person or virtually, at each regular meeting. Priority will be given to residents who have not recently provided public comment in a board meeting.

***Requests to attend a board meeting in-person or provide public comment must be submitted no later than 5 p.m. on the Monday before the meeting***

**7:00 PM**

**4:00 p.m. Work Session and 7:00 p.m. OR Following after the Work Session the Regular Board Meeting will begin**

- |       |   |          |
|-------|---|----------|
| I.    | <b>4:00 p.m. Work Session:</b> Receive Statements of Interest from Applicants for Appointment to the Board<br>Presenter: Judy Newman, Board Chair   | <b>3</b> |
| II.   | <b>7:00 p.m. Regular Board Meeting:</b>   |          |
| III.  | Call to Order, Roll Call, Flag Salute, Land Acknowledgement   |          |
| IV.   | Agenda Review   |          |
| V.    | Introduction of Guests and Superintendent's Report  |          |
| VI.   | Comments by Board Chair   |          |
| VII.  | Receive Reports from High School Student Representatives  |          |
| VIII. | Items Raised by the Audience  |          |
| IX.   | Comments by Employee Groups   |          |
| X.    | Comments and Committee Reports by Individual Board Members  |          |
| XI.   | Consent Group - Items for Action  |          |
|       | 1. Approve Meeting Minutes: February 23, 2022 Board Work Session and Regular Meeting; March 2, 2022 Board Work Session and Regular Meeting; March 9, 2022 Board Work Session and Special Meeting; March 16, 2022 Board Work Session and Regular Meeting; April 11, 2022 Special Meeting and Executive Session | 156      |
|       | 2. Approve Routine Personnel Actions<br>Presenter: Karen Hardin, Director of Human Resources  | 218      |
|       | 3. Approve Contract with Meili Construction – Career and Technical Education Future Build Construction Technology Project<br>Presenter: Tia Holliday, Career and Technical Education Administrator and Andy Dey, Director of Secondary Education  | 220      |
| XII.  | Items for Information   |          |
|       | 1. Receive Report of Key Performance Indicators for 4J Vision 20/20 Strategic Plan (20 Minutes)<br>Presented by: Cydney Vandercar, Interim Superintendent   | 293      |
|       | 2. Receive FY22 Second and Third Quarter Financial Report (10 minutes)<br>Presenter: Andrea Belz, Director of Finance   | 310      |
|       | 3. Receive Information for the Superintendent's Mental Health Committee   | 317      |

- (10 minutes)  
 Presenter: Judy Newman, Board Chair
- XIII. Items for Action 318
1. Consider Applicants for Appointment to the Board and Select Finalists to Interview (30 minutes)  
 Kerry Delf, Chief of Staff
- XIV. Items for Action at a Future Meeting 395
1. Consider Revisions to Board Policies GBA – Equal Employment Opportunity; IGGB – Talented and Gifted Program; JFCJ – Weapons in Schools; and adoption of Board Policy KGBB – Firearms Prohibited (10 minutes)  
 Presenter: Christine Nesbit, General Counsel
  2. Approve the 2022–23 School Calendars (10 minutes) 405  
 Presenter: Christine Nesbit, General Counsel
- XV. Suggestions by the Board for Consideration of Items at a Future Meeting
1. **XIV.1. 2021–22 Board Meeting Dates:**  
**JULY:** ~~Thursday, July 1, 2021— Special Board Meeting~~  
**AUGUST:** ~~Wednesday, August 4 and Wednesday, August 18;~~  
**Board Retreat Dates:** ~~August 25 and August 28~~  
**SEPTEMBER:** ~~Wed., Sept. 1, Wed., Sept. 22 and Wed., Sept. 29~~  
**OCTOBER:** ~~Wed., Oct. 6; Wed., Oct. 13; Wed., Oct. 20; Wed., Oct 27~~  
**NOVEMBER:** ~~Wed, Nov. 3, Tuesday, Nov. 16, and Wed, Nov. 17; Tues, Nov. 23~~  
**DECEMBER:** ~~Wed. Dec. 1; Wed, Dec. 8; Wednesday, December 15~~  
**JANUARY 2022:** ~~Tuesday, January 4, 2022; Wednesday, January 12; Wednesday, January 19; Wednesday, January 26; Monday, January 31~~  
**FEBRUARY:** ~~Wednesday, February 2; Wednesday, February 9; Wednesday, February 16; Wednesday, February 23; Board Training February 26 & 27~~  
**MARCH:** ~~Wednesday, March 2; Monday, March 7; Wednesday, March 9; Wednesday, March 16; Wednesday, March 30~~  
**APRIL:** ~~Wednesday, April 6; Wednesday, April 13 CANCELLED; Monday, April 18; Tuesday, April 19; Wednesday, April 20; Wednesday, April 27~~  
**MAY:** ~~Wednesday, May 4; Wednesday, May 11; Wednesday, May 18; Wednesday, May 25~~  
**JUNE:** ~~Wednesday, June 1; Wednesday, June 8; Wednesday, June 22~~
- XVI. Adjourn

THIS MEETING WILL BE BROADCAST OVER KRVM-AM (1280)

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:

To request interpreter services for this meeting, please call (541) 790-7850 or TDD (541) 790-7712 or the TDD Relay Number 1 (800) 735-2900



## **WORK SESSION**

### **Date**

April 20, 2022

### **Title**

Receive Statements of Interest from Applicants for Appointment to the Board

### **Presenter**

Judy Newman, Board Chair

### **Description**

There are two open positions on the Eugene School District 4J Board of Directors, following the resignation of Martina Shabram, Position #5, and Mary Walston, Position #7. Eugene School Board positions are non-partisan and are not connected to any specific region.

In accordance with state law and board policy, the board will appoint two district residents to the positions to serve through June 30, 2023. Under Oregon law, board members must be registered voters in Eugene School District 4J, and must have lived in the district for at least one year immediately preceding their appointment. Employees of Eugene School District 4J and of charter schools within the district are not eligible for appointment. Applicants do not need to be parents of students in 4J schools.

The district has solicited applications for new school board members. The application period was Thursday, March 31, to 8:00 a.m. on Monday, April 18, 2022. The board vacancy and invitation to apply was widely publicized in English and Spanish and in numerous ways including on the 4J website, social media, email newsletters, and to local news media.

Applicants are asked to speak to the board for 3–5 minutes during the work session on April 20, 2022. Candidates' written applications and the list of speakers will be added to board meeting materials after the application period closes on Monday, April 18.

### **Next Steps**

In the regular meeting following the work session, the board will ballot to select finalists for interviews. The board will interview the selected finalists on Monday, April 25, and hold a special meeting on Wednesday, April 27, to vote to select two candidates to appoint to the board.



## **Applicants for Appointment to the Eugene School Board**

- Rachael Lynn Anderson
- Christopher L Ashton
- Ursula Brady
- Danelle (Dani) Crowley
- Deborah Dailey
- Paul Daniels
- Tom Di Liberto
- Jesse James Egan Sr.
- Scott Fellman
- Kate Friesen
- Mysti Rose Frost
- Rhonda Giandalia
- Jacqueline Hall
- Thomas Hiura
- Michelle Hsu
- Daniel Patrick Isaacson
- Katina Johnston
- Jennifer Jonak
- Keerti Hasija Kauffman
- Jackson Kai Kellogg
- Jeffrey Douglas Krebs
- Pamela Leuck
- Shellia Mace
- Rosalie Mack
- Danny McDiarmid
- Jessica Medaille
- Erika Rauer
- Edgar Ted Rodriguez
- Andrew Ross
- Harry Sanger
- Marianne Senhouse
- Carlos Sequeira
- Jacon Taylor
- Gena Weishar
- Lucas Weiss
- Amber White
- Nicole Winther
- Chris Young



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**Name: Rachael Lynn Anderson**

**Occupation:**

Country financial insurance agent

**How long have you lived in the school district?**

28 years

**Why are you applying to be a 4J school board member?**

This is my community, home, local school system, and source of pride and I would like to make a difference and participate locally.

**What strengths do you think you will bring to the school board?**

I work in sales, and am a business owner in our community so I would bring sales, fundraising, and local connections to the table to help support our board. I am also on the executive board for the SMJ house on the hill, and can coordinate museum trips.

**What are some of your particular interests or concerns?**

My children and my community they are being raised in are my number one priorities. I want to take a more hands on approach and try to affect change and give support on a local level.

**What do you think are the two most important issues confronting the board in the next two years?**

Fall out from COVID for both the students but as well as staff. Socialization for our children outside of COVID protocol, and technological upgrades in the teaching field and the best way to utilize them.

**Please describe your connection to Eugene School District 4J.**

I have two children at Willagillespie, and I went to Madison Middle School and North Eugene High School. I went to Lane Community College and graduated with an associate's of science and transferred to OSU where I graduated with a bachelor of science.

**What does equity mean to you, as it relates to K–12 education?**

Investing in our children for the long term. Setting goals and investing in the road to success.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Education is for ALL. No exceptions. No restrictions. No prejudice or exclusion. Just learning as one people, to be better people and a better community.

**Name: Christopher L Ashton****Occupation:**

I work in financial services

**How long have you lived in the school district?**

6 years

**Why are you applying to be a 4J school board member?**

I want to improve the educational experience for kids, play a small role helping them reach their full academic potential and help improve the communities view of the 4J district.

I have four kids in the 4J school district, attending three different schools. I see both the positive and negative things that the district deals with and feel very strongly my perspective could add significant value.

**What strengths do you think you will bring to the school board?**

Being a parent of kids who are in 4J schools provides me experience that leads to better solutions to what the children deal with.

I'm a problem solver, professionally and personally. I seek resolutions to issues in a manner that meets deadlines, stays within budgets and supports those who seek to support themselves.

I offer significant leadership abilities and experience, with a proven track record a professional success.

I make difficult decisions through an analytical approach to quantitative and qualitative data. Making difficult decisions is absolutely mandatory to serving on a school board. You can't be everything to everyone!

**What are some of your particular interests or concerns?**

The list is very long:

- We are in desperate need of additional mental health support from the district.
- There are many, many problems that make it extremely difficult for kids to focus on school. i.e. they're getting picked on, they're receiving death threats, sexually explicit threats, racial threats. There was a specific situation I'm intimately involved in where the school principle knew this information but didn't report these issues (which is required by law as a mandatory reporter) and didn't discipline the child who made these threats.
- We must create an environment where kids have rules to follow, and if they break those rules, they understand there will be consequences.
- We have video cameras in schools, but we desperately need the ability to get the audio behind what we can see.
- We need more communication to parents regarding sexual education in schools. My kids come home sharing things that are simply not true ("Dad, at school the teacher told me I can choose my gender").
- We must work with community leaders to move all homeless camps/individuals away from schools. Eugene is a large geographical area and we can find space for the homeless that isn't

within eye sight of a school.

- Why do we offer free lunches to all kids, particularly those who come from affluent families?
- We must offer specific resources to kids on both ends of the educational spectrum: Children who struggle academically or with handicaps need support. Conversely, children who excel academically, need resources to make their educational experience challenging, safe and supportive.
- Class sizes are too large. We must make difficult financial decisions to be able to hire more qualified teachers. For example, there is no reason to put feminine hygiene receptacles in boys bathroom stalls. This is wasted money.

**What do you think are the two most important issues confronting the board in the next two years?**

I don't know the district challenges from a macro level well enough to answer this question, but my answers would come from the list above.

**Please describe your connection to Eugene School District 4J.**

I have four kids at three 4J schools. I've lived in the district boundaries for six years. I've dealt with teachers, administrators at the school and district level.

**What does equity mean to you, as it relates to K–12 education?**

Very simple:

Everyone has the same right to get an education and feel safe in a school environment, no matter their background.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I'm willing to speak for minorities and those who are left behind.

I'm willing to find creative solutions to solve big problems.

I'm willing and able to make difficult decisions for the good of the whole.

I'm willing and able to let administrators, teachers, students and parents that we believe in them.

**Name: Ursula Brady****Occupation:**

Not currently employed. Previously employed in Healthcare Administration in the non-profit and business sectors.

**How long have you lived in the school district?**

3 years. I also grew up in Eugene and attended school in the 4J district.

**Why are you applying to be a 4J school board member?**

My daughter is currently a 5th grader in the 4J district. Through her time in elementary school, and during the pandemic, I have often thought that I would like to be a part of the decision making conversations that effect her and the schools.

**What strengths do you think you will bring to the school board?**

I tend to be a pretty pragmatic and grounded person, which can be helpful when considering processes and procedures. As well, I enjoy listening to and understand the importance of other's points of view and positions on different matters.

Through my work experience, I have participated in an advisory committee, supervised employees of varying backgrounds, as well as contributed to the development and review of different processes, ideas, and policies that effect large groups of people.

**What are some of your particular interests or concerns?**

How the schools and district address bullying and racial conflicts; student learning and development, particularly post Covid; classroom dynamics; school funding; school zones and the school choice process, and the balance of academic classes vs creative oriented classes and projects. To name a few.

**What do you think are the two most important issues confronting the board in the next two years?**

Post Covid academic progress and how to reach students while taking into account varying learning styles and different levels of achievement.

How to support students in their individual beliefs and attitudes, while teaching acceptance and tolerance of others. The importance of addressing bullying and racial conflict.

**Please describe your connection to Eugene School District 4J.**

My daughter is in 5th grade, and has been a part of the 4J district since March of 2019. As well, I attended Edison Elementary, Roosevelt Jr High, and South Eugene.

**What does equity mean to you, as it relates to K–12 education?**

It means that all students should be provided access to the same quality education, and that education should be presented in ways that each child can receive it and understand it, allowing them equal opportunities in education and in life.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I believe my past experiences as an African-American person in the 4J school district, and my experience of being a mother to an African-American child who is a current student, gives me first hand knowledge of what it is like attending school in a city that lacks diversity and inclusion. This gives me some understanding of what changes have been made, what is currently working, and what steps need to be taken.

As I stated in the above questions, I am a pragmatic and often grounded person, with an understanding that change needs to happen in various areas, and also embrace the notion that processes and systems are often complicated, and exist in the grey. I understand that change doesn't often come over night, and that there can be many steps to developing and reaching large scale goals.

**Name: Danelle (Dani) Crowley****Occupation:**

Full time mom, Advocate and Business Owner

**How long have you lived in the school district?**

36 years

**Why are you applying to be a 4J school board member?**

My heart is for each child to flourish and reach their full potential during their school experience to become fully engaged, competent and contributing future citizens. This is critical for the well being of our local community, state, nation and the world.

I also believe I represent a wide swath of parents, teachers and community members that see the need for a parent advocate (of a special needs child) to serve on the board who has been in the trenches and has a first hand knowledge of many issues and obstacles that are not currently being discussed or brought to the table.

**What strengths do you think you will bring to the school board?**

I have a background in education, my husband and I have been local business owners for over 30 years and now, with our oldest son. I have successfully raised 4 children. Three are gainfully employed and contributing citizens in their particular areas of interest. Our youngest is 17, a senior, has attended NEHS and EOA for the last 4 years. Learning of our son's diagnosis and disabilities opened my eyes to an entire world of how very unique and diverse each human brain and body is. During the last 4 years I have done a "deep dive" into the world of what approaches bring our students to "life" and encourages their individual needs to be met. Our 2E (Twice Exceptional), Neuro diverse and disabled children are especially impacted by the methods of engagement utilized by educators and in the classroom. I have taken it upon myself to become a "student of my student". I have researched and have become very well versed and informed on this population that comprises 30% to 40% of our population that usually have 504's or IEP's yet, there is a wide swath of students that have anxiety or overwhelm and are not diagnosed. I have and can bring a wealth of "tools" to the table to help our 4J school community understand the tremendous opportunities that are available to help our students thrive!!

**What are some of your particular interests or concerns?**

Our kids (of all ages & all abilities) are dropping through the cracks left and right. There is a true lack of engagement, interest, enthusiasm and varied instruction dependent upon learning differences. There is a massive and pervasive disconnect between general education teachers and the special education/advisors. In high school, there are more silos between sped and gen ed. This ultimate disconnect then affects the colleagues' ability to work together. The students (and their families) then suffer because there is not a congruent instruction of \*\*The latest Universal Design for Learning (UDL), Specially Designed Instruction (SDI), and Strengths Based-Model training for ALL teachers, along with adequate and congruent follow-through of instruction, implementation and scaffolding for all teachers to learn mastery!! Uneducated educators are not adequately prepared to understand the Neuro diversities of each child and their methodology and approach of "teaching to the test scores" rather than "teaching to the individual student" is hurting an overwhelming number of our children. Students are "drudging through" "giving up" "dropping out" or becoming suicidal. This then creates a domino effect resulting in complete breakdown of any attempts to scaffold our children...the result is great harm for their entire lives ... which ultimately

affects the health and vitality of our community. This is COMPLETELY UNNECESSARY!! I have the tools, knowledge and proven programs to bring to and offer to the District. This can be offered District wide to staff (via Professional Development), plus ongoing resources for teachers, as well as be available to parents. I can work with the district to gain full access to the latest teaching and research from world-renowned experts. I am passionate about our Neuro diverse population. I would love to be a voice for our children as well as for the parents who are also traumatized by their past bad experiences or by the sheer stigma that comes from thinking something is "wrong" with our child...This is NOT the case, each brain and body is like a finger-print...each one is uniquely and marvelously designed...we just need to become educated and informed on how to best support each student, each educator and each family and help them to flourish!!

**What do you think are the two most important issues confronting the board in the next two years?**

1). Finding and hiring a superintendent that can lead the district in a "strengths-based", collaborative model. One that is willing to incorporate and implement cross-functional collaboration within the school district at all levels. One that actively reaches out to meet, understand, know and involve community resources, partners, leaders and businesses. One that is also willing to actively meet the needs of the whole student and welcome involvement, participation and feedback from parents. One that understands Maslow's Hierarchy of Needs and that the basic needs of the student, including their feeling of safety must be met before any instruction can take place. One that is actively transparent and available to the community for engagement and specific times for Q & A from the general public.

2). The Board and School District must provide complete clarity and transparency of what is being taught, how it is being taught, at what age and in what ways. This should be posted on the School District website with posted links to all curriculum. \*\*Parents should be included and welcomed at all times. Town-halls, parent get-togethers, coffee with the Superintendent or Principals once a month. Our school district should be committed to public involvement and there should be adequate and frequent opportunities for community, parents, businesses, etc. to be informed and to have functional ways they can support our students.

**Please describe your connection to Eugene School District 4J.**

Since my son entered public school at NEHS freshman year, our lives have been turned upside down. It has been a "train wreck" that he and I have been trying our best to maneuver through. From the very day we stepped foot on the NEHS campus, most every facet of our experience was mismanaged and fell woefully short of being helpful, encouraging, uplifting or engaging for [student]. He had come into NEHS with a 504 which was barely acknowledged, even though I disclosed his diagnosis of Anxiety, Aspergers, and ADHD. We were not given a tour of the school, we were not introduced to any of the administrators, or any of his teachers. He was given a schedule of regular education classes by the counselor, with no support system put in place, and sent on his way without so much as a map of the school. His anxiety went through the roof so he avoided class and "disappeared" into the safety of the quiet and comfortable setting of the library. He then was written up for "truancy" and expelled from school. All this time, I was in constant contact with his teachers via email, personal visits, and calls/conferences with vice-principals [staff] and [staff]. On May 7, I called a meeting with [staff] for consideration of [student] being tested for an IEP. He was accepted but the process took another 6 months to complete. I had to constantly advocate for my son who eventually was so traumatized by just the simple act of going through the front doors of the school, that he had a lot of "school refusal"... he was shutdown and overwhelmed. (The Polyvagal Nerve sent him into Fight, Flight or Freeze forcing his body to shut



down and access to cognitive processing was blocked until he could get out of Defense Mode). It has taken me three years to scaffold him and get him back on solid footing...There were some very key teachers & SPED advisors ([10 staff members] of EOA) that played a HUGE role in helping to stabilize and re-build [student]'s foundation. The on-line learning that was available through EOA along with the patient and consistent weekly one-on-one zoom meetings with his teachers throughout the pandemic was a godsend. He is now able to be fully engaged and is attending a pilot program called "Future Build" through collaboration of [staff] at 4J CTE program/[staff] (CTE at LCC) (ODE) & Meili Construction. This hands on program has given our son a completely new opportunity to learn and engage!! He will now graduate and be able to step into the "Transitions" program and RTEC at LCC.

**What does equity mean to you, as it relates to K–12 education?**

Equity means seeing each person as their own unique individual human with incredible strengths, abilities, talents and gifts to offer the world. Each person deserves to have a valuable relationship and connection with their school, classmates, teachers, advisors and all the ways of learning that helps them "feel alive, valuable, worthy and capable"!

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

As I think I have illustrated above, it is imperative that we offer many creative and engaging opportunities for each individual child to be "seen", "heard" and supported (all along their school career) to engage in ways that interest them, that enrolls them, that uplifts them and supports them daily and in the manner/ways that they best learn. All Board Members, Staff, Parents and Community should be educated in how this is able to be attained through workshops and valuable resources (i.e. "Uniquely Human" by Dr. Barry Prizant, "Beyond Behaviors" and "Brain-Body Parenting" by Dr. Mona Delahooke, or "Insight Into a Bright Mind" by Dr. Nicole Tetreault or the Free, Nationwide access to Understood.org)

I would also like to see the Student Success Act reinvigorated to provide some much needed funds and scaffolding to the areas of diversity, equity and access in education. It would be great to work on ways to encourage teachers, education assistants, etc. to re-think a return to our classrooms and possible ways they could work one-on-one with the many students that have experienced a substantial learning loss.

**Name: Deborah Dailey****Occupation:**

Self-Employed

**How long have you lived in the school district?**

44 years

**Why are you applying to be a 4J school board member?**

My interest in applying to be a 4J school board member was born out of the need to continue supporting the educational needs of all students, respond to the challenges that school staff face on a daily basis, and advocating for the administrative policies and procedures that are necessary for a fully functioning school district.

**What strengths do you think you will bring to the school board?**

I see myself as a problem-solver, a clear communicator, organized and reliable.  
I am known for having empathy, perseverance, and the ability to advocate above and beyond.

**What are some of your particular interests or concerns?**

I am interested in the continuing and further evolution/expansion of the educational experience for all of 4J students. In particular addressing the whole child's academic, physical, emotional, and social needs.

I am also interested in supporting the 4J community beyond the district. How can I represent the community's voice and partner with businesses, individuals, and non-profits to serve the students and community better.

**What do you think are the two most important issues confronting the board in the next two years?**

#1. In the current climate, I would want to prioritize the importance of listening to the "quiet voices" in the room. What are we missing? What are we not hearing?

#2. Re-engaging students, youth and families that have been impacted heavily by the pandemic. What can we do to create a district for all?

**Please describe your connection to Eugene School District 4J.**

20 plus years as a 4J District employee (special education, art teacher, behavior support, homeless student liaison, EA general education).

Parent of five 4J students

Grandparent of two 4J students

Countless hours as a school volunteer

Working "in the trenches" with students, youth, and families

Working in the classrooms with students, parents, and teachers

Working across the district with front office staff and administrators

**What does equity mean to you, as it relates to K–12 education?**

In my experience equity works when the district provides a variety of educational opportunities to students and then allows them to decide what they want to do with what they have learned. In the end, students should feel a strong sense of self and empowerment.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I would like to contribute (and willing to do so) in any way that supports the 4J community around diversity, equity, and access. This might be as basic as food or as complicated as climate change.

**Name: Paul Daniels**

**Occupation:**

Respiratory Therapist

**How long have you lived in the school district?**

2.5

**Why are you applying to be a 4J school board member?**

As a teacher in my first career, I miss being in public education.

**What strengths do you think you will bring to the school board?**

As a transplant to Eugene (moved here from Philadelphia in 2019) I can bring a fresh view to the system that is in place here now that appears to be failing minority students.

**What are some of your particular interests or concerns?**

Mathematics and science

**What do you think are the two most important issues confronting the board in the next two years?**

There is only one major issue at this time and it is catching the children up from the learning that was missed and or short cutted during the pandemic

**Please describe your connection to Eugene School District 4J.**

As of this fall I will have two daughters in the district

**What does equity mean to you, as it relates to K–12 education?**

That every student has a fair shot at a quality education

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

As a former inner-city school teacher, I believe that I have seen some of the best and worst the public education has to offer. I believe that my experiences can help Eugene 4J avoid these issues before they occur. All students have the right to a fair and quality education no matter their background, socioeconomic status, race, or identity. We can make this school district actually meet the standards and principals they claim to represent.

**Name: Tom Di Liberto****Occupation:**

Retired

**How long have you lived in the school district?**

34 years

**Why are you applying to be a 4J school board member?**

There are several key reasons. To mention a few of the most important, for the first time in many years we are starting to see perhaps a return to better, more stable state funding. We are beginning to emerge from a pandemic that has tested us all. 4J has made important steps in identifying educational inequity in our schools and how to rectify this problem. Our state and district are finally discovering that we have overused standardized testing to the detriment of our students. And we are also about to choose a superintendent that could help lead 4J back to national prominence. We are at an unprecedented, consequential mark in our district's history, and I believe I have the skills and background to contribute significantly to this transition. I want to be part of it.

**What strengths do you think you will bring to the school board?**

Above all, I believe my long experience in education would be a unique and significant benefit to the school board. My life's work has been in education, three years as an instructional aide, five years as a high school teacher in Los Angeles and San Francisco, and 31 years as a teacher in Eugene.

I realize the board's responsibilities do not include the day-to-day operations of the district. But so many of its decisions have immediate impact on the everyday experience of 4J's students and staff. Having someone on the board who has, in addition to being a 4J parent, had long, experiential contact with our schools, has worked with its students, families, and staff, and who has a practical understanding of how board decisions take shape in our schools would be informative and uniquely valuable.

In addition to my strength of experience, I've developed excellent listening and advocacy skills in my career, and I speak Spanish fluently. I've spent incalculable hours with students, parents, and staff to find solutions to sometimes vexing problems. I believe these communication skills and the inside view of 4J I've acquired over my career align well with board members' responsibilities.

**What are some of your particular interests or concerns?**

1. Community engagement: In order to truly meet the board's goals and provide an equitable education for all our students, we need to hear from all our communities. In doing so, we have to acknowledge that we don't all speak English, we don't have the same access to technology, our work hours are different, and we often communicate via diverse conduits. We have made progress in this area (elements of 4J's community input for SIA funds are an example), but we have to redouble and sustain our efforts in getting feedback and input from all our communities.

2. Teacher retention: Good teachers of course are the bedrock of our mission. Sadly now, too many teachers leave the profession frustrated and defeated. It's clear we need to reverse the national and local trend and find out why educators—especially people of color—leave, and how our district can retain them. Too often teachers who consider quitting cite the national and local

direction of the top-down, overly centralized decision making approach that robs educators of their creativity to truly meet their kids where they are, challenge them, and help them achieve their goals. Another piece that's missing is meaningful mentoring. The District used to provide a robust mentoring program in collaboration with the teachers' union, but this has been scaled way back. We need to prioritize teacher mentoring if we truly want to attract and retain talented, inspiring teachers.

3. Teaching the whole child: For some time now, music, art, world language, drama, and other enriching classes are often the first to go if a child's reading, math, or science score dips. Also, by focusing on only tested subjects—often double dosing them—we have increasingly marginalized the former core academic subject of social studies. At a time when we are concerned with students not graduating, we need to revisit elective offerings that can attract and keep many students in school and ensure they leave our District informed of the world around us.

4. Emerging from the pandemic: Many are concerned about student achievement expectations now that students have returned to the classroom. But it would be a mistake to look at benchmarks, realize our kids have lost ground, and then expect students to make up that ground by ramping up remediation too quickly. We need to allow our teachers to plan lessons that will help guide kids through this transition, reacquire their skills, and to reexperience the joy of learning.

I'm happy that the District has chosen to concentrate on the social-emotional piece of returning right now. But we should also resist federal pressure to use valuable instructional time for standardized tests. At the very least we should do as some districts have done and encourage opting out clearly and publicly by placing opt-out buttons on our main webpage.

5. Rebalancing our testing model: In my final year of teaching, I lost at least two full weeks training for, preparing for, and proctoring mandated standardized tests instead of teaching my students. Organizing this endeavor (scheduling, sharing computers, providing snacks, altering routines, etc.) also required countless staff hours. In addition, experts are finding more and more that the overuse of these tests negatively affects economically disadvantaged students and students of color disproportionately. This trend has robbed educators of valuable time they could use to craft more useful assessments whose results they'd have back promptly and could more practically guide instruction.

I am not anti-assessment. Ask any of the thousands of students I've taught in my career. Not one will tell you I did not assess their progress often and in various ways. We need a more balanced assessment system, one that doesn't rely so heavily on standardized exams, but invests in using teacher-crafted and building-based formative assessments that provide teachers, students, and parents with truly useful, much more timely data. This is the piece that has been sorely missing in the recent wave of assessment. District 4J has the staff expertise to be a leader in this area, but we must have the courage to take a smarter path.

**What do you think are the two most important issues confronting the board in the next two years?**

1. Mental health: The statistics on mental health in Lane County are dire, and recent rates of student depression, anxiety, unsafe behaviors, self-harm, and suicide in 4J have sent shocks through our community. I don't believe we were prepared for this as a district, and the news has compelled us to look closely at some of the decisions we've made regarding mental health in 4J.

I'm very pleased we are beginning to reexamine the way we support kids. A couple of examples: We need to hear directly from school counselors, school psychologists, and other specialists to make sure we are deploying their expertise wisely. We've discovered elements of their jobs could be redistributed to other licensed or classified staff so they can focus on this troubling emergency and to put in place procedures that will truly support our students. I also see that better, more intentional partnering with community organizations should bear fruit (something that didn't materialize after removing district mental health specialists eight years ago).

Until we meet this life or death crisis head-on and explore every avenue to solve it, this issue will be at the top of my list.

2. Achieving educational equity: The District's awareness of systemic inequalities and our commitment to eradicate them is a very positive, long overdue step. What needs to happen as a prerequisite is a more in-depth community conversation about how the Equity Tool impacts specific District policies and practices. I discuss this in later questions. But providing equitable educational opportunities to only some of our stakeholders is to fail as a district.

**Please describe your connection to Eugene School District 4J.**

My connections with the Eugene School District are broad and deep. My wife and I arrived in Eugene in 1987 and were both hired by School District 4J that fall to teach in the Spanish immersion program, my wife replacing the first grade teacher and I taking on the first class that was entering Monroe MS. I had to create a curriculum from scratch because there were very few secondary immersion programs in the country. There were huge challenges in finding and obtaining materials, some of which only existed outside the US (no internet then), but there was adequate funding and other supports at Monroe and District levels.

There was a lot in this district that impressed me when I arrived. 4J was nationally renowned as an innovator, and the district cultivated a vibrant culture that allowed schools and regions to create programs that offered diverse learning experiences for students. Students, families, and staff wanted to be a part of 4J to the point that I was one of only five licensed teachers hired by the district that year.

In my time at Monroe I served as a cooperating teacher for many student teachers, as a team and building leader on grade level operational teams, curriculum teams, and parent-teacher site-based management committees and fundraising/event planning groups. To this day I remain in touch with scores of former students and their families.

At the district level I participated on task forces for adopting curriculum in the three areas in which I am licensed (social studies, English language arts, and Spanish) as well as textbook adoption committees.

Since the early days of my experience with 4J, the district has experienced massive changes in the way schools are funded and overseen by the state and federal governments. I experienced this as the parent of a 4J student as well as an employee who tried to keep up with the funding reductions. In response to these shifts, I decided to also become active as an advocate for students and staff in the Eugene Education Association. I served as a building rep, a member of the Human and Civil Rights committee (instrumental in placing the first sexual orientation protections in the 4J-EEA contract), and as a member of the bargaining team, on which I served as chair for eight years. For seven years I also was the liaison between 4J and university teacher preparation programs, a unique and successful collaboration with 4J, EEA, and universities.



My work with EEA allowed me to learn about what was working and not working in 4J and to try to solve problems in many areas. This position involved countless discussions with teachers and building- and Ed Center-based staff on how to maximize staff efforts to educate students. Learning and working conditions were improved and stubborn obstacles were overcome in our discussions, in spite of the erosion of state financial support and misguided legislative attempts to reform education.

After 31 years of service to 4J, I retired in 2018. Since retiring and up until the time of the pandemic, I worked as a volunteer in the music department at Monroe MS and as a substitute teacher. I currently serve as a university supervisor of student teachers in 4J for the University of Oregon and am a member of the 4J Budget Committee.

**What does equity mean to you, as it relates to K–12 education?**

For me the ultimate goal in education is ensuring all students achieve their potential by providing what is necessary for each student to get there. As a teacher this has always been my goal. And when I was in the classroom, I learned quickly that determining what a student needed couldn't be derived from a single test score and that achieving that goal entailed much more than equal materials or technology, equal time, equal attention, or even equal feedback from me. A deeper, more differentiated approach is necessary in the classroom and goes far beyond what happens in that classroom.

I'm pleased that District 4J has recognized this formally and is beginning to put into place its Equity Tool to ensure all systems, procedures, and practices are reviewed using this lens. This cannot be seen as a short-term goal that can be checked off at some point in time. It will take anti-bias and other training for all staff and sustained, systematic engagement with our stakeholder groups to truly know how to reach students successfully.

A persistent examination of everything we do is absolutely necessary to make sure all students receive what they need to reach their potential.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Throughout my career in this district, I have witnessed and experienced the roadblocks that have kept us from achieving 4J's goals. I've seen first-hand how difficult it is for a district, a school, a department, or staff member to change perspective and behavior in the areas of diversity, equity, and access. Educating children has always been extremely challenging work, and the task has only become more complicated by many factors (a pandemic and its aftereffects being one of the most exasperating). I offer this as a partial explanation of why we aren't where we need to be in this realm—not as an excuse. I believe everyone, from every employee to every board member, we all have to change our views and practices regarding how we provide an equitable education for our students.

In the area of staff diversity, I would start with examining some of the factors teachers of color point to as stressors or reasons to quit (centralized decision-making, the obstacles to creativity in the classroom, and the lack of a robust mentoring program). Exit surveys and interviews would also be helpful in this area.

Regarding access, I'm delighted to see the board begin to ask the important questions about both student access to education and family access to schools and district systems. I believe part of this



change has been because the COVID-19 pandemic has forced us to look more closely at this and revealed that when we do the hard work of assessing equitable access for students and families (asking the right questions in an effective manner), we do a better job of meeting those goals.

In addition to my views on how to achieve our equity goals in the preceding question, I'd add that my experience as an educator, a parent, and advocate in this district gives me a unique perspective that will help inform our discussion on diversity, equity, and access in education. I've seen what's been tried, what's been successful, and what has missed the mark.

**Name: Jesse James Egan Sr.**

**Occupation:**

Regional Sales Manager at Time Travelers Antique Mall LLC

**How long have you lived in the school district?**

35 years

**Why are you applying to be a 4J school board member?**

I am a former Special Education Teacher who has worked with multiple school districts in the Lane County area including 4J and currently have a son who attends a 4J middle school preparing for High school.

**What strengths do you think you will bring to the school board?**

I have a background in education as a Teachers Assistant, Special Education Teacher and GED program coordinator.

I hold a Masters Degree in Education as well as a current Teaching License in the state of Oregon. I am familiar with 4J School District policy, budgets, networks, and procedure from the teacher and parent perspective.

**What are some of your particular interests or concerns?**

Trade skills programs.  
Special education.  
Community connections and outreach.  
Family inclusion and support.  
Lunch and after school programs.  
Sports and extracurricular programs for kids.

**What do you think are the two most important issues confronting the board in the next two years?**

Mental health impacts on students due to coronavirus isolation and the impact behavior needs will have on teacher pools.

Facility renovation and habitability.

**Please describe your connection to Eugene School District 4J.**

As a teacher I worked at Churchill High School and Kelly Middle School and my son is currently an eighth grader at Roosevelt Middle School.

**What does equity mean to you, as it relates to K–12 education?**

Equity means sharing unequally with the underserved in proportion to the imbalance of quality resource distribution and being cognizant that inequality exists, and is not a topic that needs to be handled with bubble wrap but rather with hard evidence, data and courageous conversations.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I will do my best to do what's right even when it's not popular and I will always advocate for students' well being above my own interests.

**Name: Scott Fellman**

**Occupation:**

Retired

**How long have you lived in the school district?**

33 years

**Why are you applying to be a 4J school board member?**

Public education is the most important service our government provides to a community. It's the way we ensure that all community members have the skills and abilities to make their way in life as contributing young adults. It's the place we set the foundations for future leaders, teachers, and voters to understand our unique system of government. It's where young people and their parents get to build relationships with people who might not otherwise be in their social sphere and learn to see the world through different eyes. It's where we learn about our rights and responsibilities as community members. It's the first chance for many to break the cycles of poverty or abuse. For many it's the first chance to learn how big and interconnected the world is.

As a recently retired Eugene Police supervisor with a broad range of experiences and education, I'm looking for a way to continue to serve my community. Applying my experience and abilities to supporting our school system is a rare opportunity to impact not just today's students, but to build on the hard work of past boards and steer our schools toward ongoing improvement. I want to donate my time and energy where they can have the most positive impact, and education is the best place to do that for my children, and their children's children. I want to give back and to help represent those who can't make the same contributions because they must focus first on just surviving.

**What strengths do you think you will bring to the school board?**

In my life I have experienced the benefits of privilege, and the challenges of prejudice. I have lived in another country where I had to learn a new language, and participated in a different kind of school system. I have benefited from my participation in the public education system, and seen as a student and parent where the strengths and challenges of such systems impact the people they serve.

I have a unique and broad based experience with the 4J community. I have lived in Eugene since 1989 and resided in the West University Neighborhood, North River Road, South Eugene, and most recently on the rural outskirts of town. In my career with the Eugene Police Department I served people from all parts of Eugene. I am familiar with every neighborhood, every school's local community, and people from all walks of life. I have comforted crying children when a parent was harmed or arrested. I have helped people overcome unfathomable challenges, and struggled to help others to no avail. I have mentored young people who have gone on to lead healthy productive lives.

I have strong conflict resolution skills in a broad range of contexts. Among others these include assisting residents in conflict with elected representatives or their neighbors, protesters and police, or people in crisis from emergency, past trauma, or psychological disorders and substance abuse, and parents with their children or co-parents.

I have extensive experience and formal education in policy development and implementation. This includes practical experience with police and municipal policy development shaped by community input, developing legislation, and implementing both. I have learned the hard way what works and what doesn't work to achieve goals and overcome obstacles in a collaborative environment.

I have a demonstrated ability to work with stakeholders on a wide range of issues to address complex issues. Including everything from working with unhoused people to working neighborhoods like Whiteaker or the West University Business District. From collaborating with non-profits like Whitebird to supporting organizations like the Midtown and Downtown business organizations.

I know how to participate in, and how to lead inclusive discussions by actively engaging stakeholders to learn about issues and help find resources and solutions that work within budgetary constraints.

I have prior board experience as a member and as an external resource. I was a Safe Place board member, and served a term on the TBI Board. I have worked with other community advisory boards to develop and implement new police policies, and I know how to adjust such processes to be effective and efficient while ensuring that community values are addressed in policy. I have experience and education relating to managing budgets built from people's tax dollars from my work experience and graduate degree in Public Administration.

I have a broad range of other experiences including community outreach, media relations, budgeting, labor relations, and personnel management. While I'm not a certified teacher, I have extensive teaching experience from my years in police and public outreach training.

**What are some of your particular interests or concerns?**

Some of my particular concerns are ensuring that the quality of public education remains competitive with or exceeds the quality of education available from private education. I am concerned about how we teach our children to behave as members in a larger community from social responsibility and respect, to individual leadership responsibilities we all have a part in. I worry about violence in our communities, and teaching young people how they can resolve conflict. I want everyone to learn to better understand and respect people who are different from them without fearing them, and to understand the underpinnings of our government and society across history.

I want to ensure our students are learning to navigate the modern media world carefully, how to be a critical consumer of information, and how to recognize when someone is playing on their fears for nefarious purposes. The recent rise in racist, anti LGBTQ+ and other discriminatory rhetoric and actions are complex issues, and our young people need to learn how to study and understand the history and future risks of these or other emerging issues for themselves.

I worry that our schools are too focused on college bound students, and don't provide enough opportunities for learning a trade, or pursuing a different career path. I worry that our schools may not provide enough practical training in life skills like budgeting, navigating government systems, relationship skills, sex education, and preparing for future roles as parents.

Most of all, we know that children who grow up in an abusive home are more likely to be abused or abusers in adulthood. This same cycle applies for drug abuse, racism, poverty or homelessness. Public school is the first place, and perhaps greatest opportunity to help kids break this cycle and set their own paths for success.

**What do you think are the two most important issues confronting the board in the next two years?**

I think the two most important issues confronting the board in the next two years are guiding the district staff in nurturing and ensuring a culture of continual improvement, and using the board influence to collaborate with other leaders in education policy in the county and state to find better funding for public education in the long term.

Budgets are always limited. However, there are usually opportunities through leveraging the experience of our own employees, and programs from other places, to find more efficient ways to use our money. The board is one of several groups in a position to tackle potential systemic efficiencies. For example, what if we could save class time and still get worthwhile standardized testing by leveraging the results from existing curriculum tests or building standardized testing into routine testing so we only had to test once?

Throwing money at problems is not a strategy by itself. And yet, if you'll wander into a vision with me for a moment, imagine what would happen to our existing system if we could reach a funding level that allowed us to limit classes to 20 students and pay staff what they're really worth? The additional time per student alone, would have tremendous positive impacts on students from all backgrounds. The improved pay would ensure we continue to attract excellent staff, and retain them.

**Please describe your connection to Eugene School District 4J.**

As a police officer, I worked frequently with schools, staff and parents. I provided bike safety presentations at Gilham Elementary, and spoke to student groups at North Eugene HS. I have seen the challenges students and parents from all walks of life face at home. I have seen what happens when students have to worry first about food and shelter instead of education. I have seen how disruptive students can adversely impact other students, and I have seen how much our teachers and staff give beyond just their time in the classroom. I have helped ensure regional law enforcement are prepared to respond to active shooter events, and I have helped teachers lead elementary school students in their first and subsequent active shooter drills.

I have three 4J students in my combined family who started in our last small rural school. During their time there I volunteered in the classroom, served on TOSA (their PTO) and served as a Site Council representative working with School Staff and District Staff on facilities issues. Our kids are now middle schoolers and two will soon be starting high school. So when I think about my connection to 4J I'm not just thinking about past experience, but the present safety and education of our older kids, and the school system their kids may someday attend.

**What does equity mean to you, as it relates to K-12 education?**

Each child in the 4J district has a different story to tell. Some come from wealth and privilege. Some come from poverty and worse. Some kids find themselves identifying with the more common social norms, some find they don't fit neatly into those old limited categories. Some come primed to learn, fed, rested, and confident in their ability to succeed. Some come fearful of failure, some are focused on surviving when they get home until they get to the next school day. Some face less common but intensely impactful challenges that may not be well understood by others. From one extreme to the other, and everywhere in between, these kids are our responsibility as a community. Along with their families, we the larger community, and the 4J organization in particular are responsible for helping prepare each child for their futures.

In the case of advanced learners well suited to current educational approaches, this is a comparatively simple task. In the case of children with special needs, it means providing the extra support, or differentiated teaching approaches that will put them on even footing with their peers. In the case of advanced students, it also means helping them excel and not holding them back from their potential. But the steeper hill to climb is for those who need more from schools to help compensate for challenges at home, in their unique learning abilities, and additional needs.

Success means different things for different kids, but every single student must receive, to the best of our ability, the resources and support they need to fit their particular situation. For some this

means getting into college, for some preparation for a trade school, for some a GED, or one of several paths directly into the working world. We should not be able to predict how a student will do based on where they come from. Instead, we should have a system that helps each student meet their own potential, whatever path they may need to take.

For the district this means finding the resources to make this vision a reality. For the community it means valuing and supporting people who may not be part of their social sphere. For the students it means learning to support each other, to value differences, and to value learning about life experiences that differ from their own.

Lastly, equity for K-12 education means not assuming that what we're providing is adequate. It means creating and supporting a culture that constantly strives to do better for everyone. This means listening, considering, and applying input from those who traditionally haven't been heard.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I know how important it is to have diversity of opinion when making decisions that impact large groups of people. While one person can't represent everyone and all their varied stories, as a board member my prior public service would help me to represent a wider range of 4J residents than most. At a minimum I would bring experience with a wide enough sampling of people of different backgrounds from throughout Eugene 4J to know when I couldn't adequately represent them without getting direct input from them.

This same experience would help me assist the board to develop policy that fits as well as possible for the most people possible, while giving staff the flexibility and resources to fill in the gaps where equity and access are challenged. This is a core value for me because I know from experience how much is at stake in our systems for those historically sidelined or not represented in public services. I could also further the board's work by using my media and public presentation experience to share our efforts with the public, gather input, and build support.

**Name: Kate Friesen****Occupation:**

Self-employed as a property manager

**How long have you lived in the school district?**

Nearly seven years

**Why are you applying to be a 4J school board member?**

We have three children - one each in elementary, middle and high school in the Eugene 4J school district. I believe that if you want to change or be part of making change happen, then you need to get involved, and not just sit idly complaining. It has only been since Covid that our family's schedule would allow me to participate in the school board, so when I saw that a position opened up, it seemed fortuitous.

I have watched with frustration what has happened to kids in our community over the last few years, and been equally frustrated about a parents' lack of ability to get involved with their local school. I am an observer and lover of people and children. I have many ideas about things we can do to help our kids and families, and ways to make the educational experience better, and participating on the school board seems like the perfect opportunity.

**What strengths do you think you will bring to the school board?**

I am direct and I get things done. I have excellent communication skills, both written and verbally and am not afraid of public speaking. I go out of my way to meet and cultivate friendships with people who are different from me, and have never met a stranger. I welcome others' opinions, no matter how different from my own, and I can readily see both sides of most arguments.

**What are some of your particular interests or concerns?**

I believe that in an effort to placate the masses or kowtow to popular opinion, we have gone too far away from the basics that help kids transition into being functional and productive members of society. Technological isolation, non-participation and a complete lack of functional skills have created an entire generation of kids who are anxious, depressed, and feel socially isolated.

Instead of focusing on what sounds good on paper, or what meets some arbitrary standard, we need to take a step back and look at what is really happening within the school community, and come up with simple feet-on-the-street solutions.

**What do you think are the two most important issues confronting the board in the next two years?**

I write this, knowing full well that the school board already has a list of "important issues." So from a strictly personal perspective, based on our own experiences and watching kids and families around us, we need to figure out how to fix what is broken within our children and families.

I propose these questions, all of which have the same answer:

How do we make everyone feel welcome and included?

How do we help kids feel more socially connected?

How do we get parent involvement?

Involvement at all levels. No phones, face-to-face, people meeting people.

**Please describe your connection to Eugene School District 4J.**



I have three children who attend Eugene schools - Twin Oaks, Kennedy and Churchill. I am a parent, who until Covid, was an active volunteer in each of the schools. I coach 4J kids and live in the 4J community.

**What does equity mean to you, as it relates to K–12 education?**

There is no one-size-fits-all solution to the equity question. It exists at all levels and in all facets of our lives, so the only true way to attain any measure of equity is to empower staff and teachers at the local level to problem-solve for their particular disparity. A child who has no safe place to sleep can not be painted with the same "equity" brush as the child who is just learning English.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I think that too much focus has been put on diversity, equity and inclusion and as a result, we have created exclusion and driven a tremendous wedge between groups. Trying to create equity and diversity by vilifying another group only creates greater division.

Inclusion and participation are the only true paths to these goals.

Example: My fourth grader was learning about holidays around the world, and among them was Kwanzaa. I have nothing against Kwanzaa per say, but it is not a historically world holiday. It is a holiday that was created in America, that has no specific country, region, language or religious root. It is a holiday created out of a mix of different African cultures, by an American professor. But it met some kind of "standard" for diversity.

So instead, why did they not learn about Ramadan or Diwali. I want my children to grow up respecting others' religions, appreciating their differences and being able to recognize how we are alike on a global scale.



**Name: Mysti Rose Frost****Occupation:**

Covid 19 Information Specialist at 211info

**How long have you lived in the school district?**

14

**Why are you applying to be a 4J school board member?**

I want to be of service to my community. My daughter is currently in the 4J school district, entering high school this fall. She has learning differences that she inherited from me. I have ADHD and Dyslexia. I want to provide perspective on the unique challenges those with learning differences face in the public school system and support our community members who are seeking to create a more equitable, safe, and supportive educational experience.

**What strengths do you think you will bring to the school board?**

One strength I think I would bring to the board is my ability to see the big picture. My unique personal experiences have given me the ability to spot unintended consequences of decisions being made, and/or identify possible negative impacts on students and families that a new policy may have.

I have a creative streak and am willing to think outside the box to find solutions to complex issues. I have been told by my peers that I am highly persuasive, charismatic, and approachable.

I am multi-cultural and bilingual in English and Spanish. I grew up in Mexico and my father is an enrolled member of the Crow tribe of Montana. I have an associate's degree from LCC and I'm just 16 credits shy of completing my bachelor's degree in General Social Science -Globalization, Environment and Policy and the University of Oregon. I served on the board of directors for LRAPA 2018-21 and the River Rd. Community Organization Board of Directors 2019-21 and re-elected last month.

**What are some of your particular interests or concerns?**

I am very passionate about solving the issues affecting our collective. I do not feel my particular issues or concerns are more important than others. I am empathetic to anyone voicing concerns about issues they are up against. That being said, as a mother with a child in this school district, I listen to her concerns and issues regarding her experience in school every day. These issues include the following; Poor quality lunches that are void of nutrients and are high in processed sugar and saturated fat, performance shaming in front of peers, Cultural incompetence and bias shown by staff and faculty, lack of education on how to support students struggling with learning disabilities/differences.

I am concerned about our BIPOC/LGBTQ2+ students and the horrific abuse and bullying they experience on a daily basis.

I am on the board of directors for my neighborhood organization. I would like to find ways to bring our folks together so that we can build stronger, more trusting relationships and safer communities. Hopefully, all this work would result in happier, healthier, secure children with the confidence and skills needed to face the challenges of life ahead.

**Name: Rhonda Giandalia**

**Occupation:**

No

**How long have you lived in the school district?**

21 years

**Why are you applying to be a 4J school board member?**

Would like to make a difference in the children with our community and the people in our community. I am interested in being a part of the 4J district. I spent many years as a drug and alcohol counselor and my main objective was always to help people overcome barriers and to do whatever that takes. I recently have more time to be able to serve my community in additional ways. This would be another way to do that.

**What strengths do you think you will bring to the school board?**

I have passion for the children in our community and for the schools they attend. I am very passionate about overcoming barriers and being a part of ways to accomplish that.

**What are some of your particular interests or concerns?**

My interests are to strengthen the board with an insight and an understanding to what is needed, and help strengthen our community.

**What do you think are the two most important issues confronting the board in the next two years?**

Some of the issues we face within the next couple years will be reuniting community activities and being able to structure events with crowds. People are still very worried about health risks and socializing might become a barrier for people. Getting school activities and field trips back on track will be an additional process as Covid has made it very difficult for families and students.

**Please describe your connection to Eugene School District 4J.**

I have faith in the school board system and believe most issues will work their cells out with a good sound team. I do feel strongly about helping structure individuals participating in group activities again and also some concern with parents becoming a little opinionated about the curriculum that Eugene 4J uses. Think it's important to educate parents about why these topics are important for our children and how it pertains to their future. I understand a vast amount of different points of view but I also believe that we need to educate our children with were the events that are occurring and that have occurred.

**What does equity mean to you, as it relates to K-12 education?**

Equality means having equal rights, opportunities, Nondiscrimination and the ability to be treated the same no matter your religion, race, sexuality, or gender.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

**Name: Jacqueline Hall**

**Occupation:**

Psychiatric Mental Health Nurse Practitioner

**How long have you lived in the school district?**

Since 2015

**Why are you applying to be a 4J school board member?**

I value public education and want to help out during this stressful time.

**What strengths do you think you will bring to the school board?**

- parent
- used to be a teenager
- attended public school throughout my education
- respect teachers and am grateful for the opportunity to be educated as a citizen
- I have been educated and have worked in medicine my entire life

**What are some of your particular interests or concerns?**

- wanting to support children, teacher and parents in healthy relationships
- supporting inclusion
- encouragement of our youth to be the brightest, objective, 'in tune' individuals that they can be

**What do you think are the two most important issues confronting the board in the next two years?**

- communication
- maintaining quality education during a pandemic

**Please describe your connection to Eugene School District 4J.**

I have two children who are students in the 4J school district. Our students are our future.

**What does equity mean to you, as it relates to K–12 education?**

In my opinion, equity in education means that all children in K-12 grades have equal access to educative opportunities appropriate to their age and level of education regardless of their financial, sex/gender, racial, and/or physical resources and abilities.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

A compassionate ear to hear all sides of an issue, and offer realistic suggestions as appropriate.

**Name: Thomas Hiura****Occupation:**

Online English Teacher, VIPKid

**How long have you lived in the school district?**

21 years total

**Why are you applying to be a 4J school board member?**

Since my mother enrolled me in North Eugene's preschool, I have been proud to live a life inextricably linked to this district. Earlier this year, I convened a team of lifelong friends to coordinate the most inclusive possible 10-year reunion for our North Eugene Class of 2012. While the 26 years between these events has mostly been characterized by steadiness and continuity within 4J decision-making, there is always room for improvement, especially when overlooked communities throughout the city have yet to feel their voice is represented and heard.

I remember sitting in the room when the previous vacancy was voted on in 2019. While the candidate I supported did not prevail, Mary Walston articulated that her vote would be based on "balance": a virtue I value both personally and professionally. Today, I do not think I would be the most traditionalist nor the most idealist member of the board, were I to gain the privilege of serving. But I would embrace the role as just that: a privilege to listen hard, seek to understand differing perspectives, and serve the entire public.

I would not add to the lengthy list of applicants for your review if I did not believe our students need an advocate who intimately understands their modern lives. I am a teacher of English to students in China. My partner of 1.5 years is in our local schools every week day as a substitute teacher, so if I am the decent partner I hope to be, I am listening intently about her students' triumphs, anxieties and challenges every single evening. While the 4J board is now without its youngest member and its long-standing River Road connection, I believe I can assume these components of the role with the aplomb and resilience of a proud 4J graduate.

**What strengths do you think you will bring to the school board?**

Every candidate has unique skills that would prove invaluable on the board.

I think the top asset I would bring is a perspective informed by powerful lived experiences, many of which would be represented for the first time on the board. I admire my friend Doyle Canning because in her own efforts toward public service, she has unapologetically shared relevant stories of trauma endured in her personal life. I will follow her example to share how my own 4J story made me more resilient than I ever imagined I could become. I will share that lengthy story at the end of this application.

Another unique strength is my proven dedication to public engagement and outreach. Since 2015 I have interviewed over 400 individuals, either as an independent media host or an admissions interviewer for Carleton College. When I returned to Eugene in 2019 from a year at Columbia University's Teachers College, I grew disappointed in the dearth of local investigative journalism. I could only grow so weepy about this dying art before opting to do something about our democracy is (or is not) covered.

For four consecutive Lane County election cycles (May '20, Nov '20, May '21 and May '22), I have sought to democratize information by conducting in-depth, long-form interviews with every

candidate I could. These 17 interviews\* have led to my education-themed podcast, Broken Class, playing a small but sturdy role in our local democracy. I am proud to engage audiences that are younger and less traditionally welcomed by most legacy institutions and their candidate forums.

As a scholar of education, I know the importance of differentiated instruction; the concept is why I make each broadcast free to play on any device in either audio or video. I've sometimes spent 18-hour days typing and synchronizing over 1600 captions per episode, in case a single human being might benefit from the increased accessibility to the content.

I am autistic, and proudly so, but sometimes I come off as hypervocal or shamelessly vain. In taking so much space to explain my qualifications as a young second-time candidate, I seek this position so that other oddballs on the margins can hold a director's seat alongside and well after me.

### **What are some of your particular interests or concerns?**

The neat thing about a policymaking position is that it necessarily impacts a wide range of issues. My friend Jennifer Yeh recently told me, "I think people that have, like, one issue that's their main focus can be difficult for them [to serve]." I think it is self-evident that equitable inclusion of overlooked voices is crucial to me, but this diversity intersects with every other crucial issue of our district as well. Issues like:

Teacher pay – so we can retain and attract the best talent, particularly in a dismal local housing market for working people. We should also fight for a living wage for all 4J staff.

Disability justice – we are part of a larger educational system that paid no attention to these issues when it was designed.

Retrofitting both buildings and cultural norms to meet everyone's needs is a necessary challenge, along with ensuring the utmost access within all future projects. Accommodations must be delivered free of stigma.

The arts – these cognitively essential spaces are imperative to fund and strengthen, not just because they enrich lives, but because they save them. I have seen the power of the arts in our schools to be the very reason for an at-risk learner or a bullied queer student to get out of bed on any given day.

And to save my top issue for last: Wellness and mental health. Sure, some students do not experience challenges here, but studies show that percentage is shrinking at an alarming rate. Everyone is affected in some way, and it is far from abstract for me. My father struggled psychiatrically and emotionally. Although Covid is what ultimately took his life last August, make no mistake, depression, heartbreak and abandonment are what slowly killed him as I watched in horror. He was only 69. This issue is stigmatized within so many Asian-American families, and I know that if I had attended school in a climate more open to it, I would have been diagnosed with my own psychiatric conditions at a much earlier date that could have saved me much trouble, later on. I am proud that my father – a healthcare and union activist – got to see me run for Mayor with youth mental health as my #1 issue. Though I was unhoused and spent no money on the campaign, the fact that I came in 2nd among 7 wiser and more experienced candidates must have had something to do with my forthrightness on this topic. I want to build on the district's efforts to do more.

### **What do you think are the two most important issues confronting the board in the next two years?**

Leadership matters, and choosing the right superintendent for this unprecedented moment is the top issue. We need someone who has a track record of putting dollars toward the areas of greatest need in our district, and we frankly need someone trustworthy who can unite our community. Some of us have felt that the Eugene School District was a stepping stone toward more lucrative prestige elsewhere. Our kids should never feel that way!

It is difficult to highlight one issue of secondary importance, but we do have a sacred responsibility to earn as much public trust as possible as we enter the fourth academic year affected by the Covid-19 outbreak. Fracturing, mistrust, and misinformation coupled with scarce resources and plain old hatred have been normalized during this pandemic. This is a global problem that requires local solutions, built from the ground up. Policy disagreements regarding safety and science have led to violent conflict. I believe that when wrongdoing has occurred, accountability without shaming and blame gaming is possible. Our young learners are watching, and if we model ethical adult behavior for them, we can rebuild public trust across every generation. We must embody those characteristics of a great teacher: fair and loving, but tough and committed to truth.

**Please describe your connection to Eugene School District 4J.**

- I graduated from North Eugene Preschool, Yujin Gakuen Elementary, Kelly Middle and North Eugene (International) High School.
- First paychecks in life were from 4J; I worked as North's head A/V and theater technician from 2010 to 2012. I worshiped in two churches in two 4J buildings for years.
- Volunteered for Measure 20-182 in 2011 (a proposed income tax for 4J and Bethel). I was sad that this failed in an off-year special election, because our community has a decades-long record of showing up for school-funding bond measures at the ballot box.
- I have always fought for equity in 4J: I co-founded PASS (People Against Stupid Sexism) in 5th grade, co-founded North's Social Justice Club in 9th grade, led an anti-bullying campaign in 11th and 12th grade called "Words Can Hurt," founded North's Random Acts of Kindness Club, and got in hot water once for allowing a pro-union student walk-out to rally using a 4J PA system without approval. We made good trouble that day.
- Produced and published countless videos and short films in support of 4J. A year after my graduation, I created an NEHS Small Schools documentary at the request of [staff].
- I continue to practice and pursue a career in education, and I am less than a year away from receiving my Master's in educational leadership from Southern Oregon University (online). My dream job has been NEHS principal for 11 straight years.
- I am always thrilled to visit 4J classrooms. During distance learning, [staff] invited me to guest lecture for her 7th and 8th grade leadership classes on three occasions.

**What does equity mean to you, as it relates to K–12 education?**

I think it is unfortunate that in this trendy climate, there really is no way to be confident that a person will fight for equity unless they have a long-standing track record of already doing it. Thanks to the outstanding 4J teachers who did not shy away from these issues, I have never stayed quiet.

During weekly meetings with [staff] in 2009, I learned about the powerful concept of equity (as opposed to equality, which was spoken of much more often at the time).



I will exercise brevity here and simply say that equity is not a simple jar in which to insert money, nor is it a cause to champion during a given day or month. It is a framework I would consider in every decision as a 4J school board member, while striving to maintain humility about my own expertise. We all have so much to learn, and I am always ready to dig in.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Thank you so much for your consideration of my lengthy application. Here is my story (TW: abuse, mental health, suicide, bigotry):

When my senior year at North began in 2011, I had just returned from the LEDA Scholars summer program at Princeton. LEDA (Leadership Enterprise for a Diverse America) had previously changed my sister's life after the ever-compassionate [staff] brought it to her attention; the org would now be helping in every step of my college application process, at no charge.

Back on Silver Lane as ASB President, I hosted the "Hello Assembly" and Back to School BBQ, before proceeding to experience the most tumultuous year of my life. When I welcomed the incoming class of 2015 through those tinny gymnasium speakers, I had no idea that this North main gym would soon be one of the key safe havens where I would stay as long as I possibly could that Winter, fleeing from domestic violence. I would thank God for nights with home basketball, because I could stay on campus for either newspaper or debate, then cheer on the JV squad before hammering on the drums at the varsity game. There was bliss in this reprieve.

I would receive two massive blessings in the spring semester, even though I had begun to fail coursework for the first time. The first was that the Eugene Area Chamber of Commerce – who had previously honored my sister as North's candidate for the Future First Citizen Award – would choose me to receive that titular prize. I remember growing up feeling that Dennis Nakata was the only person of my race on local TV, and then all of a sudden there he was in a Hilton ballroom, announcing (and correctly pronouncing) my name as the recipient.

There was a lot of putting on a happy face, that year. A matter of weeks before I had flown to Princeton for the summer program, my father was incarcerated for the first time at the Lane County Jail. There was a certain resilience I had developed in a household full of violence. In many cases, I physically stood between members of my family to calm them down as they shouted threats and vitriol at one another. Both of my parents threatened suicide at various points. I was too young to understand that the resilience I'd developed would be best unpacked through therapy.

I attended Carleton College with the giddy feeling of a fresh start. My assessment of the experience remains positive, although I would later relate to Director Rabasa's sharing of her experience at a similarly "elite" private liberal arts college in the Midwest. I was visibly one of the poorest students on campus; 50% of the student body received no financial aid (meaning their parents paid the full \$64K per year for just one of their offspring to learn the liberal arts). I experienced physical violence based on my race and non-binary gender identity for the first time. And there is really no elegant, application-friendly way to describe that feeling; it's just trash! When I stood up for myself in person, my bullies would intensify their mud-slinging in cyberspace. I am grateful that the administration approved at least some measures to protect me – an experience that I think of in my student affairs graduate coursework constantly. Through a good deal of therapy and some heartening summers away from Carleton, I graduated within 4 years, all the while receiving intermittent phone calls of desperation from my unhoused father.

Once again, I do not have an impressive strategy for tying this all back to the question. I simply feel that in previous attempts to lead, sometimes people do not take you seriously unless you give them an abundance of provable enough examples of competence. There is no way to be assessed on the merits of experiences I do not articulate. I can think of three actions I feel blessed to have been able to take, which helped transform this up-and-down life experience into a more diverse and equitable world. First, I returned to the LEDA Scholars summer program as a College Guidance Coordinator. Within this role, I mentored a caseload of 50 rising high school seniors from around the country, 49 of which were students of color. This intensive 1:1 mentoring paid off; for the first time in LEDA Scholars history, all 50 scholars were admitted to one of Barron's most competitive colleges and universities. I swell with pride when I see what they are accomplishing now – it dwarfs my own successes.

Secondly, I was able to save up funds to get my father into a 2007 Toyota Prius, which was the most reliable vehicle he had owned in decades. It would be his home in the years leading up to his death, and it both made me happy for him and relieved some of my anxieties about having some form of shelter from the cold and rain.

And thirdly, during my previous attempt to be appointed to the 4J board, I was the only candidate who used their full 10 minutes and ran out of speaking time. I had misunderstood Chair Levis' statement about the rigidity of the time constraint, and I was heartbroken that my disability may have played a role in my speaking too verbosely before reaching the only question about equity. I have no indication that this directly affected the current (and likely more equitable) vacancy appointment process, but when I met with Superintendent Balderas, I advocated for a disability accommodation to be explicitly offered in any future iteration of this process. He promised me this would be the case, a few weeks before announcing his departure. I hope you will trust that my personal and professional passion for inclusion and access would only increase – alongside my effectiveness – if I were to be appointed to serve. I feel proud that I may have had some impact on 4J in the past, and I believe our community is waiting for the ideal team to come together and do so much more.

Endnote:

\*In reverse chronological order, I was honored to interview these candidates in their races: Jennifer Yeh (Eugene City Council), Harry Sanger (4J board), Rose Wilde (Lane ESD Board), Laural O'Rourke, Tom Di Liberto (4J board), Maya Rabasa, Isiah Wagoner (Eugene Mayor), Eliza Kashinsky (Eugene City Council), Candice King (Eugene City Council), Zondie Zinke (Eugene Mayor), Kitty Piercy (former officeholder: Eugene Mayor Emeritus), Doyle Canning (U.S. Representative), Kate Davidson (Eugene City Council), Matthew Yook (Eugene Mayor), Robert Patterson (Eugene Mayor), Mandey Chappell (Eugene Mayor).



**Name: Michelle Hsu****Occupation:**

Librarian

**How long have you lived in the school district?**

6 years, 9 months

**Why are you applying to be a 4J school board member?**

I am interested in serving on the 4J school board as a parent and professional who has worked in educational environments. I'm a product of public education and am willing to dedicate my time, experience and willingness to learn to our schools. I feel I can contribute to and collaborate with the current members of the board as well as with our wider community.

**What strengths do you think you will bring to the school board?**

I am a trained librarian who has lived and worked in many places, both domestic and international. I am invested in education equity and will bring a diverse viewpoint to the district. I work with organizations serving the most vulnerable in our community with patience and compassion. I am adept at deescalation. I value deep listening, analysis and take the responsibility of making decisions to heart.

**What are some of your particular interests or concerns?**

I am interested in reading, digital literacy and feeding people. I am concerned that there are students and families who do not have their basic needs met. I would like to see librarians managing school libraries and to not consider libraries simply as repositories. Libraries are a place for community.

**What do you think are the two most important issues confronting the board in the next two years?**

The most important issue is ensuring that schools are safe spaces for everyone as defined by the collective school community. An equally important issue is teacher retention and engagement.

**Please describe your connection to Eugene School District 4J.**

I am a parent of two 4J students; one who attended briefly and one who has been enrolled for the last 6 years. I have volunteered in school libraries and for various 4J events. I was invited to catalog the print collection for the Chinese Immersion School library when they moved to their current location at Kennedy Middle School.

**What does equity mean to you, as it relates to K–12 education?**

Equity recognizes that opportunities are not the same for everyone. Equity in education means that the district provides flexibility and resources to eliminate barriers in order to accommodate individual needs and preferences. Where there is equity, underrepresented or marginalized groups are valued, welcomed and included in all spaces.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I think about diversity, equity and access in education as well as in relationship and community all the time. I practice dismantling stereotypes and beliefs that I was conditioned to accept both socially and culturally. My range of perspectives would be a contribution in supporting diversity, equity and access. Diverse and equitable schools will build a culture of access.

**Name: Daniel Patrick Isaacson****Occupation:**

Small Business Owner

**How long have you lived in the school district?**

9 years (1998-2005, 2020-present)

**Why are you applying to be a 4J school board member?**

I am asking for your appointment because I believe in the absolute power public education has to change a child's life for the better and because so much rests on every child having the same access to education, with the same resources, and the same support, in and out of the classroom. Our fidelity to them must be made known in every policy we take up; it must be the very ethos we create.

Education is the great equalizer; it is the path that, if taken, affords its user universal access to the blessings of our community. However, if denied, it all but ensures an insurmountable climb throughout life. I was blessed by healthy doses of luck, privilege, hard work and an accident of birth. Many of my childhood friends fight right now against the rip current of poverty, institutionalized racism, mental health concerns and substance abuse. As an adult, I can picture them as classmates and through the lens I have now, identify and remember key moments when a change could have been made to give them a better chance, but it was absent. I want to work to ensure every child under our care is empowered and shown their inalienable value.

Our shared future requires continued commitment from the public and if we want the changes we know need to happen, we need to strengthen our argument for their investment. This synergy happens when talk stops and action starts. Acting as the sea wall for our children and their teachers and assistants, I believe we can give them the room they require to grow. Ultimately, it is our children, our teachers and our staff that serve as the best ambassadors for the district and our work.

**What strengths do you think you will bring to the school board?**

A strong and effective board brings diverse backgrounds and experiences together to meet the challenges, known and unknown, facing it. The difficulty then is how to select which backgrounds and which experiences are needed most. For me, the choice is clear and ever present: we need a voice from our mental health community. We need someone who has established themselves as a leader in its advocacy, who understands both its needs and opportunities, and brings the notion of applying its lens toward the policies, staff and children of the Eugene School District 4J.

I serve as both the President of the National Alliance on Mental Illness, Lane County and the Co-Chair of the Suicide Prevention Coalition of Lane County. During my tenure, we have expanded our programs, opened a permanent office in Springfield, and focused on becoming more public facing.

During the pandemic, we trained over 900 community members to act as a mental health community watch looking for signs of distress and concern to step in and prevent tragedy. We chose previously overlooked professions in our community, like cab drivers and baristas. We trained bank tellers to watch for their small business clients. We reached out to our schools, our first responders and our BIPOC and LGBTQ+ communities. As a result, despite Lane County historically having a suicide rate four times greater than 84% of the counties in the nation, we saw a reduction in suicide both in 2020 and 2021, something never before seen in our records. We now have a pathway to make this a trend.

Outside of my mental health background, my portfolio of experiences I draw from and highlight for you include being a small business owner and knowing the constraints placed on it and the late nights worrying about making payroll, teaching undergraduate and graduate college students as an adjunct professor in Chicago, and serving as one of your Eugene Planning Commissioners, which has given me the experience of being a steward of our voter's trust.

Through it all, one word correctly captures the philosophy I bring to every room I enter: curiosity. Our children come into our classrooms curious about the world around them, looking for an elder to impart the wisdom and wonder of that world upon them. It would be a mistake if we, ourselves, didn't show them that their school board is just as curious in all of the ways to make their education more meaningful and their experience here more memorable.

**What are some of your particular interests or concerns?**

My worry is that we hold for a very short time a tremendous opportunity to take what we have learned from the last two years and make permanent that which has been useful and to galvanize support for the idea of public education in ways that challenge outdated thought and usher in needed change to stagnant ideas. I would welcome being a part of any discussion centered around how to add these best practices to our toolbelt.

We cannot, however, overlook the ways the events of the last two years have negatively challenged our systems, our staff and teachers, and our students. Many students, especially those impacted by an inequitable system, fell further behind. I want to be a part of a board that not only looks for innovative solutions to bring them current, but identifies the pathways that better prepare our district for the next challenge we face.

The more we tether ourselves to curiosity, remove our biases and tendency to worship power over purpose and accept our role in this broader conversation, the better prepared we are, the more informed our community is, and the more our children will thrive.

**What do you think are the two most important issues confronting the board in the next two years?**

I believe that the uncertainty for everyone on what the 'new normal' will look like will occupy a great deal of our time and attention. From internal issues such as our budget and resources, to hybrid ones like student and staff mental health and access to education, the dampening of COVID was simply the first salvo in a very long struggle to recuperate from, at the very time we push to expand the conversation finally around issues of equity and equality.

But I am cautioned in that rarely are we given notice of our impending problems; I doubt that the board that sat in session a couple years ago would have placed a worldwide pandemic in the list of answers to this question. As a result, I am more focused on the team and the process rather than the specific issue. If we strengthen our team, stress test our vulnerabilities, support our teachers and empower our children, then whatever we face we are better prepared for.

**Please describe your connection to Eugene School District 4J.**

My partner and I's son is almost 5 and will be attending Howard Elementary this fall, and with it, the three of us will begin a twelve-year relationship with 4J. My hope is that he is enriched by a fabric of culture, diversity, tradition and excellence. And along the way, that I am able to help, not just my own son, but all our community's children, in making each institution better than when we found it.

**What does equity mean to you, as it relates to K–12 education?**

This is one of the largest questions of our work. Too often equity and horizontal equality are intertwined when there are stark differences between them.

Equity is not simply, for example, ensuring every student has a laptop. That's equality. It's ensuring that child has internet access at home to use it. The Race Matters Institute said, "The route to achieving equity will not be accomplished through treating everyone equally." And without an understanding of the differences between the two terms, this might sound surprising, but it shouldn't.

We cannot overlook the reality that while we may arguably provide an education equally to every child who walks through our doors, many students must overcome several hurdles just to be at where other children start from. At-home family issues or abuse, mental health concerns, lack of access to healthcare, food insecurity, houselessness, and language barriers remain the challenges we must address if we want to start all our children from the same position.

At the same time, however, we must resist the inclination to allow the performance of equity to take the place of actual achievement in the area. Too often, equity work has become procedural and standardized. Our schools should be a house of learning, not a monument to bureaucracy, especially given the purpose of this endeavor is to redistribute power and assets in a decentralized way.

Ultimately, equity work is centered around the goal of making the outcomes more equal. To do this requires us to ask, to learn, to be curious and humble, to have compassion, but also the resolve to act when needed change is identified.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

First, I would do this by listening and seeing. I fear many in my position of seeking a new seat within bodies like this come with great ideas and passion, but forget that we need to pause for a moment and learn from the system we seek to change. Talk with the students and the teachers, listen to the parents and the advocates, see the gaps between our stated goals and the realities within our halls. Only then can a contribution be made that will have a meaningful impact on the world around us.

**Name: Katina Johnston****Occupation:**

Homecare Worker

**How long have you lived in the school district?**

25 years

**Why are you applying to be a 4J school board member?**

I have recently become a legal guardian of my great nephew and I'm seeing a lot of things happening that don't appear to have solid disciplinary protocols in place to deal with these issues and I'd like to be a part of helping facilitate some positive change. Issues that have come up include bullying - physical and verbal - homophobia and racism.

**What strengths do you think you will bring to the school board?**

I have several years of previous experience working in the public school system as a Lane ESD employee and am a strong advocate for children. I also pride myself on being objective and have a strong background in developing behavior programs to deal with various negative behaviors. I'm a strong communicator and am sincere with my intentions for positive change.

**What are some of your particular interests or concerns?**

As answered earlier - recently became legal guardian of my great nephew and the issues that have arisen are quite serious and there doesn't seem to be anything solid in place to effectively deal with those issues.

**What do you think are the two most important issues confronting the board in the next two years?**

Possible shortage of quality educators and developing a solid curriculum and appropriate action to effectively handle students who are harming other students.

**Please describe your connection to Eugene School District 4J.**

I have 2 adult children and 2 stepchildren, who were part of 4J and also worked at numerous public schools for several years through Lane ESD. As mentioned previously, I have taken in my great nephew who is a 7th grader at Spencer Butte MS and the issues that have come up are shocking. I have not seen these issues handled the way I would've expected. I would like to be a part of helping solve this issue for my nephew and others who are experiencing similar issues.

**What does equity mean to you, as it relates to K-12 education?**

Everyone needs and deserves the same opportunities in life, despite their gender, sexual orientation, disability, socioeconomic status, etc.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I envision honing in on current programs in place for the disadvantaged and identifying and filling in the gaps so as to provide opportunities for them. I also see a need to create and implement solid programs to educate students who are bullying other students and a tougher stance on dealing with students who are violating the code of conduct in place. All students should feel safe from bullying of any kind and not be traumatized to the point that it affects their education, mental health and their futures.

**Name: Jennifer Jonak****Occupation:**

Attorney

**How long have you lived in the school district?**

4 years

**Why are you applying to be a 4J school board member?**

I'm a parent of three children in the 4J school system. I have volunteered with several schools that my children have attended in 4J, and for two years, I served as Co-Chair of the PTO for Charlemagne Elementary School. I am a class representative for the Parent Council with Village School and volunteer in the classroom. I am passionate about education and trying to make it more equitable and accessible, including for students with special needs. I have first hand experience parenting a child with a rare medical condition, as well as autism and learning disabilities, and going through the IEP and 504 processes. I'd like to further the district's goals of diversity, equity and inclusion, and I'd also like to be an additional voice and perspective for families of children with special needs.

**What strengths do you think you will bring to the school board?**

I have practiced law for 25 years. One of the most important jobs of an attorney is understanding different points of view and trying to navigate those disparate perspectives. In both my professional and personal life, I am versed in finding common ground, while not losing sight of the end goal: advancing objectives of real change and forward momentum.

I have served with several non-profits, including: Square One Village's Board of Directors, which focuses on expanding affordable housing options; member of the Council of Korean Americans; Steering Committee for Lane County's Campaign for Equal Justice, which fund raises for Legal Aid and tries to ensure equal access in the court system; Lane County Bar Association's Diversity, Equity and Inclusion Committee; Chair of the Lane County Law Library Advisory Committee; President of Eugene Round Table Club; Co-Chair of Charlemagne Elementary School PTO from 2019-2021; President of the Friends of Eugene Public Library from 2010-2014; Director of Eugene Public Library Foundation from 2010-2015; West Cascades Fiddle Camp & Workshops Committee member to fundraise and put on a free/heavily discounted music camp in summer for children; Director of Oregon Bach Festival from 2013-2014; Chair of Events Committee for Eugene Symphony's 50th Anniversary from 2013-2014.

I also serve as a volunteer attorney for the Lane County Public Defender's office and have done pro bono work assigned by the Oregon federal court.

In 2019, I graduated from Emerge Oregon's seven-month program, which trains women to run for political office. The goal is to increase the number of women leaders from diverse backgrounds and change the face of leadership to have policies that are responsive to all.

**What are some of your particular interests or concerns?**

As the mother of a child with special needs, and someone who is neuro-diverse myself, I am interested in the Special Education programs/processes in the school district and how we best serve students with special needs. This includes Special Ed support that will provide long-term benefits to the students, not just ones that may create short-term solutions to the detriment of a



student's long term health or well being. I'm also concerned by the rates of dropouts and failures to graduate among these students and how we can reverse this.

As a Korean-American, and the daughter of an immigrant, I am interested in seeing education embrace greater diversity and inclusion. Even to this day, the role of Asian-Americans in our country's and state's history is something that has been largely ignored or glossed over. I would like to see the district embrace policies that do more than talk about our goals of diversity, equity and inclusion, and find ways to increase access for families of color, low income and/or special needs to the same opportunities and support that other students receive.

I'm also interested in how we support the mental health of our teachers and our students. The pandemic has made this problem particularly timely, but even without the pandemic, we have to take steps to address suicide, bullying, burnout, school violence, and other issues that affect our students and teachers.

We have a limited budget, so we also need to find other ways to increase teacher retention and deal with burgeoning classroom sizes.

**What do you think are the two most important issues confronting the board in the next two years?**

1. Mental health of students
2. Increasing access to education/support for students of color, special needs and/or who do not come from advantaged backgrounds.

**Please describe your connection to Eugene School District 4J.**

I have three children in the 4J schools. I have volunteered with several schools that my children have attended in 4J, and for two years, I served as Co-Chair of the PTO for Charlemagne Elementary School. I am a class representative for the Parent Council with Village School and volunteer in the classroom.

**What does equity mean to you, as it relates to K–12 education?**

It means not only that all children (and families) get the same educational opportunities and support, but that we provide support to children who have special learning needs or haven't had the same advantages so that they can all be successful. It would be wonderful for all children to feel that they have the same educational potential as any other student and to feel equally embraced and valued. Social thinking and emotional support are an important part of the educational process and should also be prioritized.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I would like to work with fellow board members to further the objectives outlined above, including making sure that children of diversity and special needs receive not just educational support, but also feel fully included and valued in our school system. We need to have that culture of equity and inclusion to increase student engagement and success.

**Name: Keerti Hasija Kauffman****Occupation:**

Director, International Partnerships, Teaching Strategies

**How long have you lived in the school district?**

10 years

**Why are you applying to be a 4J school board member?**

I am applying to be a 4J board member because I have been working in educational development in international communities for so many years, that I feel that it's time I bring some of that same passion and commitment, and hopefully lessons and understandings, to impacting and shaping the community in which I live. Plus, I'm raising two Eugenic children, and I want to give them as much of myself in terms of my strengths, and passions, and abilities to contribute to their learning and educational journey. In doing so I hope to contribute to making their schools experience as joyful, nurturing, accepting, pluralistic, and exploratory as it could be—for their well-being, and for the well-being of this growing community.

**What strengths do you think you will bring to the school board?**

I believe that I will contribute several strengths to the board including my professional work experience, my strengths in relationship and consensus-building, and experience from my actual education programs.

Professionally, I've worked twenty years as international education programs and markets specialists—meaning that most of my career has been spent connecting or designing education programs to meet the contextualized learning and teaching needs, environments, and cultures of local populations and communities. I've worked professionally in more than thirty countries, and my work experience has ranged from early childhood education to adult and continuing education, and covered areas as broad as career and technical education, arts education, engineering, assessment, business education, non-formal education programming to post-war democracy and peace-building programming. I have conducted teacher training in social studies education; created content and written curricula; conducted standards alignments; developed dozens of projects plans and proposals; and written extensively on education development, best practices, and socio-economics within the United States and internationally. I believe, having a (literal) global outlook and perspective from which to share and frame recommendations will be a significant strength.

I have a proven track record of developing strategic partnerships to support education activities domestically and internationally, including working with schools, governmental agencies, assessment organizations, corporate businesses, development funding institutions, and non-governmental organizations. The personal connections I have made across several countries have fueled my commitment towards supporting improvements in education programming and continue to give meaning to the work that I do. I believe my success is built on my ability to engage with partners in a culturally nuanced and informed manner and to advocate for local education outcomes. I believe these abilities to make and sustain relationships and build programs based on consensus are two big strengths I can contribute to the board.

I have a masters degree in International Education and Training from American University in Washington DC where I focused on looking at how systems of education can be constructed in a culturally nuanced manner and how development planning is undertaken for large-scale project



implementations; a secondary focus of my graduate education was on organizational behavior and development which overlaps with DEIA programs and psychology. I believe that having a strong educational foundation from which to look at and frame education policy, programs, and behaviors, will be an additional strength I hope to contribute to the board.

**What are some of your particular interests or concerns?**

I have been involved in education development for so many years, and am interested or concerned about so many areas, but a few in particular that stand out include the following:

- Driving real inquiry-based education programming and learning culture within the schools community. I was raised in a very diverse city—racially, ethnically, economically, religiously—and come from a public schools culture that was rooted in connected-mindsets and curiosity culture. My first-generation, immigrant family became an integral part of this schools community, and it was through my teachers and administration, that I developed a love for the world and our local connections as a community to this world. Eugene is growing in terms of diversity and socio-economic status—I would love it if the schools community would grow in sync in terms of developing and/or setting an inquiry-based culture that can lead students to greater exploration of themselves and the world, and in doing so, possibly to greater acceptance mentality. This can be done through active programming, training, and even through leading by example, and policy shifts.

- Ensuring an equitable allocation of resources.

I have worked in many communities where resources often go to the most vocal or involved constituents; in my experience, it's rarely the most vulnerable communities that have the time or know-how to advocate for themselves, and therefore, are not always given their fair share of resources. I've been in Eugene for a decade and some of these divisions are so clearly visible. I'm a firm believer in driving educational and societal growth through an equity and justice framework that takes into account what individual communities need to succeed and would really like to address some of these concerns around increasing disparities through budget reviews or policy changes.

- Exploration-based instruction and programming.

Having worked in education development in more than 30 countries, I personally believe one of the greatest advantages of the US education system is the idea of "choice" we (are supposed) to instill in our students. Countries all over the world track students into particularly narrow subject streams and career paths at a young age, sometimes alleviating time for exploration of other skills sets. The US allows for greater skills and subject exploration at the higher education level, but I would be so interested to see if there were possibilities of exposing students as young as elementary and middle school levels to as many subjects and career paths and options as a means of self-exploration, yes, but also set up the possibility of a future career path. I think innovation comes from passion or necessity, and the more exposure we allow students to options for explorations, the more we set ourselves up as a society for future innovative growth and research.

- Diversity, Equity, Inclusion, and Access.

I believe that Eugene is on a precipice of growth with newer communities of immigrants coming in, and am concerned that these new groups along with other vulnerable communities will continue to face a host of disparities caused by the current socio-economic and political factors. DEIA is a passion of mine, but more importantly, I believe a focus on DEIA is going to be a necessity within our education system in ensuring the health of ALL of our local communities and groups.

**What do you think are the two most important issues confronting the board in the next two years?**

I imagine that the 4J board is going to be dealing with a host of extremely important issues from setting policy and budgets, to hiring of 4J administrative staff, and Eugene is certainly not isolated from national and global events that are affecting all communities. In my opinion, two of the most important issues I believe are going to be facing the board include the following:

A continuation or increase of trauma-informed classrooms and schools.

Due to the continuation and uncertainty caused by the pandemic, economic turmoil that has affected local families, increased social and emotional isolation, displacement and precarity caused by environmental factors like fires or food scarcities, funding and budgeting constraints often affecting already impoverished or under-resourced communities, and the turning of local education communities into the frontlines for the current culture wars, I think it is likely that 4J will continue to see the influx of students and educators that are dealing with increased trauma and stressors. These traumas and stressors are going to greatly influence the children's ability to learn in traditional environments unless adequate supports are in place to address the emotional and health needs required before real learning can take place. Teachers—who are already tasked with providing emotional and social supports beyond their teaching and administrative responsibilities—will be dealing with their own trauma and stressors compounded with addressing learning needs for classrooms with students who are, in turn, experiencing their own array of stressors. I think the 4J board will (and should be) tasked with addressing how best we could alleviate some of the stressors on the school system, and also focus on how classrooms and schools can be reclaimed as secure, supportive spaces for all students.

Access to quality post-secondary career programming and options.

I believe that with the current state of inflation, the increased global economic uncertainty, and the state and costs of higher education, that one of the most important issues facing the board in the next two years will be to make sure that students have options and connections for post-secondary careers and occupations. I believe that students should have credible “hope” for their futures—that they can gain sense of economic security, and even pursue a passion—and that “school” isn't just a meaningless path to nowhere, and I believe as influencers in policy and education, we owe it to our children to make them feel as they will always have a place as contributing members of a society. I believe the 4J board will be dealing with budgetary constraints, the dire state of unemployment, misinformation that will target ‘scapegoat’ communities for the state of such economic distress, and will have to work hard to continue to drive programming that ties schooling to post-schooling options, and to prioritize connections and policies that can demonstrate real, tangible options for our students.

**Please describe your connection to Eugene School District 4J.**

I am a resident of Eugene 4J and a mother to two students—a rising first grader and rising fourth-grader at Adams Elementary. My husband is professor at University of Oregon, and I work remotely for an early childhood education company based out of the state.

**What does equity mean to you, as it relates to K–12 education?**

Equity has always meant to me, that we need to provide children with the supports that they need, individually—and as part of a system—to succeed and achieve the best outcomes for themselves.

First, I believe that these “outcomes” can be achieved by all students provided the right supports and measures, and second, I believe we have a compelling duty as a society to understand what these differentiated supports and measures are, and to provide them to our children. Within the K-12 system, I believe equity to mean taking a deep, meaningful look at the individualized contexts in

which students are developing—their communities, their support structures, their home responsibilities, their access to resources, their individual learning styles, among other indicators—and to develop tailored programs that are going to provide the scaffolds and supports that these children require to address their unique needs.

Equity within the K-12 system, or “inequity,” rather—from beliefs and thought patterns both at the systemic and individual levels. I believe that for many years, school systems, and thought leaders have been stuck in a largely deficit-thinking mentality when it comes to addressing equity especially within the K-12 system—as if in some cases, that what is considered “low performing,” or ‘low achieving’ arbitrary measures are indicative of a larger community culture or worse, intellectual acumen, rather than results of a system that has failed to address overall economic, social, or cultural stressors that have been in play for decades. This deficit-thinking mentality, I believe, has led to a shifting—or shirking—of responsibility from administrators and policy makers to address such needs and in turn, increased these gaps and made “the systems” actually more inequitable in the process. I also have found this “deficit-thinking” mentality when it comes to performance indicators as they relate sometimes to some of our most vulnerable communities, including, for example, immigrants, or English-language-learners. I think the disproportionality of these communities along with others within the framework of ‘equity’ is problematic and believe that this “deficit-thinking” needs to be replaced with an ‘asset-based’ or strength-focused re-contextualizing of students’ abilities. For example, students who come from a dual-language, or non-English language household should not be penalized for lower scores on language tests, but rather rewarded and/or supported for achieving alternate outcomes that rightfully recognize the capacity it takes to master skills without the similar supports and advantages that are available to native English speakers. I think by re-framing equity in a lens that is supportive rather than reductive will go a long way in gaining buy-in or allies—both from community members who sometimes can view the system as a competition for resources, and from students who are often in need of the equity programming, but experience shame or fear repercussions for requiring additional support.

The final thing I want to say here on equity—as I could speak on this for days—is that I know that the main thing is that equity programming and systemic change is going to look different for every child and every community. Having said that, I have seen some communities in this world that are working to address societal inequities in a systemic manner with interesting results. For example, there are secondary schools in Singapore that are designed to accept only the low-scorers on standardized tests. To alleviate any shame associated with “a number,” these schools are equipped with the best equipment, the best counseling, the best resources, and are set up to ensure that students feel that they are valued as a member of society and can still have a strong career path ahead of them. How and whether these schools are succeeding are up for debate, but it is worthwhile examining ways in which other parts of the world are addressing plural societies and inequities to see if there are lessons to be learned.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

If I were to be appointed to this board, I sincerely hope to have an opportunity to affect change or make inroads into the real, meaningful impact diversity, equity, and access programs and policies can have on the learning community and the larger Eugene community as well. Beyond sharing from personal my experiences as a bilingual, woman of color, child-of-immigrants, who is raising two biracial daughters, I see myself contributing to these goals in a number of ways including the couple I have listed below as examples.

Utilizing training tools and methodologies to review and provide oversight and recommendations to proposed programming.

I have a graduate degree in international education and training, and more than twenty years of experience designing educational programming that has to produce measurable indicators and metrics for change. While these metrics are different and aren't always in an enumerated matrix, all training programs should have some key Knowledge, Skills, and Attributes/Attitudes (KSAs) they are trying to achieve. Specifically around DEIA, my experience has shown that many programs put in place at an institutional/organizational and policy levels often amount to a checklist indicating a completion of a set of objectives or tasks rather than implying any meaningful change in behaviors, understanding, or impact on stakeholders. With the high stakes associated with DEIA—when if done ineffectively—can further disparities, cause additional stressors on already vulnerable children, and more importantly lead to health risks both for individuals and for the socio-economic health of communities—development of meaningful programming that truly takes into account the “inclusivity” portion of the diverse, equity-challenged, and differently-abled populations will be a key driver of success in education. I hope to be able to make recommendations to support these programs.

Applying a lens of new DEIA learning and teaching to new programs development.

While I've been working in education systems for the past decades, I've also remained a dedicated student of subjects that I am passionate about: DEIA being one of the top. I am an avid reader of thought leadership on DEIA, especially as it relates to education; the most recent book I have read is “Don't Look Away: Embracing Anti-Bias Classrooms,” by Dr. Iheoma Iruka. I have also worked towards certification in DEIA courses including an “Appreciating Differences” course for organizations through Korn-Ferry, and hope to be able to apply for a certification course on Diversity Management through Cornell University. I have also participated and held leadership positions on DEIA councils in several of the education companies where I have worked, (I am currently on the mentorship committee on the IDEA council at my job). Each of these positions has given me an opportunity to improve the paradigms in which I view the structures of education, the delivery of education programming, and often the institutional and organizational behaviors that can support or hinder the growth of DEIA initiatives and outcomes. I hope to be able to apply these different mechanisms and lenses to how DEIA is delivered in 4J and to contribute a healthy discussion on how best to achieve the outcomes outlined for our community by providing real examples and through the sharing of best practices.

**Name: Jackson Kai Kellogg****Occupation:**

Real estate investor

**How long have you lived in the school district?**

30 years

**Why are you applying to be a 4J school board member?**

I am applying to be a 4J school board member because I care deeply about the children and families of our district. As a parent I have seen the disruption caused by the pandemic and I am concerned that the district is not as effective in serving our kids as it was before 2020. The 4J school district has not found a permanent superintendent. I would like to serve on the board to help the district hire a strong leader. My belief is that public education is one of the best investments a society can make. Public schools must be a force to reduce the inequity in our society by providing all children the resources they need to fulfill their full potential. My concern is the district will be unable to attract a strong superintendent without a functional board. We need an effective board to fulfill the district's objectives and implement policies.

**What strengths do you think you will bring to the school board?**

I enjoy bringing people with different points of view to work together. Currently I am the elected chair of the Cal Young Neighborhood Association in Eugene. Both our board and our neighborhood include people with different backgrounds, values and perspectives. As a neighborhood leader I focus on areas where I think neighbors can work together and reach agreement. It is not always possible but I make an effort to build consensus. One accomplishment I am particularly proud of is an agreement that the neighborhood reached with a developer. The developer's original proposal would have increased traffic on a quiet residential street from a new apartment complex. When I reached out to other Eugene neighborhood leaders some of them advocated digging in and fighting the developer. My sense was a prolonged legal battle would have been costly and unsuccessful. I was able to facilitate a process where the developer, neighbors and the board were able reach an agreement signed by all parties. The solution required the apartment complex to have a gate diverting through traffic away from the residential street. My goal on the school board would be to build consensus and move forward on areas where the board and community can reach agreement.

I will bring a classroom teachers' perspective to the school board. I taught English for two years in Kyrgyzstan to students in grades 5-11 where I managed huge classes with few resources. My goal as a teacher was to engage and value every student. Teaching is a challenging job and teachers deserve respect and recognition. I strongly believe compensating our teachers properly is absolutely critical.

I am very thorough in managing my investment business and am not dissuaded by paying attention to every detail. I have strong research skills and spend a lot of time finding and reviewing information. I know serving on the school board will require a considerable amount of time studying and preparing outside of the required meetings.

As a parent of two 4J students I will bring a parent's perspective to the board.

**What are some of your particular interests or concerns?**



One of my major interests is health and wellness. As a parent of a middle school student, I am concerned that there are not enough opportunities for students in middle and high schools to move their bodies during the day. I was surprised to learn middle school PE is a one-term elective at my son's school. I think students should move every day and develop healthy habits. Our society is facing a crisis of mental and physical health. I would like to see more opportunities for movement and exercise for all 4J students. Numerous studies have shown that physical activity improves the mental health of students by reducing anxiety, stress, depression and increasing self-esteem. Studies suggest some of the behavioral problems facing schools could be alleviated with more exercise.

**What do you think are the two most important issues confronting the board in the next two years?**

The most pressing issue is to hire, supervise and retain the best superintendent. The board is the partner of the superintendent. We need to be ready to empower a strong leader committed to equity and social justice. Studies show that leadership has a big impact on educational outcomes and the board needs to work together to get this hire right.

The second issue is getting the board to function together as a group to meet the challenges of our time including increasing equity, diversity and access. Watching the recordings of the board meetings online I see a lot of room for improving board unity and communication. If the board is unable to work together, it will not be able to fulfill its mission. If appointed, I know I will not always agree with the majority. While I might be on the losing side of some votes, I am committed to be a strong advocate for all the decisions reached by the majority. Having the school board be able to effectively deliver results for children is more important to me than me getting my way. I want to help the board move forward with a common purpose.

**Please describe your connection to Eugene School District 4J.**

I attended Spencer Butte Middle School for one school year (1992-1993) where I served on the Site Council. I have two children who currently attend district schools: my 8-year-old son attends Charlemagne Elementary School and my 12-year-old son attends Roosevelt Middle School. Everyone in my family enjoys using the Sheldon and South Eugene tennis courts and running tracks.

**What does equity mean to you, as it relates to K–12 education?**

Every student is unique and has different needs and abilities. To me equity in K-12 education means providing every student regardless of who they are the education they need to succeed in life. Equity is about fairness and it can level the playing field. The teachers need to be equipped with the training to support the success of every student. In grade school I was a special needs student and received extra attention with reading and math. This assistance made a big difference for me being able to finish high school and later be successful in college.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Diversity, equity and access must be at the core of every decision the school board makes and I am committed to doing everything I can to advance these goals. We need to focus on improving learning outcomes for all students including groups that have been historically marginalized. We need to focus on data to make sure the district is closing the achievement gap and reducing the disparity of outcomes for under-resourced students. I am eager to learn from other board members how the school district can meet its goals of diversity, equity and access. In every decision I want to take into account how we can improve everyone's sense of safety and belonging. My wife is an

immigrant and as a follower of a non-Christian religion, I know how it feels to be in the minority. Schools must work for every type of learner. We need to establish a precedent for members of under-resourced communities to succeed. When students see successful people like themselves, they are more likely to feel empowered and accomplish their goals. I strongly feel that every member of our community should have the right to feel like they belong without sacrificing where they came from or the celebrations of the cultures that made them who they are. We are blessed to live in a diverse country.

**Name: Jeffrey Douglas Krebs**

**Occupation:**

Attorney

**How long have you lived in the school district?**

Six years

**Why are you applying to be a 4J school board member?**

I am applying to be a school board member because I believe it is very important to be involved in the community and to give back to our schools that do so much for our children. My wife and I have 5 children that will be attending 4J schools and I want to help make decisions that will better their lives and the lives of all families in the 4J school district. I believe it is very important that all voices are heard before decisions are made and I hope to be able to give that voice to those that may feel unheard at times.

**What strengths do you think you will bring to the school board?**

My legal background will help me look at problems the district is facing and help find a workable solution for everyone. One of my greatest strengths is being able to help people come together and find creative solutions to a difficult problem. I work well with other people and am not afraid to stand up for what I believe, yet also listen to what others believe.

**What are some of your particular interests or concerns?**

I love my family. I love outdoor activities, and I love my job.

**What do you think are the two most important issues confronting the board in the next two years?**

I think one of the most important issues facing the board is how to deal with gender and LGBTQ issues. I also think deciding how to allocate school funds is a critical issue.

**Please describe your connection to Eugene School District 4J.**

I have 5 children in the Eugene 4J school district. My wife went to school in the Eugene 4J school district for 13 years, and my father-in-law taught school in the Eugene 4J school district for many years.

**What does equity mean to you, as it relates to K–12 education?**

Equity to me means that everyone feels heard and is given equal opportunities to learn, feel accepted, and safe.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I grew up in Lexington, KY, where diversity was a major part of my education. I learned to love that diversity because I learned so much from people of different backgrounds than my own. It enriched my life and made me a better person. I believe this background would allow me to contribute by fighting for increased diversity, equity and access in education, so that others could experience the same thing that I did.



**Name: Pamela Leuck**

**Occupation:**

Retiring on 4/29/2022

**How long have you lived in the school district?**

22 years

**Why are you applying to be a 4J school board member?**

Being newly retired I can now dedicate time for the passions I have. These passions are school and community. I feel I have a broad scope of knowledge that would be beneficial to the board.

**What strengths do you think you will bring to the school board?**

I am retiring from the medical field and have been a parent for over 40 yrs. I have lived in Eugene for 23 years and have seen the changes within the city that affects the schools. I love Eugene and the schools we have in our area.

**What are some of your particular interests or concerns?**

Parent involvement and community involvement.

**What do you think are the two most important issues confronting the board in the next two years?**

School choice issues that may affect student numbers.

Public perception of what our board is doing for our children and community.

**Please describe your connection to Eugene School District 4J.**

I have 3 children who have or are in the 4J district. One of whom is a 4th grader at BV. He is fluent in Spanish due to the opportunity available to him at BV.

**What does equity mean to you, as it relates to K–12 education?**

All children have the right to go to school in a safe environment.

Bullying should never be tolerated. Each child is unique and is entitled to feel safe and heard while in the arms of our school system.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I would be a strong voice for equality and acceptance of all. Not to infringe but to include all children.

**Name: Shellia Mace****Occupation:**

Program Supervisor, Lane County Public Works

**How long have you lived in the school district?**

3 years

**Why are you applying to be a 4J school board member?**

My son and stepdaughter both attend 4J schools. I care about their education and about ensuring that 4J schools are a place of equality and inclusion for all students. I have worked for Lane County for over 21 years and I truly love and care about this community. I have been a parent volunteer previously. Serving on the school board would be a way for me to volunteer in a larger capacity and to be more involved with the community and schools.

**What strengths do you think you will bring to the school board?**

As a Lane County employee I have worked at both the Sheriff's Office and Public Works. I was a dispatcher for many years and have been a supervisor for the last ten. I am familiar with government and public departments, policies and procedures. I have a background with budgeting, teams and building public trust. I believe I could offer strengths in the areas I'm familiar with and also be a willing participant to learn more about the school board and the procedures that occur there.

**What are some of your particular interests or concerns?**

My particular interests and concerns include school budget, communication with parents and staffing shortages. If selected these are some items I would hope to focus on.

**What do you think are the two most important issues confronting the board in the next 2 years?**

In my opinion, the two most important issues confronting the board in the next two years are budget and staffing shortages. COVID has affected the entire community to include schools, teachers and students. Ensuring we have enough staff to teach our children as well as the essential supplies to run schools are continuous issues that were only made worse by the pandemic. The next two years will likely be a recovery and growing stage and I would like to be a part of that.

**Please describe your connection to Eugene School District 4J.**

I live in the Crescent/Coburg area in Eugene. My son attends Monroe Middle School and my stepdaughter attends Cal Young Middle School. My husband and stepson both graduated from Sheldon High School and both of the younger children will also eventually go there. I really want to be an active voice in my community, not only for my own children but for other children as well.

**What does equity mean to you, as it relates to K–12 education?**

Equity to me means every child has the chance to attend school and learn. Each child should have the opportunity to participate as a student and to attend school in an environment that is educational, inclusive and reflects the importance and uniqueness that they each have and bring.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Regardless of race, gender, religion or socioeconomic status each child deserves an opportunity to receive an education in a safe and inclusive environment. I am a Latina woman and I strive to be a good example for my children and for other women and Latin people. I would personally bring that diversity to the school board. I think it's very important for children from all backgrounds to have support and to see representation of themselves in their schools.

**Name: Rosalie Mack**

**Occupation:**

Manager/Optician

**How long have you lived in the school district?**

June 2021

**Why are you applying to be a 4J school board member?**

I believe everyone's voices should be heard and I'd like to be a part of that

**What strengths do you think you will bring to the school board?**

A vision where all is included in a professional yet family friendly environment.

**What are some of your particular interests or concerns?**

I care about the vision needs for all children, and how maybe possibly we could all agree on a proper agenda for our children.

**What do you think are the two most important issues confronting the board in the next two years?**

Whether or not sexuality should be introduced to our children, and at what age.

**Please describe your connection to Eugene School District 4J.**

My children attend school here

**What does equity mean to you, as it relates to K-12 education?**

That everyone is seen, and heard.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I feel like after my before mentioned answers, you can see that those things are of great concern to me. I only want to be fair and just.

**Name: Danny McDiarmid**

**Occupation:**

Child support case worker

**How long have you lived in the school district?**

22 months

**Why are you applying to be a 4J school board member?**

To serve the community which I am raising my son in

**What strengths do you think you will bring to the school board?**

Open mindedness, critical thinking and interpreting laws, rules, regulations, statutes and processes in the legal field. 18 years with the family law division of the superior court in Santa Clara County California, and 8 months incurring experience at the Division of Child Support with the State of Oregon.

**What are some of your particular interests or concerns?**

Interested in learning and being adaptive to already regulated processes as well as advancing new and positive policies within reasonable boundaries.

**What do you think are the two most important issues confronting the board in the next two years?**

Administrative management recruitment and readapting the community back from isolation.

**Please describe your connection to Eugene School District 4J.**

My son started in person kindergarten at Awbrey Park Elementary in March 2022.

**What does equity mean to you, as it relates to K–12 education?**

The fair and equal access to pinnacle education for all families.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Find local, state, and federal programs that can possibly provide grants and scholarships that can assist in the access to various types of resources for families, teachers, and schools in the district, while encouraging and engaging in other board members ideals with fervor and zeal.

**Name: Jessica Medaille****Occupation:**

Retired

**How long have you lived in the school district?**

17 years

**Why are you applying to be a 4J school board member?**

I would like to serve on the board because great schools are essential to building strong communities. I'd like to help ensure that Eugene has the highest possible quality schools that support students from all backgrounds, socioeconomic levels, abilities and preferences. I recently retired from a career in education management where I met and learned from many inspiring teachers, administrators and education leaders around the country. Now, with more time now available to me, I've been eager to find ways to plug in, to focus my energies locally, and give back to this community. Since supporting educators and their students has been the focus of my work for decades, I believe I could bring experiences and perspectives that may be of value to the Board. Growing up, community involvement and public education were a major focus in my family. My father, a community newspaper publisher, served several terms on our local school board in suburban Philadelphia. His enthusiasm about the work the board was doing, and his commitment to serving the community that way is a fond memory.

**What strengths do you think you will bring to the school board?**

For 14 years I was a member of the executive leadership team at ISTE (International Society for Technology in Education, in Eugene), in the role of Chief Membership Officer and then as a Senior Advisor. It was a privilege to get to know and work with ISTE's members, who include classroom teachers, librarians, technology coordinators, principals, and superintendents, from primarily public schools and districts across the country. It really was the highlight of my career. Professionally, I have demonstrated strengths in collaborative leadership, creative problem solving, professional coaching, and working with teams from diverse backgrounds. I was often acknowledged for my calm demeanor and ability to help bring issues to consensus. I have many years of experience working with boards, both as a staff member reporting to an education-focused BOD, and serving on a board myself. For the ISTE Board I served as staff liaison to various board committees, including the board elections and appointments committee and the diversity committee. I also helped the BOD create a new board member orientation and mentor program. Over several years, that board took on the heavy lift of transitioning its structure, size, and member composition, so I have learned quite a bit about various board governance models and practices. I also served a two-year term as a member of the Client Advisory Board to the Philadelphia Convention & Visitors Bureau. ISTE was a significant client of the bureau, as our organization hosted a very large education conference (22,000+ attendees) in Philadelphia on an every-4-years rotating basis. I've worked collaboratively with peers, volunteers, and leadership on creating many organizational agreements and frameworks including developing code of conduct guidelines, core values, and DEI position statements. I helped launch ISTE's diversity, equity and inclusion efforts, organized and led diversity committees, and started a scholarship program to engage more educators from underrepresented backgrounds and under-resourced schools at our conferences and with our professional learning opportunities. I'm a lifelong learner; I'm curious, an avid reader and researcher, and an active, empathetic listener. I find deep satisfaction in coaching and mentoring others and watching them flourish.

**What are some of your particular interests or concerns?**

Given the many challenges of the pandemic and its impact on students, teachers, administrators, and families, I'm particularly concerned about issues around students' mental health, and teacher stress and burnout. I am passionate about equity, access, and representation. At a macro level I'm alarmed and concerned about school boards across the country being the newest front lines in the culture wars re: accurately teaching history, book banning, and attacks on gender diverse children and families. I can't think of another time when it's been more important to come together to focus on what's best for kids. I was pleased to learn that the district is beginning to create more opportunities for students to participate in career and technical education, and would love to see that focus continue to grow.

**What do you think are the two most important issues confronting the board in the next two years?**

I think the challenges we face as we gradually come out of the pandemic will likely be with us for some time. I expect that students' mental health, and teacher morale and burnout, will likely be two of the most important issues confronting the board for the next few years. Many families, especially those from historically marginalized backgrounds, and families of students with special needs, will likely be needing additional support.

**Please describe your connection to Eugene School District 4J.**

As a member of the community, I believe strongly that excellent schools are critical to both our local and national future. My two children didn't attend school in the district, but after they graduated from public schools in Northern California, both chose to attend the U of O. My husband and I followed them up here, moving to Eugene in 2005. A few of my connections to 4J: In 2020, when we were all deep in Covid lockdown, some mom friends and I were looking for something we could do to help students who were experiencing isolation. We thought having access to learning a musical instrument, even via remote instruction, might help. So we started the Replay the Music Forward initiative, reaching out to the community asking folks to upcycle their unused musical instruments. We collected more than 50 instruments, arranged with a local music store for them to be cleaned and repaired (with a small grant from the City of Eugene to help cover those costs) and then delivered them to the staff of the music program at Roosevelt Middle School. They then distributed them to students who didn't have the resources to afford to purchase instruments. Another connection: to help ISTE staff in Eugene better understand the day-to-day experience of the educators we served, the 4J district graciously agreed to arrange for each of us to shadow a teacher in their classroom for a day. I got to spend my day with a very talented teacher and her students at Howard Middle School. In appreciation for these teachers opening their classrooms to us, we gave each of them an ISTE-published book on digital citizenship, and extended invitations for them to join the organization at no cost to them.

**What does equity mean to you, as it relates to K-12 education?**

Public schools that serve the needs of families of all backgrounds and income levels, and students of all abilities, are foundational to a healthy democracy. Fostering environments where all educators, students, and their families are heard, valued and engaged is key. Exploring equity awareness, identifying implicit bias, and finding ways to proactively engage underrepresented voices and perspectives is an ongoing process that takes proactive work, trust, openness, and respect for all stakeholders.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

From my experiences leading ISTE's DEI (diversity, equity and inclusion) efforts I believe I could contribute some ideas and strategies for furthering the district's goals. My efforts were focused on two fronts: the work we needed to do internally as a staff team, and also identifying ways to support the work of our volunteer educator members who were themselves trying to tackle equity issues in their schools and districts across the country. Internally with staff, we ramped up by discussing shared reading lists, and bringing in expert resources and trainers to build awareness and understanding. It required time, patience, perseverance and humility to bring our teams and our leadership into alignment and agreement on next steps. Externally, we supported our member groups and committees who were learning and sharing best practices, helping one another build capacity for change. One of the initiatives I launched was called the Equity Action Forum, which was held at our national conference. The goal for the Forum was to move beyond simply discussing equity issues; we wanted to help make the leap from talk to action. Working with diversity expert moderators, 100 attendees picked their top equity topics, and formed into work teams to design and implement the equity projects they would pursue over the next year in their own schools and districts. If I were on the Board, I would bring those kinds of experiences and my understanding of the outreach and work required to help bring about changes that support all involved.



**Name: Erika Rauer****Occupation:**

Executive Director

**How long have you lived in the school district?**

4 years, 8 months

**Why are you applying to be a 4J school board member?**

I am interested in serving my community and believe school board service to be a deeply impactful way of doing so. I understand schools to be the practical realization of shared cultural values. I am interested in the larger political structures that impact decision making practices. My background is in arts education in classrooms in New York City and in non-profit management, both in NYC and in Eugene. I am also currently studying social work in a second advanced degree. I see school board service as a merger of those interests and a way to better serve children in our region.

**What strengths do you think you will bring to the school board?**

I bring diplomatic skills and skills in collaborative decision-making. In my current position as an Executive Director of an arts organization, I manage budgeting process and make financial and personnel decisions for the company, as well as fundraise through grant-writing and donor cultivation. I also work with a range of constituents from board members to patrons to staff. I have over 12 years direct experience in New York City public schools as a teaching artist in K-12 classrooms across Queens and the Bronx. I have also served in multiple cultural organizations as arts administrator of non-profit and public school collaborations, including Carnegie Hall and New York City Opera. Finally, I have worked at the university-level as an Instructor in courses ranging from Systems Thinking to Arts for Social Change. I think creatively about partnerships and opportunities and approach big challenges and bring a positive but realistic and practical problem-solving approach. I also recognize that board service requires a steep learning curve, and I would approach the position as someone who has much to learn.

**What are some of your particular interests or concerns?**

I am deeply invested in academic outcomes for students from marginalized communities, as well as the equitable distribution of resources across schools and communities. My many years of experience working in Latino/a/x, Black and immigrant communities and schools in Queens and Bronx developed a deep awareness of social injustice in our society and systems. I am also interested in advocating for teachers whose work has become even more difficult for the past two years. I am invested in mental and behavioral health outcomes of the 4J population and would prioritize those issues as a member of the board, particularly with regard to the increased funding from the Student Success Act.

**What do you think are the two most important issues confronting the board in the next two years?**

The superintendent search will set the tone and tenor of the school district for years to come. The selection of a candidate who speaks to the issues of the community, is invested in both the managerial and political role, and also prioritizes values of equity, care and community, is essential. The superintendent search is the immediate issue, followed by the onboarding process and relationship building with the selected individual.



I think the second major issue facing the board is the long-term impact of the pandemic, both in terms of student academic and behavioral outcomes. I think that the role schools play as providers of wrap-around social services has become even more apparent in the last few years. There is now a broader understanding that the best way to serve families and make systems level change is through the school as a purveyor of social services. This takes coordination, political alignment, and operationalization based on shared values.

**Please describe your connection to Eugene School District 4J.**

I moved to Eugene in 2017 and have two daughters in the school district at Edison Elementary. One will attend Roosevelt Middle School next year.

**What does equity mean to you, as it relates to K–12 education?**

Equity is the central lens through which all decision making should be made. To me, equity means that the system provides additional supports for students whose individual circumstances or socioeconomic status is less robust than others in the community. In terms of K-12 education, this means engaging in culturally competent practices that honor the family and/or caregiver while recognizing that some children have fewer options and opportunities. Targeted, well-designed culturally component interventions and programs will be key for making sure that resources are deployed efficiently and appropriately by the schools and the district at large.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

The diversity, equity and access lens should be applied for all decision-making practices. That means asking questions about who benefits from each decision and who is impacted. If I were on the board, I would strongly advocate for partnership opportunities, arts-based programming through nonprofit partnerships, and clearly designed plans and priorities around resource allocation.

**Name: Edgar Ted Rodriguez****Occupation:**

Sociologist, Environmental Engineer, Historian, Education, and Arts

**How long have you lived in the school district?**

6 years

**Why are you applying to be a 4J school board member?**

I'm going to be honest with this question, more so all of the questions. When I see applications like these, I think of the goodwill that people want to do for the community. I want to apply because it would benefit the children of the 4J school district. I think as we move forward in our society, we have to focus on the educational attainment of the kids, the parents, and the educators. I really want to join the board to bring a better understanding to an already expanding board of people. We need to have young people who have attainment on boards and offices that are usually attained by election. As a sociologist, I want to use my knowledge to empower the people around me and to understand the situations around complex social problems. I think I would fit, well on the board.

**What strengths do you think you will bring to the school board?**

I have several degrees; I have the ability to adapt to the current issues at hand I think I would be very well suited to give advice while taking it. I think my greatest strength will come from understanding the situations that come from being from a poverty-stricken Hispanic background. I don't think many people get the correct representation they need; I think I can help with the many of the cultural changes that are being implemented in the district while planning ahead for the future of education as whole in our area. The ability to think and listen is great, the ability to think and listen is greater when that person comes from a demographic that is underrepresented. I like to walk in people's shoes if I can to understand.

**What are some of your particular interests or concerns?**

Well, I'd have to say that the biggest concerns that I have seen are:

1. Social issues relating to education in the district
2. Formation of certain cliques that are not inline with state requirements.
3. Implementation of core issues relating to education and culture.
4. Issues relating the effectiveness of the board.
5. Creating a cultural aspect to bring all community members, of all backgrounds.
6. Creating classrooms that function correctly in order to make productive students.
7. Teaching students life skills that will actually help if they do got to college.

**What do you think are the two most important issues confronting the board in the next two years?**

I would say that this question is loaded in my opinion.

1. The board will need to adapt to rules and regulations requiring mandated education goals and aspects adapted by the state. The process of adapting issues in regard to modernization is always complex, this will require a diverse board.
2. The board will need to adapt to new social norms, including the modernization of education aspects for the board itself. We would have to make sure that the board is willing to adapt and learn in order to avoid the school board being turned into an appointment board instead of elected.

**Please describe your connection to Eugene School District 4J.**

My family has owned many Mexican restaurants here in Eugene for decades. Los Dos Amigos Hacienda, Don Juan's, El Charro, and Jalisco to list the few. The connection to the people is important to myself and my family. My cousins went to school here and I have watched and learned from many of them, generally speaking, I have learned the failures of the system. I still have family that goes to school at Churchill, they helped me to create a working system that I used to create a working model for the State of Oregon in regards to education and school board modernization. I might not have a strong tie to the district itself but my family has a history of serving the people in this community thru our businesses. I have a strong connection to the Hispanic population in this community.

**What does equity mean to you, as it relates to K–12 education?**

Education is important, education is the main process that brings students from different backgrounds together, we must provide a greater understanding in this subject matter. I believe that everyone is entitled to the best education possible. The process that is used in courtrooms to help defendants get the best possible outcome. The schools must be able to provide this fair and impartial assessment in all instances. I believe that we must move towards a system that is fair, we must start at a young age, we must change the negative outcomes before they become detrimental. We must have the same service in education affairs from K-12, this must be the way, in order to achieve equity. The processes of providing concise, fair, modern, and just education for a better future.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Realistically, I don't think I'll make it to the board. In this instance if I were to be appointed to the board, I would try my best to bring all my education know how and processes to create a better educational process within the structure of the board. We must have diversity, we must have better educational attainment at all levels, this included the board itself. My contribution would be the best I can be, I only know how to work, I come from a diverse background. I came from nothing and know what it means to survive and live with your own two hands. The goals are easy, the processes are easy, the implementation is the hard part. I know how, I know what to do, I have the background, I have the ability but I need the cooperation of the board. I can and will use anything at my disposal within limits of the board to process and move diversity, equity and access in education ahead, I would need the backing of my fellow board members and the input of the community. In all fairness, I would just need the chance to look at the problems and work from there, where there is problem, there is solution.

**Name: Andrew Ross****Occupation:**

Retired attorney

**How long have you lived in the school district?**

1991-present. In Harlow/Bertha Holt neighborhood since 2007.

**Why are you applying to be a 4J school board member?**

I have a son at Bertha Holt school and want to be involved in local education.

I am concerned about recent events at other school boards, in which people, often from outside the district and without children enrolled in the schools, have disrupted meetings and caused problems because of their political, anti-learning agenda.

I have recently retired from my profession and am interested in continuing to contribute to the community.

**What strengths do you think you will bring to the school board?**

I have a legal background and have broad experience in conflict resolution.

I read banned books.

**What are some of your particular interests or concerns?**

American history, government, law, literature

**What do you think are the two most important issues confronting the board in the next two years?**

Enabling the school system to thrive on a limited budget

Enabling traditionally marginalized populations to experience their school as a place where they are safe, heard and belong, while resisting the attempts of people with a political agenda to erase them and their histories from the curriculum.

**Please describe your connection to Eugene School District 4J.**

I have a son at Bertha Holt elementary. My eldest went to South Eugene High via International school. I also had a special needs daughter with an extreme IEP.

**What does equity mean to you, as it relates to K-12 education?**

Equity means that every student counts and is encouraged to thrive. The rights and needs of all, not just the privileged few or the homogenous majority, are respected and met.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

By ensuring that these things are indeed a priority, by looking to see that all are included, and being prepared to answer the false claims that, for example, race-inclusive educational materials are "indoctrination" or that materials that support LGBT students are somehow not age-appropriate.

**Name: Harry Sanger****Occupation:**

Sr. Application Support Technician

**How long have you lived in the school district?**

2 years

**Why are you applying to be a 4J school board member?**

I believe in strengthening the interconnected web we all weave. The current tenor of our community feels divided and I would like to help reconnect the Board to District staff and families. As a parent actively involved in my community, I have been approached by concerned parents who do not currently feel represented. As a resident of the North Eugene area with children in the language immersion feeding into Churchill I also bring a unique opportunity to provide representation for both North and West Eugene families. After 2 very challenging years, I believe this Board can be a beacon of hope for the community and help set a tone of cooperation and compromise.

**What strengths do you think you will bring to the school board?**

I have extensive experience working in the public sector and volunteering for community organizations. I recently completed a two-year term on the River Road Community Organization Board including serving as Treasurer to the Board. I have also served on the Cottage Grove Planning Commission and prior to that was the Land Use and Transportation Chair for the Sumner Association of Neighbors in Portland. Playing intercollegiate Rugby at Virginia Tech helped provide essential lessons in competition, teamwork, and trust. My diverse background of interests would help lend an understanding of the different requirements and concerns families in the Eugene School District 4J experience.

**What are some of your particular interests or concerns?**

My primary concern is that my children and their peers will receive the best education available. Oregon schools carry a stigma that I would like to help reverse, focusing on student success and increasing graduation rates by recognizing a variety of learning needs and working to provide the diversity of programming required to optimize chances for success. Like other areas in our community, the 4J District has aging infrastructure that needs to be addressed. Fortunately, there are several projects under way that we should continue to ensure meet not only the current community needs but forecasted needs well into the future.

**What do you think are the two most important issues confronting the board in the next two years?**

The two most important issues that I have personally seen and heard from other parents are recovering from the interruption caused by the pandemic and hiring a Superintendent. I think we need to focus on helping families feel safe while returning to a fully functioning system without discriminating against the religious beliefs, disabilities, or medical issues that may inform families' medical decisions. We are seeing a need to address the mental health fallout caused from this unprecedented impact on our society as well as the political polarization and media/technological overload that is shaking up the foundations of our community.

As mentioned, this event was unprecedented and Interim Superintendent Vandercar has done an admirable job handling this challenge in her current role. This process needs to continue moving forward so that we can remove the uncertainty that exists by not having the permanent position

filled by whomever is selected. I believe that working through this process can help restore trust between the Board, 4J Staff, and the community while showing that there is a clear vision for what success means for the District.

**Please describe your connection to Eugene School District 4J.**

I am a former 4J student and current parent of two 4J students (one in their first year). Prior to the pandemic I was a volunteer at my daughter's school and involved in the PTA. I was also raised by an educator who worked outside of the Eugene School District 4J but gave me insights into the challenges and opportunities involved in this profession.

**What does equity mean to you, as it relates to K–12 education?**

Every child deserves a chance at success in education. The District should continue to strive to provide a diverse set of opportunities to achieve this success whether through academic excellence, alternative career paths, or other options that will allow a student's potential to be realized as a community benefit.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I would ensure that discriminatory barriers are appropriately recognized and work towards reducing those barriers for all students. To accomplish this, I would encourage more opportunities to engage teachers, staff, parents, and students in the District directly through open forums and dialogue with the board.

**Name: Marianne Senhouse****Occupation:**

Forensic Scientist

**How long have you lived in the school district?**

Approximately 5 years at my current address, and about 8 years previous to that.

**Why are you applying to be a 4J school board member?**

My experience growing up in a developing country has provided me with a unique perspective on how the distribution of resources can affect the circumstances of people. As such, I would like to contribute more varied viewpoints so that they can be a part of the Board's decision-making process. I think that the system works better when a larger cross-section of the community contributes their efforts and resources, and I would like to be a part of that solution.

**What strengths do you think you will bring to the school board?**

I consider myself a very resourceful person and I think my contributions would strengthen the effectiveness of the Board.

I have been a member of the greater community for over 18 years: I have lived in both rural and urban areas of Lane county, and I can provide a perspective of a parent who has experience being involved in my students' school life both within and outside of the 4J school district.

I also grew up in a different country and system of education, and would like to share the positive aspects of such a system with the Board.

**What are some of your particular interests or concerns?**

I believe the number of children in the classroom should be reduced to a more manageable number. Teachers are able to work more efficiently with smaller class sizes.

**What do you think are the two most important issues confronting the board in the next two years?**

First, the Board will need to support K-12 students, to provide opportunities to the kids to gain the knowledge and experience that was lost during the pandemic. Kids have fallen behind through no fault of their own and it is the responsibility of the adults to help them thrive.

Secondly, the pandemic has highlighted the need for some students to have easier access to technology, including reliable internet access. The Board should address these issues quickly.

**Please describe your connection to Eugene School District 4J.**

I am the biological parent of two children. My daughter attended Bertha Holt Elementary and Churchill HS. My son also attended Bertha Holt Elementary, Monroe Middle School, Kennedy Middle School and Churchill HS.

I also have two step children, who both attend Camas Ridge Elementary.

I have been an active part of school life, volunteering in the classroom, giving presentations for the Women In Science and Engineering symposium, helping with track meets, attending Site Council meetings etc.

**What does equity mean to you, as it relates to K–12 education?**

Although the school system has been set up to provide each child with quality education, there are unique circumstances that children have to overcome to receive the education provided. Even within the same family, each individual child may have different obstacles to overcome. Equity means providing each child in the district with quality education, regardless of their individual circumstances.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I envision speaking up and speaking out on issues that are both directly related to my personal experience and issues that I have not experienced personally. I see myself welcoming ideas that are not my own, being honest about my own opinions and treating others the way they would like to be treated.



**Name: Carlos Sequeira**

**Occupation:**

Educator, School Administration

**How long have you lived in the school district?**

9 years

**Why are you applying to be a 4J school board member?**

I would be delighted to serve our community and join the current Board of Directors in their collaborative efforts to strive for improvement and achieve educational equity for all our students. I wholeheartedly believe in the core principles and the moral imperative to build educational systems that support our students to develop highly cognitive critical thinking skills, acquire mastery of content and build character qualities such as courage, integrity, concern, curiosity, and leadership. I am compelled to want to make a difference in our community for our students, for their future, for our future. So I want to invite our board to ask ourselves what are the dreams and beliefs that we have for our community, about our students, about our teachers, support staff, administrators, and elected leaders in our board rooms? Will our behavior and beliefs shape the kind of future we dream for our students? You see, I have the desire to make something happen, to change how things are, to create something that no one else has ever created before. I believe I can help make a difference.

**What strengths do you think you will bring to the school board?**

First and foremost my dedication and commitment to want to see our schools be the best they can be, and I want to give back to a community that has given me so much. The multifaceted nature of my experiences as an educator has helped me gain a deep sense of respect for all individuals, the willingness to collaborate with others, and the commitment to life-long learning. For almost three decades, I have been privileged to be part of diverse communities in both urban and rural settings. Every one of these communities has given me great appreciation and practical understanding of the complexities of our educational system and the urgency to meet the needs of all our students. And in my role as a board member, I want to continue to grow in my awareness, respect and appreciation for the richness that diversity of culture, beliefs, ideas, and experience offer an interdependent community such as the city of Eugene, where I have made my home for almost ten years now.

**What are some of your particular interests or concerns?**

I want to be part of a board that (1) Leads by Example and (2) Inspires a Shared Vision for our Community.

(1) I would love for our Board to begin by clarifying and affirming our core values, what we are about and then expressing them in a way that is authentically our own. Then let's align our shared values with our actions. Let's demonstrate through deeds and words how deeply committed we are to our beliefs, in what we say and we do, and how we behave, on and off our places of work. Let's take the necessary actions necessary to build consensus around our shared values. We cannot impose our values, policies or practices on others no matter how hard we try or how much power we have. Unless values are shared among all those who we work with or for, intense commitment is impossible. Leading by example is essentially about earning the right and the respect to lead through direct individual involvement and action.

(2) When we think about our community, what are the visions and dreams that come to our minds? As a school board, we must be confident in our abilities to make extraordinary things happen. Let's envision the future by imagining exciting and innovative possibilities. Let's gaze for a moment across the horizon of time. We are exactly where we are supposed to be. We created this reality. The reality that we are in. I am exactly where I thought I would be today, in front of you, both in my personal and professional life. The actions of my past have brought me here, I am not here by coincidence. The beliefs and actions of my past have brought me exactly where I am today. And today I get to dream with you, where do we want to be in three years, in five years, in ten years?

**What do you think are the two most important issues confronting the board in the next two years?**

1) Setting a vision where all students, staff and the parent community belong and (2) Addressing Mental/Emotional health for the adults and the students in our schools.

(1) I believe that together we can make this community a better place than how we found it. Let's pretend for a moment that we had nothing to do with the complexities of our current educational system that our students and our families have to navigate, the polarization, the finger pointing, the name calling, the anger, frustration, and disappointment that you and I are experiencing in our community. Let's pause and look around, and ask ourselves, what can I do, what will I do, to make this a better place? Let's gaze across the horizon of time and imagine the incredible, life and joy giving opportunities that are in store once we as a community arrive at our final destination, that place we dream of for ourselves and our children.

(2) Addressing the Social-Emotional and Mental Health of both adults and students in our schools. Now more than ever, building connections and relationships with all students should be a critical priority. This is informed by systems level commitments to social-emotional standards and ethnic studies standards which can serve as a road map for our district. But it is also something more basic and human: everyone needs to feel valued and have a sense of belonging. We need to acknowledge that these last two years many of our students experienced the traumatic experience of feeling disconnected to their schools and have experienced learning loss, many of them due to lack of access to good instructional experiences in their homes. They are coming to our schools oftentimes ill-equipped to handle stressful situations. Our teachers need our support and our students and their families need our guidance and understanding to ensure them we will do whatever is possible within our means to ensure the success of their children's education.

**Please describe your connection to Eugene School District 4J.**

I can relate at a personal level with this community. I have made Eugene my home for almost ten years now. I love the diversity of culture, beliefs, ideas, and experiences. I attended a K-12 school very similar to the immersion schools we have in this district. I was a language learner similarly to hundreds of students that attend our schools in Eugene. So I can relate with the parents and the student's experiences navigating the school system. I also attended a community college in Vancouver WA, a similar institution to Lane Community College, so I understand the need to provide our high school students with the knowledge and skills necessary to succeed in a post secondary career and education. I also attended a private university for my undergrad studies, George Fox University. I can relate with the families who are investing heavily in their efforts to ensure that our students come out prepared to navigate the education systems and rigor of highly competitive private institutions. And I can also relate with families and students who choose to send their high school graduates to state universities as I got my higher education degrees from two state institutions, Portland State University and the University of Oregon. And I am the proud

dad of two amazing young women who are graduating this year, one with a humanities degree in anthropology from the University of Oregon, and my youngest one with an engineering degree from Oregon State University. I can also relate very closely with our families and their children with exceptional needs. These last 6 years at Lane Education Service district I have been working closely with amazing colleagues serving our children in life skills classrooms at our Westmoreland campus, as well as similar teachers in classrooms both in Eugene in many other districts in our county. I know this does not in any way make me an expert in Special Education, but I am keenly aware of their needs and I can work well and closely with folks who know their craft and have a passion for some of our most vulnerable students. The time is now.

**What does equity mean to you, as it relates to K–12 education?**

Educational equity to me means that each and every student has access to the right resources they need to succeed at the right moment in their education, and removing any barriers that have historically and currently gotten in the way because of their group affiliation such as their race, gender, sexual orientation, disability, ethnicity, language, religion, family background, or family income or zip code. Many policymakers, researchers, district administrators, and teachers have taken up the cause of bringing “equity” among different groups of students—by race, income level, and disability status. I also see educational equity as the eradication of disparities or achieving “equal” academic outcomes among all student groups. It has also come to mean equal access to gifted programming, high-quality teachers, and high-quality curriculum.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

In order for schools to break down barriers that block access to opportunity, as a board member I can model and help foster in our board room a learning environment that ensures that educators believe that all students can achieve at high levels. This often includes challenging people’s mindsets about race and bias and talking bluntly about longstanding practices that have kept students of color and students in poverty from accessing the same learning opportunities as their white and more affluent peers. I want to be a part of a Board of Directors who intentionally and explicitly foster community conversations about equity, and adopt policies and practices that aim to eliminate long standing gaps in access to high quality educational opportunities for students of color, students with disabilities, and low-income children.

**Name: Jacon Taylor****Occupation:**

Leadership Engagement and Organization Director, Oregon Farm Bureau Federation

**How long have you lived in the school district?**

10 years

**Why are you applying to be a 4J school board member?**

Our schools, parents, educators, administrator and others have been through a lot lately. I figured it was my time to step up and help with these difficult choices for our community. In my role at work I encourage community leaders to serve in more ways within their local communities. This is an opportunity for me to take my own advice!

**What strengths do you think you will bring to the school board?**

I am a strategic thinker and often find pathways forward by combining ideas. I know the importance of serving on a board and my schedule allows for the time and energy commitment it requires.

**What are some of your particular interests or concerns?**

I believe in local participation, so I am always looking for ways to engage the community.

**What do you think are the two most important issues confronting the board in the next two years?**

Budgeting seems to always be on the mind of educators and community leaders. Also health, safety and inclusion of staff and students are important. How can we move forward and unite our communities while making very difficult decisions?

**Please describe your connection to Eugene School District 4J.**

I have three children in 4J. Have lived in Eugene most of my life - I love it here!

**What does equity mean to you, as it relates to K-12 education?**

Equity means having equal access across all spectrums.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I value understanding more than agreement. Understanding is the first step in changing a point of view. I'm open minded and also a questioner - this allows me to dig in and get a full understanding of an issue. I may not agree in the end, but I strive to be able to articulate each point of view on an issue in a truly caring and compassionate way. I believe this leads to better collaboration and better decision making.

**Name: Gena Weishar****Occupation:**

I'm at the end of my time with Lane county. I've been working for COVID unit. Before this I ran head starts policy council as chair for three years. I was involved for five and the first parent to be a 5 year position

**How long have you lived in the school district?****Why are you applying to be a 4J school board member?**

I have experience on head start's boards. Both on the parent side and the business side. Policy Council is a third the governing body of head start. I not only meet with legislators but with the ways and means committee. I have the skills.

**What strengths do you think you will bring to the school board?**

I'm a part of my community. I've been working with Lane county on COVID outreach. I also have worked a long time with head start, then as a parent lead the policy council. I was a state representative to the state head start. My kids are in 4J and we know how good our teachers are

**What are some of your particular interests or concerns?**

I'm here for students. I know my complex upbringing gives me an understanding not everyone gets. I stand not only for my own students, but my kids, and all those in the community.

**What do you think are the two most important issues confronting the board in the next two years?**

Equality is huge. That's huge for me. Also we have to address how this pandemic has affected kids. The outcomes aren't known.. and there's a lot to do still.

**Please describe your connection to Eugene School District 4J.**

I started out my education journey at UO in 2000. I'm from Portland, but very quickly adapted Eugene as home. I know have two kids in 4J, 2nd and 5th grade. I am here for them and every student in 4J. There are many issues left to discuss.

**What does equity mean to you, as it relates to K–12 education?**

Equity to means that we all have the same equal access to education. We have a lot to work towards in Oregon. I'm always thrilled when my kids come home excited about what they're learning. But we need to expand what they're learning and include more voices.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I know how boards work. I have had my issues with my kids' education this far, but I've had choices. I want to contribute to open dialog and continue the work going forward. We have to work for the best of all our children. I want the best.

**Name: Lucas Weiss**

**Occupation:**

Self employed massage therapist

**How long have you lived in the school district?**

Over 7 years

**Why are you applying to be a 4J school board member?**

I care deeply about my son's education, and all children's for that matter. I want to help ensure that what's happening in the schools is what's best for our community.

**What strengths do you think you will bring to the school board?**

I am smart and aware, not just intellectually, but also emotionally and intuitively. I have authentic love for all people and am committed to creating positive action that benefits our whole community. I have the ability to understand most all view points, even if I don't fully agree with them, and find ways to include everyone for the best possible outcome.

**What are some of your particular interests or concerns?**

Funding, curriculum, and district protocols.

**What do you think are the two most important issues confronting the board in the next two years?**

Obviously the protocols around Covid and any other possible pandemic. How do we ensure a safe learning environment while not being divisive within such a strongly polarized community- how can we bring the community together when issues like this arise.

I think budget is likely to be a major issue as well.

**Please describe your connection to Eugene School District 4J.**

My eight year old son attends Family School.

**What does equity mean to you, as it relates to K-12 education?**

That whatever gender, class, or race of a student and their family they have equal opportunities to education and that all students reach at least a basic level of skill.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I'm not fully aware of how much power the board has over everything but making sure that what's taught doesn't exclude or stigmatize anyone based on class, religion, race, or gender. Also that there is maybe some extra attention given towards including those who are in minorities and have less opportunities to make their voices heard.

**Name: Amber White****Occupation:**

Chief Financial Officer - Oregon Pacific Bank

**How long have you lived in the school district?**

9 years

**Why are you applying to be a 4J school board member?**

I have two daughters who attend a Eugene 4J school. My background in finance and my desire to seek the best education for my daughters, allows me to balance those needs when evaluating the Eugene 4J budget, strategic vision and potential barriers to the best education that Eugene 4J students can receive.

**What strengths do you think you will bring to the school board?**

I have a balanced, financial, based approach to reviewing any issue. I aspire to be someone who can evaluate all sides of any issue to hopefully reach consensus in decision making.

**What are some of your particular interests or concerns?**

Diversity, Equity and Inclusion and how the district is adapting to changing demographics. Additionally, I want to provide support to district teachers, support staff and classified staff through the challenging time of the pandemic and beyond.

**What do you think are the two most important issues confronting the board in the next two years?**

How the district returns to a non-pandemic based funding structure  
How the district continues to provide superior education to ALL children within the 4J borders.

**Please describe your connection to Eugene School District 4J.**

I have two daughters [age 7 and 9] who attend who attend Gilham Elementary. I have seen the unbelievable efforts of the educators and support staff at Gilham and I want to advocate on behalf of teachers, students and tax payers.

**What does equity mean to you, as it relates to K–12 education?**

Regardless of your background or socioeconomic status, you are afforded the same opportunities within the Eugene 4J district.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

My mother is a first generation US citizen. Her parents immigrated to the US from Denmark and she experienced barriers to inclusion. Her perseverance and personal experiences has underscored that “the American dream” may not be the same as it once was. We have a responsibility to do as much as the district can to support inclusion and recognition that the needs of one child may be different from the needs of another.



**What do you think are the two most important issues confronting the board in the next two years?**

The two most important issues facing the board are finding ways to support students and families recovering from the negative social and emotional impacts of the Covid-19 pandemic and deconstructing institutionalized racism and white supremacy within the public school system.

**Please describe your connection to Eugene School District 4J.**

As I have mentioned before, my only connection is that I have a daughter in the Eugene School District 4J.

**What does equity mean to you, as it relates to K–12 education?**

As a community organizer, I place equity as the foundation of any and all work I do. Equity in education means that I make it a priority that all voices impacted have an opportunity to engage and be heard. It means that front-line/BIPOC communities have a seat at the decision table from the get-go. It is understanding, identifying, acknowledging systematic oppression, racism, and discrimination. It's knowing that I don't know what others' needs are. Therefore, it is my job to ask questions and educate myself before making decisions that impact minority and BIPOC communities. It's having the courage to take on the responsibility to address and remove barriers so many students in our community struggle to overcome.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

In addition to what I have already shared in the previous question, I see myself contributing the ample knowledge I have of diversity/equity issues is Eugene is facing in general. I would engage with our Spanish-speaking families directly, I would strive to build stronger relationships with BIPOC led social service organizations by attending their meetings, listening, and supporting their efforts and goals.

**Name: Nicole Winther**

**Occupation:**

Banker at Wells Fargo River Road

**How long have you lived in the school district?**

5 years

**Why are you applying to be a 4J school board member?**

I care. I have three children. Two are school age. One attends Holt.

**What strengths do you think you will bring to the school board?**

Objectivity, and always putting children first. I can read, understand and comprehend codes and statutes.

**What are some of your particular interests or concerns?**

Community. I want to be more engaged and participate as a member of the community.

**What do you think are the two most important issues confronting the board in the next two years?**

I'm guessing diversity and inclusion? My thoughts are towards getting the kids all caught up to grade level and then exceeding statewide expectations if we aren't already.

**Please describe your connection to Eugene School District 4J.**

I have a child in 4J and another about to start next year. I'll be here for the next 20 years.

**What does equity mean to you, as it relates to K-12 education?**

All children treated equally.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Oh well I think I have answered this already. I promise I haven't read ahead either!  
Hope to meet you soon.

**Name: Chris Young****Occupation:**

Academic Counselor/ Advisor

**How long have you lived in the school district?**

10 years

**Why are you applying to be a 4J school board member?**

I would like to help make a difference for all the students experience in the 4J school district. I have a strong background in leadership, academia, and teamwork. I am educated in diversity and history of working with marginalized communities. I am first generation Samoan and active in this community and on the University of Oregon campus. My wife is first generation Mexican-American and has her masters degree. We don't have similar upbringings; however, we both find common ground in what is important in the values and education we focus on for our children.

**What strengths do you think you will bring to the school board?**

My strength is my passion for helping others. Teamwork and working under pressure is something that I have developed working with student- athletes at the UO. My input from being a parent, coaching both of my children (3rd grade Buena Vista and 7th grade Monroe), and being a high school teacher and coach for 8 years will add to my ability to have relevant input in making policies that are fair and appropriate. I have my masters in Special Education and my BA in English Literature.

**What are some of your particular interests or concerns?**

In no particular order, I am interested in diversity (staff, education, training), education, school budgets, community building and support, extra-curricular activities, and bus transportation.

**What do you think are the two most important issues confronting the board in the next two years?**

I think the most important issues confronting the board is creating a team that will be able to work and identify needs of the school district. Developing benchmarks that are realistic and needed. Creating a culture where the community feels supported and heard. I believe communication and togetherness is going to be the greatest challenge. There are a lot of things to focus on, but putting time and energy in the correct places will be key. Especially due to the challenges that schools are having with returning to "in-class" learning.

**Please describe your connection to Eugene School District 4J.**

My son is at Monroe Middle School (7th grade). My daughter is at Buena Vista (3rd grade). I have coached both kids and their classmates for many years.

**What does equity mean to you, as it relates to K–12 education?**

Equity means that every child has the same opportunity for the same level of education that is available in the K-12 education system. Regardless, all students without any area of discrimination will have access to the same material and resources.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I believe this would be my strongest area. I am a Samoan male. Everywhere I go, I bring diversity with me coupled with respect for others. However, to answer this question, there are many areas where diversity can be celebrated and respected. Diversity education and training for the staff is a start, adding people who are qualified and come from diverse backgrounds, also adding educational material that focuses on characters that come from diverse backgrounds.

I believe having this conversation is important and relevant for healthy contributions to diversity, equity, and access in education.



## **EUGENE SCHOOL BOARD WORK SESSION APRIL 20, 2022**

### **School Board Applicant Statements**

There are two open positions on the Eugene School District 4J Board of Directors. In accordance with state law, the board will appoint two district residents to serve through June 30, 2023.

The application for appointment was open from Thursday, March 31, to Monday, April 18 at 8 a.m. A total of 38 community members submitted applications and 4 later withdrew from consideration.

Each applicant has been scheduled for a time during this work session to provide a brief statement about their interest in serving on the school board. Applicants are scheduled to speak in the following order, with possible adjustments to be made if necessary.

### **Applicants for Appointment to the Eugene School Board**

<b>Applicant Name</b>	<b>Page</b>	<b>Applicant Name</b>	<b>Page</b>
Marianne Senhouse	65	Michelle Hsu	35
Ursula Brady	6	Scott Fellman	20
Jenny Jonak	40	Jacqueline Hall	29
Erika Rauer	58	Danelle (Dani) Crowley	8
Christopher Ashton	4	Andrew Ross	62
Jeff Krebs	50	Harry Sanger	63
Chris Young	75	Jessica Medaille	55
Rachael Anderson	3	Katina Johnston	39
Keerti Hasija Kauffman	42	Nicole Winther	74
Tom Di Liberto	14	Edgar Ted Rodriguez	60
Deborah Dailey	11	Mysti Rose Frost	26
Kate Friesen	24	Rhonda Giandalia	28
Pamela Leuck	51	Jackson Kai Kellogg	47
Jacon Taylor	70	Daniel Patrick Isaacson	36
Thomas Hiura	30	Shellia Mace	52
Carlos Sequeira	67	Jesse James Egan Sr.	19
Danny McDiarmid	54	Amber White	73

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**Name: Rachael Lynn Anderson****Occupation:**

Country financial insurance agent

**How long have you lived in the school district?**

28 years

**Why are you applying to be a 4J school board member?**

This is my community, home, local school system, and source of pride and I would like to make a difference and participate locally.

**What strengths do you think you will bring to the school board?**

I work in sales, and am a business owner in our community so I would bring sales, fundraising, and local connections to the table to help support our board. I am also on the executive board for the SMJ house on the hill, and can coordinate museum trips.

**What are some of your particular interests or concerns?**

My children and my community they are being raised in are my number one priorities. I want to take a more hands on approach and try to affect change and give support on a local level.

**What do you think are the two most important issues confronting the board in the next two years?**

Fall out from COVID for both the students but as well as staff. Socialization for our children outside of COVID protocol, and technological upgrades in the teaching field and the best way to utilize them.

**Please describe your connection to Eugene School District 4J.**

I have two children at Willagillespie, and I went to Madison Middle School and North Eugene High School. I went to Lane Community College and graduated with an associate's of science and transferred to OSU where I graduated with a bachelor of science.

**What does equity mean to you, as it relates to K–12 education?**

Investing in our children for the long term. Setting goals and investing in the road to success.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Education is for ALL. No exceptions. No restrictions. No prejudice or exclusion. Just learning as one people, to be better people and a better community.



**Name: Christopher L Ashton****Occupation:**

I work in financial services

**How long have you lived in the school district?**

6 years

**Why are you applying to be a 4J school board member?**

I want to improve the educational experience for kids, play a small role helping them reach their full academic potential and help improve the communities view of the 4J district.

I have four kids in the 4J school district, attending three different schools. I see both the positive and negative things that the district deals with and feel very strongly my perspective could add significant value.

**What strengths do you think you will bring to the school board?**

Being a parent of kids who are in 4J schools provides me experience that leads to better solutions to what the children deal with.

I'm a problem solver, professionally and personally. I seek resolutions to issues in a manner that meets deadlines, stays within budgets and supports those who seek to support themselves.

I offer significant leadership abilities and experience, with a proven track record a professional success.

I make difficult decisions through an analytical approach to quantitative and qualitative data. Making difficult decisions is absolutely mandatory to serving on a school board. You can't be everything to everyone!

**What are some of your particular interests or concerns?**

The list is very long:

- We are in desperate need of additional mental health support from the district.
- There are many, many problems that make it extremely difficult for kids to focus on school. i.e. they're getting picked on, they're receiving death threats, sexually explicit threats, racial threats. There was a specific situation I'm intimately involved in where the school principle knew this information but didn't report these issues (which is required by law as a mandatory reporter) and didn't discipline the child who made these threats.
- We must create an environment where kids have rules to follow, and if they break those rules, they understand there will be consequences.
- We have video cameras in schools, but we desperately need the ability to get the audio behind what we can see.
- We need more communication to parents regarding sexual education in schools. My kids come home sharing things that are simply not true ("Dad, at school the teacher told me I can choose my gender").
- We must work with community leaders to move all homeless camps/individuals away from schools. Eugene is a large geographical area and we can find space for the homeless that isn't

within eye sight of a school.

- Why do we offer free lunches to all kids, particularly those who come from affluent families?
- We must offer specific resources to kids on both ends of the educational spectrum: Children who struggle academically or with handicaps need support. Conversely, children who excel academically, need resources to make their educational experience challenging, safe and supportive.
- Class sizes are too large. We must make difficult financial decisions to be able to hire more qualified teachers. For example, there is no reason to put feminine hygiene receptacles in boys bathroom stalls. This is wasted money.

**What do you think are the two most important issues confronting the board in the next two years?**

I don't know the district challenges from a macro level well enough to answer this question, but my answers would come from the list above.

**Please describe your connection to Eugene School District 4J.**

I have four kids at three 4J schools. I've lived in the district boundaries for six years. I've dealt with teachers, administrators at the school and district level.

**What does equity mean to you, as it relates to K–12 education?**

Very simple:

Everyone has the same right to get an education and feel safe in a school environment, no matter their background.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I'm willing to speak for minorities and those who are left behind.

I'm willing to find creative solutions to solve big problems.

I'm willing and able to make difficult decisions for the good of the whole.

I'm willing and able to let administrators, teachers, students and parents that we believe in them.

**Name: Ursula Brady****Occupation:**

Not currently employed. Previously employed in Healthcare Administration in the non-profit and business sectors.

**How long have you lived in the school district?**

3 years. I also grew up in Eugene and attended school in the 4J district.

**Why are you applying to be a 4J school board member?**

My daughter is currently a 5th grader in the 4J district. Through her time in elementary school, and during the pandemic, I have often thought that I would like to be a part of the decision making conversations that effect her and the schools.

**What strengths do you think you will bring to the school board?**

I tend to be a pretty pragmatic and grounded person, which can be helpful when considering processes and procedures. As well, I enjoy listening to and understand the importance of other's points of view and positions on different matters.

Through my work experience, I have participated in an advisory committee, supervised employees of varying backgrounds, as well as contributed to the development and review of different processes, ideas, and policies that effect large groups of people.

**What are some of your particular interests or concerns?**

How the schools and district address bullying and racial conflicts; student learning and development, particularly post Covid; classroom dynamics; school funding; school zones and the school choice process, and the balance of academic classes vs creative oriented classes and projects. To name a few.

**What do you think are the two most important issues confronting the board in the next two years?**

Post Covid academic progress and how to reach students while taking into account varying learning styles and different levels of achievement.

How to support students in their individual beliefs and attitudes, while teaching acceptance and tolerance of others. The importance of addressing bullying and racial conflict.

**Please describe your connection to Eugene School District 4J.**

My daughter is in 5th grade, and has been a part of the 4J district since March of 2019. As well, I attended Edison Elementary, Roosevelt Jr High, and South Eugene.

**What does equity mean to you, as it relates to K-12 education?**

It means that all students should be provided access to the same quality education, and that education should be presented in ways that each child can receive it and understand it, allowing them equal opportunities in education and in life.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I believe my past experiences as an African-American person in the 4J school district, and my experience of being a mother to an African-American child who is a current student, gives me first hand knowledge of what it is like attending school in a city that lacks diversity and inclusion. This gives me some understanding of what changes have been made, what is currently working, and what steps need to be taken.

As I stated in the above questions, I am a pragmatic and often grounded person, with an understanding that change needs to happen in various areas, and also embrace the notion that processes and systems are often complicated, and exist in the grey. I understand that change doesn't often come over night, and that there can be many steps to developing and reaching large scale goals.

**Name: Danelle (Dani) Crowley****Occupation:**

Full time mom, Advocate and Business Owner

**How long have you lived in the school district?**

36 years

**Why are you applying to be a 4J school board member?**

My heart is for each child to flourish and reach their full potential during their school experience to become fully engaged, competent and contributing future citizens. This is critical for the well being of our local community, state, nation and the world.

I also believe I represent a wide swath of parents, teachers and community members that see the need for a parent advocate (of a special needs child) to serve on the board who has been in the trenches and has a first hand knowledge of many issues and obstacles that are not currently being discussed or brought to the table.

**What strengths do you think you will bring to the school board?**

I have a background in education, my husband and I have been local business owners for over 30 years and now, with our oldest son. I have successfully raised 4 children. Three are gainfully employed and contributing citizens in their particular areas of interest. Our youngest is 17, a senior, has attended NEHS and EOA for the last 4 years. Learning of our son's diagnosis and disabilities opened my eyes to an entire world of how very unique and diverse each human brain and body is. During the last 4 years I have done a "deep dive" into the world of what approaches bring our students to "life" and encourages their individual needs to be met. Our 2E (Twice Exceptional), Neuro diverse and disabled children are especially impacted by the methods of engagement utilized by educators and in the classroom. I have taken it upon myself to become a "student of my student". I have researched and have become very well versed and informed on this population that comprises 30% to 40% of our population that usually have 504's or IEP's yet, there is a wide swath of students that have anxiety or overwhelm and are not diagnosed. I have and can bring a wealth of "tools" to the table to help our 4J school community understand the tremendous opportunities that are available to help our students thrive!!

**What are some of your particular interests or concerns?**

Our kids (of all ages & all abilities) are dropping through the cracks left and right. There is a true lack of engagement, interest, enthusiasm and varied instruction dependent upon learning differences. There is a massive and pervasive disconnect between general education teachers and the special education/advisors. In high school, there are more silos between sped and gen ed. This ultimate disconnect then affects the colleagues' ability to work together. The students (and their families) then suffer because there is not a congruent instruction of \*\*The latest Universal Design for Learning (UDL), Specially Designed Instruction (SDI), and Strengths Based-Model training for ALL teachers, along with adequate and congruent follow-through of instruction, implementation and scaffolding for all teachers to learn mastery!! Uneducated educators are not adequately prepared to understand the Neuro diversities of each child and their methodology and approach of "teaching to the test scores" rather than "teaching to the individual student" is hurting an overwhelming number of our children. Students are "drudging through" "giving up" "dropping out" or becoming suicidal. This then creates a domino effect resulting in complete breakdown of any attempts to scaffold our children...the result is great harm for their entire lives ... which ultimately

affects the health and vitality of our community. This is COMPLETELY UNNECESSARY!! I have the tools, knowledge and proven programs to bring to and offer to the District. This can be offered District wide to staff (via Professional Development), plus ongoing resources for teachers, as well as be available to parents. I can work with the district to gain full access to the latest teaching and research from world-renowned experts. I am passionate about our Neuro diverse population. I would love to be a voice for our children as well as for the parents who are also traumatized by their past bad experiences or by the sheer stigma that comes from thinking something is "wrong" with our child...This is NOT the case, each brain and body is like a finger-print...each one is uniquely and marvelously designed...we just need to become educated and informed on how to best support each student, each educator and each family and help them to flourish!!

**What do you think are the two most important issues confronting the board in the next two years?**

1). Finding and hiring a superintendent that can lead the district in a "strengths-based", collaborative model. One that is willing to incorporate and implement cross-functional collaboration within the school district at all levels. One that actively reaches out to meet, understand, know and involve community resources, partners, leaders and businesses. One that is also willing to actively meet the needs of the whole student and welcome involvement, participation and feedback from parents. One that understands Maslow's Hierarchy of Needs and that the basic needs of the student, including their feeling of safety must be met before any instruction can take place. One that is actively transparent and available to the community for engagement and specific times for Q & A from the general public.

2). The Board and School District must provide complete clarity and transparency of what is being taught, how it is being taught, at what age and in what ways. This should be posted on the School District website with posted links to all curriculum. \*\*Parents should be included and welcomed at all times. Town-halls, parent get-togethers, coffee with the Superintendent or Principals once a month. Our school district should be committed to public involvement and there should be adequate and frequent opportunities for community, parents, businesses, etc. to be informed and to have functional ways they can support our students.

**Please describe your connection to Eugene School District 4J.**

Since my son entered public school at NEHS freshman year, our lives have been turned upside down. It has been a "train wreck" that he and I have been trying our best to maneuver through. From the very day we stepped foot on the NEHS campus, most every facet of our experience was mismanaged and fell woefully short of being helpful, encouraging, uplifting or engaging for [student]. He had come into NEHS with a 504 which was barely acknowledged, even though I disclosed his diagnosis of Anxiety, Aspergers, and ADHD. We were not given a tour of the school, we were not introduced to any of the administrators, or any of his teachers. He was given a schedule of regular education classes by the counselor, with no support system put in place, and sent on his way without so much as a map of the school. His anxiety went through the roof so he avoided class and "disappeared" into the safety of the quiet and comfortable setting of the library. He then was written up for "truancy" and expelled from school. All this time, I was in constant contact with his teachers via email, personal visits, and calls/conferences with vice-principals [staff] and [staff]. On May 7, I called a meeting with [staff] for consideration of [student] being tested for an IEP. He was accepted but the process took another 6 months to complete. I had to constantly advocate for my son who eventually was so traumatized by just the simple act of going through the front doors of the school, that he had a lot of "school refusal"... he was shutdown and overwhelmed. (The Polyvagal Nerve sent him into Fight, Flight or Freeze forcing his body to shut

down and access to cognitive processing was blocked until he could get out of Defense Mode). It has taken me three years to scaffold him and get him back on solid footing...There were some very key teachers & SPED advisors ([10 staff members] of EOA) that played a HUGE role in helping to stabilize and re-build [student]'s foundation. The on-line learning that was available through EOA along with the patient and consistent weekly one-on-one zoom meetings with his teachers throughout the pandemic was a godsend. He is now able to be fully engaged and is attending a pilot program called "Future Build" through collaboration of [staff] at 4J CTE program/[staff] (CTE at LCC) (ODE) & Meili Construction. This hands on program has given our son a completely new opportunity to learn and engage!! He will now graduate and be able to step into the "Transitions" program and RTEC at LCC.

**What does equity mean to you, as it relates to K–12 education?**

Equity means seeing each person as their own unique individual human with incredible strengths, abilities, talents and gifts to offer the world. Each person deserves to have a valuable relationship and connection with their school, classmates, teachers, advisors and all the ways of learning that helps them "feel alive, valuable, worthy and capable"!

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

As I think I have illustrated above, it is imperative that we offer many creative and engaging opportunities for each individual child to be "seen", "heard" and supported (all along their school career) to engage in ways that interest them, that enrolls them, that uplifts them and supports them daily and in the manner/ways that they best learn. All Board Members, Staff, Parents and Community should be educated in how this is able to be attained through workshops and valuable resources (i.e. "Uniquely Human" by Dr. Barry Prizant, "Beyond Behaviors" and "Brain-Body Parenting" by Dr. Mona Delahooke, or "Insight Into a Bright Mind" by Dr. Nicole Tetreault or the Free, Nationwide access to Understood.org)

I would also like to see the Student Success Act reinvigorated to provide some much needed funds and scaffolding to the areas of diversity, equity and access in education. It would be great to work on ways to encourage teachers, education assistants, etc. to re-think a return to our classrooms and possible ways they could work one-on-one with the many students that have experienced a substantial learning loss.



**Name: Deborah Dailey****Occupation:**

Self-Employed

**How long have you lived in the school district?**

44 years

**Why are you applying to be a 4J school board member?**

My interest in applying to be a 4J school board member was born out of the need to continue supporting the educational needs of all students, respond to the challenges that school staff face on a daily basis, and advocating for the administrative policies and procedures that are necessary for a fully functioning school district.

**What strengths do you think you will bring to the school board?**

I see myself as a problem-solver, a clear communicator, organized and reliable.  
I am known for having empathy, perseverance, and the ability to advocate above and beyond.

**What are some of your particular interests or concerns?**

I am interested in the continuing and further evolution/expansion of the educational experience for all of 4J students. In particular addressing the whole child's academic, physical, emotional, and social needs.

I am also interested in supporting the 4J community beyond the district. How can I represent the community's voice and partner with businesses, individuals, and non-profits to serve the students and community better.

**What do you think are the two most important issues confronting the board in the next two years?**

#1. In the current climate, I would want to prioritize the importance of listening to the "quiet voices" in the room. What are we missing? What are we not hearing?

#2. Re-engaging students, youth and families that have been impacted heavily by the pandemic. What can we do to create a district for all?

**Please describe your connection to Eugene School District 4J.**

20 plus years as a 4J District employee (special education, art teacher, behavior support, homeless student liaison, EA general education).

Parent of five 4J students

Grandparent of two 4J students

Countless hours as a school volunteer

Working "in the trenches" with students, youth, and families

Working in the classrooms with students, parents, and teachers

Working across the district with front office staff and administrators

**What does equity mean to you, as it relates to K-12 education?**

In my experience equity works when the district provides a variety of educational opportunities to students and then allows them to decide what they want to do with what they have learned. In the end, students should feel a strong sense of self and empowerment.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I would like to contribute (and willing to do so) in any way that supports the 4J community around diversity, equity, and access. This might be as basic as food or as complicated as climate change.

**Name: *Paul Daniels (withdrawn)***

*Application withdrawn*

**Name: Tom Di Liberto****Occupation:**

Retired

**How long have you lived in the school district?**

34 years

**Why are you applying to be a 4J school board member?**

There are several key reasons. To mention a few of the most important, for the first time in many years we are starting to see perhaps a return to better, more stable state funding. We are beginning to emerge from a pandemic that has tested us all. 4J has made important steps in identifying educational inequity in our schools and how to rectify this problem. Our state and district are finally discovering that we have overused standardized testing to the detriment of our students. And we are also about to choose a superintendent that could help lead 4J back to national prominence. We are at an unprecedented, consequential mark in our district's history, and I believe I have the skills and background to contribute significantly to this transition. I want to be part of it.

**What strengths do you think you will bring to the school board?**

Above all, I believe my long experience in education would be a unique and significant benefit to the school board. My life's work has been in education, three years as an instructional aide, five years as a high school teacher in Los Angeles and San Francisco, and 31 years as a teacher in Eugene.

I realize the board's responsibilities do not include the day-to-day operations of the district. But so many of its decisions have immediate impact on the everyday experience of 4J's students and staff. Having someone on the board who has, in addition to being a 4J parent, had long, experiential contact with our schools, has worked with its students, families, and staff, and who has a practical understanding of how board decisions take shape in our schools would be informative and uniquely valuable.

In addition to my strength of experience, I've developed excellent listening and advocacy skills in my career, and I speak Spanish fluently. I've spent incalculable hours with students, parents, and staff to find solutions to sometimes vexing problems. I believe these communication skills and the inside view of 4J I've acquired over my career align well with board members' responsibilities.

**What are some of your particular interests or concerns?**

1. Community engagement: In order to truly meet the board's goals and provide an equitable education for all our students, we need to hear from all our communities. In doing so, we have to acknowledge that we don't all speak English, we don't have the same access to technology, our work hours are different, and we often communicate via diverse conduits. We have made progress in this area (elements of 4J's community input for SIA funds are an example), but we have to redouble and sustain our efforts in getting feedback and input from all our communities.

2. Teacher retention: Good teachers of course are the bedrock of our mission. Sadly now, too many teachers leave the profession frustrated and defeated. It's clear we need to reverse the national and local trend and find out why educators—especially people of color—leave, and how our district can retain them. Too often teachers who consider quitting cite the national and local

direction of the top-down, overly centralized decision making approach that robs educators of their creativity to truly meet their kids where they are, challenge them, and help them achieve their goals. Another piece that's missing is meaningful mentoring. The District used to provide a robust mentoring program in collaboration with the teachers' union, but this has been scaled way back. We need to prioritize teacher mentoring if we truly want to attract and retain talented, inspiring teachers.

3. Teaching the whole child: For some time now, music, art, world language, drama, and other enriching classes are often the first to go if a child's reading, math, or science score dips. Also, by focusing on only tested subjects—often double dosing them—we have increasingly marginalized the former core academic subject of social studies. At a time when we are concerned with students not graduating, we need to revisit elective offerings that can attract and keep many students in school and ensure they leave our District informed of the world around us.

4. Emerging from the pandemic: Many are concerned about student achievement expectations now that students have returned to the classroom. But it would be a mistake to look at benchmarks, realize our kids have lost ground, and then expect students to make up that ground by ramping up remediation too quickly. We need to allow our teachers to plan lessons that will help guide kids through this transition, reacquire their skills, and to reexperience the joy of learning.

I'm happy that the District has chosen to concentrate on the social-emotional piece of returning right now. But we should also resist federal pressure to use valuable instructional time for standardized tests. At the very least we should do as some districts have done and encourage opting out clearly and publicly by placing opt-out buttons on our main webpage.

5. Rebalancing our testing model: In my final year of teaching, I lost at least two full weeks training for, preparing for, and proctoring mandated standardized tests instead of teaching my students. Organizing this endeavor (scheduling, sharing computers, providing snacks, altering routines, etc.) also required countless staff hours. In addition, experts are finding more and more that the overuse of these tests negatively affects economically disadvantaged students and students of color disproportionately. This trend has robbed educators of valuable time they could use to craft more useful assessments whose results they'd have back promptly and could more practically guide instruction.

I am not anti-assessment. Ask any of the thousands of students I've taught in my career. Not one will tell you I did not assess their progress often and in various ways. We need a more balanced assessment system, one that doesn't rely so heavily on standardized exams, but invests in using teacher-crafted and building-based formative assessments that provide teachers, students, and parents with truly useful, much more timely data. This is the piece that has been sorely missing in the recent wave of assessment. District 4J has the staff expertise to be a leader in this area, but we must have the courage to take a smarter path.

**What do you think are the two most important issues confronting the board in the next two years?**

1. Mental health: The statistics on mental health in Lane County are dire, and recent rates of student depression, anxiety, unsafe behaviors, self-harm, and suicide in 4J have sent shocks through our community. I don't believe we were prepared for this as a district, and the news has compelled us to look closely at some of the decisions we've made regarding mental health in 4J.

I'm very pleased we are beginning to reexamine the way we support kids. A couple of examples: We need to hear directly from school counselors, school psychologists, and other specialists to make sure we are deploying their expertise wisely. We've discovered elements of their jobs could be redistributed to other licensed or classified staff so they can focus on this troubling emergency and to put in place procedures that will truly support our students. I also see that better, more intentional partnering with community organizations should bear fruit (something that didn't materialize after removing district mental health specialists eight years ago).

Until we meet this life or death crisis head-on and explore every avenue to solve it, this issue will be at the top of my list.

2. Achieving educational equity: The District's awareness of systemic inequalities and our commitment to eradicate them is a very positive, long overdue step. What needs to happen as a prerequisite is a more in-depth community conversation about how the Equity Tool impacts specific District policies and practices. I discuss this in later questions. But providing equitable educational opportunities to only some of our stakeholders is to fail as a district.

**Please describe your connection to Eugene School District 4J.**

My connections with the Eugene School District are broad and deep. My wife and I arrived in Eugene in 1987 and were both hired by School District 4J that fall to teach in the Spanish immersion program, my wife replacing the first grade teacher and I taking on the first class that was entering Monroe MS. I had to create a curriculum from scratch because there were very few secondary immersion programs in the country. There were huge challenges in finding and obtaining materials, some of which only existed outside the US (no internet then), but there was adequate funding and other supports at Monroe and District levels.

There was a lot in this district that impressed me when I arrived. 4J was nationally renowned as an innovator, and the district cultivated a vibrant culture that allowed schools and regions to create programs that offered diverse learning experiences for students. Students, families, and staff wanted to be a part of 4J to the point that I was one of only five licensed teachers hired by the district that year.

In my time at Monroe I served as a cooperating teacher for many student teachers, as a team and building leader on grade level operational teams, curriculum teams, and parent-teacher site-based management committees and fundraising/event planning groups. To this day I remain in touch with scores of former students and their families.

At the district level I participated on task forces for adopting curriculum in the three areas in which I am licensed (social studies, English language arts, and Spanish) as well as textbook adoption committees.

Since the early days of my experience with 4J, the district has experienced massive changes in the way schools are funded and overseen by the state and federal governments. I experienced this as the parent of a 4J student as well as an employee who tried to keep up with the funding reductions. In response to these shifts, I decided to also become active as an advocate for students and staff in the Eugene Education Association. I served as a building rep, a member of the Human and Civil Rights committee (instrumental in placing the first sexual orientation protections in the 4J-EEA contract), and as a member of the bargaining team, on which I served as chair for eight years. For seven years I also was the liaison between 4J and university teacher preparation programs, a unique and successful collaboration with 4J, EEA, and universities.

My work with EEA allowed me to learn about what was working and not working in 4J and to try to solve problems in many areas. This position involved countless discussions with teachers and building- and Ed Center-based staff on how to maximize staff efforts to educate students. Learning and working conditions were improved and stubborn obstacles were overcome in our discussions, in spite of the erosion of state financial support and misguided legislative attempts to reform education.

After 31 years of service to 4J, I retired in 2018. Since retiring and up until the time of the pandemic, I worked as a volunteer in the music department at Monroe MS and as a substitute teacher. I currently serve as a university supervisor of student teachers in 4J for the University of Oregon and am a member of the 4J Budget Committee.

**What does equity mean to you, as it relates to K–12 education?**

For me the ultimate goal in education is ensuring all students achieve their potential by providing what is necessary for each student to get there. As a teacher this has always been my goal. And when I was in the classroom, I learned quickly that determining what a student needed couldn't be derived from a single test score and that achieving that goal entailed much more than equal materials or technology, equal time, equal attention, or even equal feedback from me. A deeper, more differentiated approach is necessary in the classroom and goes far beyond what happens in that classroom.

I'm pleased that District 4J has recognized this formally and is beginning to put into place its Equity Tool to ensure all systems, procedures, and practices are reviewed using this lens. This cannot be seen as a short-term goal that can be checked off at some point in time. It will take anti-bias and other training for all staff and sustained, systematic engagement with our stakeholder groups to truly know how to reach students successfully.

A persistent examination of everything we do is absolutely necessary to make sure all students receive what they need to reach their potential.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Throughout my career in this district, I have witnessed and experienced the roadblocks that have kept us from achieving 4J's goals. I've seen first-hand how difficult it is for a district, a school, a department, or staff member to change perspective and behavior in the areas of diversity, equity, and access. Educating children has always been extremely challenging work, and the task has only become more complicated by many factors (a pandemic and its aftereffects being one of the most exasperating). I offer this as a partial explanation of why we aren't where we need to be in this realm—not as an excuse. I believe everyone, from every employee to every board member, we all have to change our views and practices regarding how we provide an equitable education for our students.

In the area of staff diversity, I would start with examining some of the factors teachers of color point to as stressors or reasons to quit (centralized decision-making, the obstacles to creativity in the classroom, and the lack of a robust mentoring program). Exit surveys and interviews would also be helpful in this area.

Regarding access, I'm delighted to see the board begin to ask the important questions about both student access to education and family access to schools and district systems. I believe part of this



change has been because the COVID-19 pandemic has forced us to look more closely at this and revealed that when we do the hard work of assessing equitable access for students and families (asking the right questions in an effective manner), we do a better job of meeting those goals.

In addition to my views on how to achieve our equity goals in the preceding question, I'd add that my experience as an educator, a parent, and advocate in this district gives me a unique perspective that will help inform our discussion on diversity, equity, and access in education. I've seen what's been tried, what's been successful, and what has missed the mark.

**Name: Jesse James Egan Sr.**

**Occupation:**

Regional Sales Manager at Time Travelers Antique Mall LLC

**How long have you lived in the school district?**

35 years

**Why are you applying to be a 4J school board member?**

I am a former Special Education Teacher who has worked with multiple school districts in the Lane County area including 4J and currently have a son who attends a 4J middle school preparing for High school.

**What strengths do you think you will bring to the school board?**

I have a background in education as a Teachers Assistant, Special Education Teacher and GED program coordinator.

I hold a Masters Degree in Education as well as a current Teaching License in the state of Oregon. I am familiar with 4J School District policy, budgets, networks, and procedure from the teacher and parent perspective.

**What are some of your particular interests or concerns?**

Trade skills programs.  
Special education.  
Community connections and outreach.  
Family inclusion and support.  
Lunch and after school programs.  
Sports and extracurricular programs for kids.

**What do you think are the two most important issues confronting the board in the next two years?**

Mental health impacts on students due to coronavirus isolation and the impact behavior needs will have on teacher pools.

Facility renovation and habitability.

**Please describe your connection to Eugene School District 4J.**

As a teacher I worked at Churchill High School and Kelly Middle School and my son is currently an eighth grader at Roosevelt Middle School.

**What does equity mean to you, as it relates to K–12 education?**

Equity means sharing unequally with the underserved in proportion to the imbalance of quality resource distribution and being cognizant that inequality exists, and is not a topic that needs to be handled with bubble wrap but rather with hard evidence, data and courageous conversations.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I will do my best to do what's right even when it's not popular and I will always advocate for students' well being above my own interests.

**Name: Scott Fellman**

**Occupation:**

Retired

**How long have you lived in the school district?**

33 years

**Why are you applying to be a 4J school board member?**

Public education is the most important service our government provides to a community. It's the way we ensure that all community members have the skills and abilities to make their way in life as contributing young adults. It's the place we set the foundations for future leaders, teachers, and voters to understand our unique system of government. It's where young people and their parents get to build relationships with people who might not otherwise be in their social sphere and learn to see the world through different eyes. It's where we learn about our rights and responsibilities as community members. It's the first chance for many to break the cycles of poverty or abuse. For many it's the first chance to learn how big and interconnected the world is.

As a recently retired Eugene Police supervisor with a broad range of experiences and education, I'm looking for a way to continue to serve my community. Applying my experience and abilities to supporting our school system is a rare opportunity to impact not just today's students, but to build on the hard work of past boards and steer our schools toward ongoing improvement. I want to donate my time and energy where they can have the most positive impact, and education is the best place to do that for my children, and their children's children. I want to give back and to help represent those who can't make the same contributions because they must focus first on just surviving.

**What strengths do you think you will bring to the school board?**

In my life I have experienced the benefits of privilege, and the challenges of prejudice. I have lived in another country where I had to learn a new language, and participated in a different kind of school system. I have benefited from my participation in the public education system, and seen as a student and parent where the strengths and challenges of such systems impact the people they serve.

I have a unique and broad based experience with the 4J community. I have lived in Eugene since 1989 and resided in the West University Neighborhood, North River Road, South Eugene, and most recently on the rural outskirts of town. In my career with the Eugene Police Department I served people from all parts of Eugene. I am familiar with every neighborhood, every school's local community, and people from all walks of life. I have comforted crying children when a parent was harmed or arrested. I have helped people overcome unfathomable challenges, and struggled to help others to no avail. I have mentored young people who have gone on to lead healthy productive lives.

I have strong conflict resolution skills in a broad range of contexts. Among others these include assisting residents in conflict with elected representatives or their neighbors, protesters and police, or people in crisis from emergency, past trauma, or psychological disorders and substance abuse, and parents with their children or co-parents.

I have extensive experience and formal education in policy development and implementation. This includes practical experience with police and municipal policy development shaped by community input, developing legislation, and implementing both. I have learned the hard way what works and what doesn't work to achieve goals and overcome obstacles in a collaborative environment.

I have a demonstrated ability to work with stakeholders on a wide range of issues to address complex issues. Including everything from working with unhoused people to working neighborhoods like Whiteaker or the West University Business District. From collaborating with non-profits like Whitebird to supporting organizations like the Midtown and Downtown business organizations.

I know how to participate in, and how to lead inclusive discussions by actively engaging stakeholders to learn about issues and help find resources and solutions that work within budgetary constraints.

I have prior board experience as a member and as an external resource. I was a Safe Place board member, and served a term on the TBI Board. I have worked with other community advisory boards to develop and implement new police policies, and I know how to adjust such processes to be effective and efficient while ensuring that community values are addressed in policy. I have experience and education relating to managing budgets built from people's tax dollars from my work experience and graduate degree in Public Administration.

I have a broad range of other experiences including community outreach, media relations, budgeting, labor relations, and personnel management. While I'm not a certified teacher, I have extensive teaching experience from my years in police and public outreach training.

**What are some of your particular interests or concerns?**

Some of my particular concerns are ensuring that the quality of public education remains competitive with or exceeds the quality of education available from private education. I am concerned about how we teach our children to behave as members in a larger community from social responsibility and respect, to individual leadership responsibilities we all have a part in. I worry about violence in our communities, and teaching young people how they can resolve conflict. I want everyone to learn to better understand and respect people who are different from them without fearing them, and to understand the underpinnings of our government and society across history.

I want to ensure our students are learning to navigate the modern media world carefully, how to be a critical consumer of information, and how to recognize when someone is playing on their fears for nefarious purposes. The recent rise in racist, anti LGBTQ+ and other discriminatory rhetoric and actions are complex issues, and our young people need to learn how to study and understand the history and future risks of these or other emerging issues for themselves.

I worry that our schools are too focused on college bound students, and don't provide enough opportunities for learning a trade, or pursuing a different career path. I worry that our schools may not provide enough practical training in life skills like budgeting, navigating government systems, relationship skills, sex education, and preparing for future roles as parents.

Most of all, we know that children who grow up in an abusive home are more likely to be abused or abusers in adulthood. This same cycle applies for drug abuse, racism, poverty or homelessness. Public school is the first place, and perhaps greatest opportunity to help kids break this cycle and set their own paths for success.

**What do you think are the two most important issues confronting the board in the next two years?**

I think the two most important issues confronting the board in the next two years are guiding the district staff in nurturing and ensuring a culture of continual improvement, and using the board influence to collaborate with other leaders in education policy in the county and state to find better funding for public education in the long term.

Budgets are always limited. However, there are usually opportunities through leveraging the experience of our own employees, and programs from other places, to find more efficient ways to use our money. The board is one of several groups in a position to tackle potential systemic efficiencies. For example, what if we could save class time and still get worthwhile standardized testing by leveraging the results from existing curriculum tests or building standardized testing into routine testing so we only had to test once?

Throwing money at problems is not a strategy by itself. And yet, if you'll wander into a vision with me for a moment, imagine what would happen to our existing system if we could reach a funding level that allowed us to limit classes to 20 students and pay staff what they're really worth? The additional time per student alone, would have tremendous positive impacts on students from all backgrounds. The improved pay would ensure we continue to attract excellent staff, and retain them.

**Please describe your connection to Eugene School District 4J.**

As a police officer, I worked frequently with schools, staff and parents. I provided bike safety presentations at Gilham Elementary, and spoke to student groups at North Eugene HS. I have seen the challenges students and parents from all walks of life face at home. I have seen what happens when students have to worry first about food and shelter instead of education. I have seen how disruptive students can adversely impact other students, and I have seen how much our teachers and staff give beyond just their time in the classroom. I have helped ensure regional law enforcement are prepared to respond to active shooter events, and I have helped teachers lead elementary school students in their first and subsequent active shooter drills.

I have three 4J students in my combined family who started in our last small rural school. During their time there I volunteered in the classroom, served on TOSA (their PTO) and served as a Site Council representative working with School Staff and District Staff on facilities issues. Our kids are now middle schoolers and two will soon be starting high school. So when I think about my connection to 4J I'm not just thinking about past experience, but the present safety and education of our older kids, and the school system their kids may someday attend.

**What does equity mean to you, as it relates to K-12 education?**

Each child in the 4J district has a different story to tell. Some come from wealth and privilege. Some come from poverty and worse. Some kids find themselves identifying with the more common social norms, some find they don't fit neatly into those old limited categories. Some come primed to learn, fed, rested, and confident in their ability to succeed. Some come fearful of failure, some are focused on surviving when they get home until they get to the next school day. Some face less common but intensely impactful challenges that may not be well understood by others. From one extreme to the other, and everywhere in between, these kids are our responsibility as a community. Along with their families, we the larger community, and the 4J organization in particular are responsible for helping prepare each child for their futures.

In the case of advanced learners well suited to current educational approaches, this is a comparatively simple task. In the case of children with special needs, it means providing the extra support, or differentiated teaching approaches that will put them on even footing with their peers. In the case of advanced students, it also means helping them excel and not holding them back from their potential. But the steeper hill to climb is for those who need more from schools to help compensate for challenges at home, in their unique learning abilities, and additional needs.

Success means different things for different kids, but every single student must receive, to the best of our ability, the resources and support they need to fit their particular situation. For some this

means getting into college, for some preparation for a trade school, for some a GED, or one of several paths directly into the working world. We should not be able to predict how a student will do based on where they come from. Instead, we should have a system that helps each student meet their own potential, whatever path they may need to take.

For the district this means finding the resources to make this vision a reality. For the community it means valuing and supporting people who may not be part of their social sphere. For the students it means learning to support each other, to value differences, and to value learning about life experiences that differ from their own.

Lastly, equity for K-12 education means not assuming that what we're providing is adequate. It means creating and supporting a culture that constantly strives to do better for everyone. This means listening, considering, and applying input from those who traditionally haven't been heard.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I know how important it is to have diversity of opinion when making decisions that impact large groups of people. While one person can't represent everyone and all their varied stories, as a board member my prior public service would help me to represent a wider range of 4J residents than most. At a minimum I would bring experience with a wide enough sampling of people of different backgrounds from throughout Eugene 4J to know when I couldn't adequately represent them without getting direct input from them.

This same experience would help me assist the board to develop policy that fits as well as possible for the most people possible, while giving staff the flexibility and resources to fill in the gaps where equity and access are challenged. This is a core value for me because I know from experience how much is at stake in our systems for those historically sidelined or not represented in public services. I could also further the board's work by using my media and public presentation experience to share our efforts with the public, gather input, and build support.

**Name: Kate Friesen****Occupation:**

Self-employed as a property manager

**How long have you lived in the school district?**

Nearly seven years

**Why are you applying to be a 4J school board member?**

We have three children - one each in elementary, middle and high school in the Eugene 4J school district. I believe that if you want to change or be part of making change happen, then you need to get involved, and not just sit idly complaining. It has only been since Covid that our family's schedule would allow me to participate in the school board, so when I saw that a position opened up, it seemed fortuitous.

I have watched with frustration what has happened to kids in our community over the last few years, and been equally frustrated about a parents' lack of ability to get involved with their local school. I am an observer and lover of people and children. I have many ideas about things we can do to help our kids and families, and ways to make the educational experience better, and participating on the school board seems like the perfect opportunity.

**What strengths do you think you will bring to the school board?**

I am direct and I get things done. I have excellent communication skills, both written and verbally and am not afraid of public speaking. I go out of my way to meet and cultivate friendships with people who are different from me, and have never met a stranger. I welcome others' opinions, no matter how different from my own, and I can readily see both sides of most arguments.

**What are some of your particular interests or concerns?**

I believe that in an effort to placate the masses or kowtow to popular opinion, we have gone too far away from the basics that help kids transition into being functional and productive members of society. Technological isolation, non-participation and a complete lack of functional skills have created an entire generation of kids who are anxious, depressed, and feel socially isolated.

Instead of focusing on what sounds good on paper, or what meets some arbitrary standard, we need to take a step back and look at what is really happening within the school community, and come up with simple feet-on-the-street solutions.

**What do you think are the two most important issues confronting the board in the next two years?**

I write this, knowing full well that the school board already has a list of "important issues." So from a strictly personal perspective, based on our own experiences and watching kids and families around us, we need to figure out how to fix what is broken within our children and families.

I propose these questions, all of which have the same answer:

How do we make everyone feel welcome and included?

How do we help kids feel more socially connected?

How do we get parent involvement?

Involvement at all levels. No phones, face-to-face, people meeting people.

**Please describe your connection to Eugene School District 4J.**



I have three children who attend Eugene schools - Twin Oaks, Kennedy and Churchill. I am a parent, who until Covid, was an active volunteer in each of the schools. I coach 4J kids and live in the 4J community.

**What does equity mean to you, as it relates to K–12 education?**

There is no one-size-fits-all solution to the equity question. It exists at all levels and in all facets of our lives, so the only true way to attain any measure of equity is to empower staff and teachers at the local level to problem-solve for their particular disparity. A child who has no safe place to sleep can not be painted with the same "equity" brush as the child who is just learning English.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I think that too much focus has been put on diversity, equity and inclusion and as a result, we have created exclusion and driven a tremendous wedge between groups. Trying to create equity and diversity by vilifying another group only creates greater division.

Inclusion and participation are the only true paths to these goals.

Example: My fourth grader was learning about holidays around the world, and among them was Kwanzaa. I have nothing against Kwanzaa per say, but it is not a historically world holiday. It is a holiday that was created in America, that has no specific country, region, language or religious root. It is a holiday created out of a mix of different African cultures, by an American professor. But it met some kind of "standard" for diversity.

So instead, why did they not learn about Ramadan or Diwali. I want my children to grow up respecting others' religions, appreciating their differences and being able to recognize how we are alike on a global scale.



**Name: Mysti Rose Frost****Occupation:**

Covid 19 Information Specialist at 211info

**How long have you lived in the school district?**

14

**Why are you applying to be a 4J school board member?**

I want to be of service to my community. My daughter is currently in the 4J school district, entering high school this fall. She has learning differences that she inherited from me. I have ADHD and Dyslexia. I want to provide perspective on the unique challenges those with learning differences face in the public school system and support our community members who are seeking to create a more equitable, safe, and supportive educational experience.

**What strengths do you think you will bring to the school board?**

One strength I think I would bring to the board is my ability to see the big picture. My unique personal experiences have given me the ability to spot unintended consequences of decisions being made, and/or identify possible negative impacts on students and families that a new policy may have.

I have a creative streak and am willing to think outside the box to find solutions to complex issues. I have been told by my peers that I am highly persuasive, charismatic, and approachable.

I am multi-cultural and bilingual in English and Spanish. I grew up in Mexico and my father is an enrolled member of the Crow tribe of Montana. I have an associate's degree from LCC and I'm just 16 credits shy of completing my bachelor's degree in General Social Science -Globalization, Environment and Policy and the University of Oregon. I served on the board of directors for LRAPA 2018-21 and the River Rd. Community Organization Board of Directors 2019-21 and re-elected last month.

**What are some of your particular interests or concerns?**

I am very passionate about solving the issues affecting our collective. I do not feel my particular issues or concerns are more important than others. I am empathetic to anyone voicing concerns about issues they are up against. That being said, as a mother with a child in this school district, I listen to her concerns and issues regarding her experience in school every day. These issues include the following; Poor quality lunches that are void of nutrients and are high in processed sugar and saturated fat, performance shaming in front of peers, Cultural incompetence and bias shown by staff and faculty, lack of education on how to support students struggling with learning disabilities/differences.

I am concerned about our BIPOC/LGBTQ2+ students and the horrific abuse and bullying they experience on a daily basis.

I am on the board of directors for my neighborhood organization. I would like to find ways to bring our folks together so that we can build stronger, more trusting relationships and safer communities. Hopefully, all this work would result in happier, healthier, secure children with the confidence and skills needed to face the challenges of life ahead.

**What do you think are the two most important issues confronting the board in the next two years?**

The two most important issues facing the board are finding ways to support students and families recovering from the negative social and emotional impacts of the Covid-19 pandemic and deconstructing institutionalized racism and white supremacy within the public school system.

**Please describe your connection to Eugene School District 4J.**

As I have mentioned before, my only connection is that I have a daughter in the Eugene School District 4J.

**What does equity mean to you, as it relates to K–12 education?**

As a community organizer, I place equity as the foundation of any and all work I do. Equity in education means that I make it a priority that all voices impacted have an opportunity to engage and be heard. It means that front-line/BIPOC communities have a seat at the decision table from the get-go. It is understanding, identifying, acknowledging systematic oppression, racism, and discrimination. It's knowing that I don't know what others' needs are. Therefore, it is my job to ask questions and educate myself before making decisions that impact minority and BIPOC communities. It's having the courage to take on the responsibility to address and remove barriers so many students in our community struggle to overcome.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

In addition to what I have already shared in the previous question, I see myself contributing the ample knowledge I have of diversity/equity issues is Eugene is facing in general. I would engage with our Spanish-speaking families directly, I would strive to build stronger relationships with BIPOC led social service organizations by attending their meetings, listening, and supporting their efforts and goals.

**Name: Rhonda Giandalia**

**Occupation:**

No

**How long have you lived in the school district?**

21 years

**Why are you applying to be a 4J school board member?**

Would like to make a difference in the children with our community and the people in our community. I am interested in being a part of the 4J district. I spent many years as a drug and alcohol counselor and my main objective was always to help people overcome barriers and to do whatever that takes. I recently have more time to be able to serve my community in additional ways. This would be another way to do that.

**What strengths do you think you will bring to the school board?**

I have passion for the children in our community and for the schools they attend. I am very passionate about overcoming barriers and being a part of ways to accomplish that.

**What are some of your particular interests or concerns?**

My interests are to strengthen the board with an insight and an understanding to what is needed, and help strengthen our community.

**What do you think are the two most important issues confronting the board in the next two years?**

Some of the issues we face within the next couple years will be reuniting community activities and being able to structure events with crowds. People are still very worried about health risks and socializing might become a barrier for people. Getting school activities and field trips back on track will be an additional process as Covid has made it very difficult for families and students.

**Please describe your connection to Eugene School District 4J.**

I have faith in the school board system and believe most issues will work their cells out with a good sound team. I do feel strongly about helping structure individuals participating in group activities again and also some concern with parents becoming a little opinionated about the curriculum that Eugene 4J uses. Think it's important to educate parents about why these topics are important for our children and how it pertains to their future. I understand a vast amount of different points of view but I also believe that we need to educate our children with were the events that are occurring and that have occurred.

**What does equity mean to you, as it relates to K–12 education?**

Equality means having equal rights, opportunities, Nondiscrimination and the ability to be treated the same no matter your religion, race, sexuality, or gender.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

**Name: Jacqueline Hall**

**Occupation:**

Psychiatric Mental Health Nurse Practitioner

**How long have you lived in the school district?**

Since 2015

**Why are you applying to be a 4J school board member?**

I value public education and want to help out during this stressful time.

**What strengths do you think you will bring to the school board?**

- parent
- used to be a teenager
- attended public school throughout my education
- respect teachers and am grateful for the opportunity to be educated as a citizen
- I have been educated and have worked in medicine my entire life

**What are some of your particular interests or concerns?**

- wanting to support children, teacher and parents in healthy relationships
- supporting inclusion
- encouragement of our youth to be the brightest, objective, 'in tune' individuals that they can be

**What do you think are the two most important issues confronting the board in the next two years?**

- communication
- maintaining quality education during a pandemic

**Please describe your connection to Eugene School District 4J.**

I have two children who are students in the 4J school district. Our students are our future.

**What does equity mean to you, as it relates to K–12 education?**

In my opinion, equity in education means that all children in K-12 grades have equal access to educative opportunities appropriate to their age and level of education regardless of their financial, sex/gender, racial, and/or physical resources and abilities.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

A compassionate ear to hear all sides of an issue, and offer realistic suggestions as appropriate.

**Name: Thomas Hiura****Occupation:**

Online English Teacher, VIPKid

**How long have you lived in the school district?**

21 years total

**Why are you applying to be a 4J school board member?**

Since my mother enrolled me in North Eugene's preschool, I have been proud to live a life inextricably linked to this district. Earlier this year, I convened a team of lifelong friends to coordinate the most inclusive possible 10-year reunion for our North Eugene Class of 2012. While the 26 years between these events has mostly been characterized by steadiness and continuity within 4J decision-making, there is always room for improvement, especially when overlooked communities throughout the city have yet to feel their voice is represented and heard.

I remember sitting in the room when the previous vacancy was voted on in 2019. While the candidate I supported did not prevail, Mary Walston articulated that her vote would be based on "balance": a virtue I value both personally and professionally. Today, I do not think I would be the most traditionalist nor the most idealist member of the board, were I to gain the privilege of serving. But I would embrace the role as just that: a privilege to listen hard, seek to understand differing perspectives, and serve the entire public.

I would not add to the lengthy list of applicants for your review if I did not believe our students need an advocate who intimately understands their modern lives. I am a teacher of English to students in China. My partner of 1.5 years is in our local schools every week day as a substitute teacher, so if I am the decent partner I hope to be, I am listening intently about her students' triumphs, anxieties and challenges every single evening. While the 4J board is now without its youngest member and its long-standing River Road connection, I believe I can assume these components of the role with the aplomb and resilience of a proud 4J graduate.

**What strengths do you think you will bring to the school board?**

Every candidate has unique skills that would prove invaluable on the board.

I think the top asset I would bring is a perspective informed by powerful lived experiences, many of which would be represented for the first time on the board. I admire my friend Doyle Canning because in her own efforts toward public service, she has unapologetically shared relevant stories of trauma endured in her personal life. I will follow her example to share how my own 4J story made me more resilient than I ever imagined I could become. I will share that lengthy story at the end of this application.

Another unique strength is my proven dedication to public engagement and outreach. Since 2015 I have interviewed over 400 individuals, either as an independent media host or an admissions interviewer for Carleton College. When I returned to Eugene in 2019 from a year at Columbia University's Teachers College, I grew disappointed in the dearth of local investigative journalism. I could only grow so weepy about this dying art before opting to do something about our democracy is (or is not) covered.

For four consecutive Lane County election cycles (May '20, Nov '20, May '21 and May '22), I have sought to democratize information by conducting in-depth, long-form interviews with every

candidate I could. These 17 interviews\* have led to my education-themed podcast, Broken Class, playing a small but sturdy role in our local democracy. I am proud to engage audiences that are younger and less traditionally welcomed by most legacy institutions and their candidate forums.

As a scholar of education, I know the importance of differentiated instruction; the concept is why I make each broadcast free to play on any device in either audio or video. I've sometimes spent 18-hour days typing and synchronizing over 1600 captions per episode, in case a single human being might benefit from the increased accessibility to the content.

I am autistic, and proudly so, but sometimes I come off as hypervocal or shamelessly vain. In taking so much space to explain my qualifications as a young second-time candidate, I seek this position so that other oddballs on the margins can hold a director's seat alongside and well after me.

**What are some of your particular interests or concerns?**

The neat thing about a policymaking position is that it necessarily impacts a wide range of issues. My friend Jennifer Yeh recently told me, "I think people that have, like, one issue that's their main focus can be difficult for them [to serve]." I think it is self-evident that equitable inclusion of overlooked voices is crucial to me, but this diversity intersects with every other crucial issue of our district as well. Issues like:

Teacher pay – so we can retain and attract the best talent, particularly in a dismal local housing market for working people. We should also fight for a living wage for all 4J staff.

Disability justice – we are part of a larger educational system that paid no attention to these issues when it was designed.

Retrofitting both buildings and cultural norms to meet everyone's needs is a necessary challenge, along with ensuring the utmost access within all future projects. Accommodations must be delivered free of stigma.

The arts – these cognitively essential spaces are imperative to fund and strengthen, not just because they enrich lives, but because they save them. I have seen the power of the arts in our schools to be the very reason for an at-risk learner or a bullied queer student to get out of bed on any given day.

And to save my top issue for last: Wellness and mental health. Sure, some students do not experience challenges here, but studies show that percentage is shrinking at an alarming rate. Everyone is affected in some way, and it is far from abstract for me. My father struggled psychiatrically and emotionally. Although Covid is what ultimately took his life last August, make no mistake, depression, heartbreak and abandonment are what slowly killed him as I watched in horror. He was only 69. This issue is stigmatized within so many Asian-American families, and I know that if I had attended school in a climate more open to it, I would have been diagnosed with my own psychiatric conditions at a much earlier date that could have saved me much trouble, later on. I am proud that my father – a healthcare and union activist – got to see me run for Mayor with youth mental health as my #1 issue. Though I was unhoused and spent no money on the campaign, the fact that I came in 2nd among 7 wiser and more experienced candidates must have had something to do with my forthrightness on this topic. I want to build on the district's efforts to do more.

**What do you think are the two most important issues confronting the board in the next two years?**

Leadership matters, and choosing the right superintendent for this unprecedented moment is the top issue. We need someone who has a track record of putting dollars toward the areas of greatest need in our district, and we frankly need someone trustworthy who can unite our community. Some of us have felt that the Eugene School District was a stepping stone toward more lucrative prestige elsewhere. Our kids should never feel that way!

It is difficult to highlight one issue of secondary importance, but we do have a sacred responsibility to earn as much public trust as possible as we enter the fourth academic year affected by the Covid-19 outbreak. Fracturing, mistrust, and misinformation coupled with scarce resources and plain old hatred have been normalized during this pandemic. This is a global problem that requires local solutions, built from the ground up. Policy disagreements regarding safety and science have led to violent conflict. I believe that when wrongdoing has occurred, accountability without shaming and blame gaming is possible. Our young learners are watching, and if we model ethical adult behavior for them, we can rebuild public trust across every generation. We must embody those characteristics of a great teacher: fair and loving, but tough and committed to truth.

**Please describe your connection to Eugene School District 4J.**

- I graduated from North Eugene Preschool, Yujin Gakuen Elementary, Kelly Middle and North Eugene (International) High School.
- First paychecks in life were from 4J; I worked as North's head A/V and theater technician from 2010 to 2012. I worshiped in two churches in two 4J buildings for years.
- Volunteered for Measure 20-182 in 2011 (a proposed income tax for 4J and Bethel). I was sad that this failed in an off-year special election, because our community has a decades-long record of showing up for school-funding bond measures at the ballot box.
- I have always fought for equity in 4J: I co-founded PASS (People Against Stupid Sexism) in 5th grade, co-founded North's Social Justice Club in 9th grade, led an anti-bullying campaign in 11th and 12th grade called "Words Can Hurt," founded North's Random Acts of Kindness Club, and got in hot water once for allowing a pro-union student walk-out to rally using a 4J PA system without approval. We made good trouble that day.
- Produced and published countless videos and short films in support of 4J. A year after my graduation, I created an NEHS Small Schools documentary at the request of [staff].
- I continue to practice and pursue a career in education, and I am less than a year away from receiving my Master's in educational leadership from Southern Oregon University (online). My dream job has been NEHS principal for 11 straight years.
- I am always thrilled to visit 4J classrooms. During distance learning, [staff] invited me to guest lecture for her 7th and 8th grade leadership classes on three occasions.

**What does equity mean to you, as it relates to K–12 education?**

I think it is unfortunate that in this trendy climate, there really is no way to be confident that a person will fight for equity unless they have a long-standing track record of already doing it. Thanks to the outstanding 4J teachers who did not shy away from these issues, I have never stayed quiet.

During weekly meetings with [staff] in 2009, I learned about the powerful concept of equity (as opposed to equality, which was spoken of much more often at the time).



I will exercise brevity here and simply say that equity is not a simple jar in which to insert money, nor is it a cause to champion during a given day or month. It is a framework I would consider in every decision as a 4J school board member, while striving to maintain humility about my own expertise. We all have so much to learn, and I am always ready to dig in.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Thank you so much for your consideration of my lengthy application. Here is my story (TW: abuse, mental health, suicide, bigotry):

When my senior year at North began in 2011, I had just returned from the LEDA Scholars summer program at Princeton. LEDA (Leadership Enterprise for a Diverse America) had previously changed my sister's life after the ever-compassionate [staff] brought it to her attention; the org would now be helping in every step of my college application process, at no charge.

Back on Silver Lane as ASB President, I hosted the "Hello Assembly" and Back to School BBQ, before proceeding to experience the most tumultuous year of my life. When I welcomed the incoming class of 2015 through those tinny gymnasium speakers, I had no idea that this North main gym would soon be one of the key safe havens where I would stay as long as I possibly could that Winter, fleeing from domestic violence. I would thank God for nights with home basketball, because I could stay on campus for either newspaper or debate, then cheer on the JV squad before hammering on the drums at the varsity game. There was bliss in this reprieve.

I would receive two massive blessings in the spring semester, even though I had begun to fail coursework for the first time. The first was that the Eugene Area Chamber of Commerce – who had previously honored my sister as North's candidate for the Future First Citizen Award – would choose me to receive that titular prize. I remember growing up feeling that Dennis Nakata was the only person of my race on local TV, and then all of a sudden there he was in a Hilton ballroom, announcing (and correctly pronouncing) my name as the recipient.

There was a lot of putting on a happy face, that year. A matter of weeks before I had flown to Princeton for the summer program, my father was incarcerated for the first time at the Lane County Jail. There was a certain resilience I had developed in a household full of violence. In many cases, I physically stood between members of my family to calm them down as they shouted threats and vitriol at one another. Both of my parents threatened suicide at various points. I was too young to understand that the resilience I'd developed would be best unpacked through therapy.

I attended Carleton College with the giddy feeling of a fresh start. My assessment of the experience remains positive, although I would later relate to Director Rabasa's sharing of her experience at a similarly "elite" private liberal arts college in the Midwest. I was visibly one of the poorest students on campus; 50% of the student body received no financial aid (meaning their parents paid the full \$64K per year for just one of their offspring to learn the liberal arts). I experienced physical violence based on my race and non-binary gender identity for the first time. And there is really no elegant, application-friendly way to describe that feeling; it's just trash! When I stood up for myself in person, my bullies would intensify their mud-slinging in cyberspace. I am grateful that the administration approved at least some measures to protect me – an experience that I think of in my student affairs graduate coursework constantly. Through a good deal of therapy and some heartening summers away from Carleton, I graduated within 4 years, all the while receiving intermittent phone calls of desperation from my unhoused father.

Once again, I do not have an impressive strategy for tying this all back to the question. I simply feel that in previous attempts to lead, sometimes people do not take you seriously unless you give them an abundance of provable enough examples of competence. There is no way to be assessed on the merits of experiences I do not articulate. I can think of three actions I feel blessed to have been able to take, which helped transform this up-and-down life experience into a more diverse and equitable world. First, I returned to the LEDA Scholars summer program as a College Guidance Coordinator. Within this role, I mentored a caseload of 50 rising high school seniors from around the country, 49 of which were students of color. This intensive 1:1 mentoring paid off; for the first time in LEDA Scholars history, all 50 scholars were admitted to one of Barron's most competitive colleges and universities. I swell with pride when I see what they are accomplishing now – it dwarfs my own successes.

Secondly, I was able to save up funds to get my father into a 2007 Toyota Prius, which was the most reliable vehicle he had owned in decades. It would be his home in the years leading up to his death, and it both made me happy for him and relieved some of my anxieties about having some form of shelter from the cold and rain.

And thirdly, during my previous attempt to be appointed to the 4J board, I was the only candidate who used their full 10 minutes and ran out of speaking time. I had misunderstood Chair Levis' statement about the rigidity of the time constraint, and I was heartbroken that my disability may have played a role in my speaking too verbosely before reaching the only question about equity. I have no indication that this directly affected the current (and likely more equitable) vacancy appointment process, but when I met with Superintendent Balderas, I advocated for a disability accommodation to be explicitly offered in any future iteration of this process. He promised me this would be the case, a few weeks before announcing his departure. I hope you will trust that my personal and professional passion for inclusion and access would only increase – alongside my effectiveness – if I were to be appointed to serve. I feel proud that I may have had some impact on 4J in the past, and I believe our community is waiting for the ideal team to come together and do so much more.

Endnote:

\*In reverse chronological order, I was honored to interview these candidates in their races: Jennifer Yeh (Eugene City Council), Harry Sanger (4J board), Rose Wilde (Lane ESD Board), Laural O'Rourke, Tom Di Liberto (4J board), Maya Rabasa, Isiah Wagoner (Eugene Mayor), Eliza Kashinsky (Eugene City Council), Candice King (Eugene City Council), Zondie Zinke (Eugene Mayor), Kitty Piercy (former officeholder: Eugene Mayor Emeritus), Doyle Canning (U.S. Representative), Kate Davidson (Eugene City Council), Matthew Yook (Eugene Mayor), Robert Patterson (Eugene Mayor), Mandey Chappell (Eugene Mayor).

**Name: Michelle Hsu****Occupation:**

Librarian

**How long have you lived in the school district?**

6 years, 9 months

**Why are you applying to be a 4J school board member?**

I am interested in serving on the 4J school board as a parent and professional who has worked in educational environments. I'm a product of public education and am willing to dedicate my time, experience and willingness to learn to our schools. I feel I can contribute to and collaborate with the current members of the board as well as with our wider community.

**What strengths do you think you will bring to the school board?**

I am a trained librarian who has lived and worked in many places, both domestic and international. I am invested in education equity and will bring a diverse viewpoint to the district. I work with organizations serving the most vulnerable in our community with patience and compassion. I am adept at deescalation. I value deep listening, analysis and take the responsibility of making decisions to heart.

**What are some of your particular interests or concerns?**

I am interested in reading, digital literacy and feeding people. I am concerned that there are students and families who do not have their basic needs met. I would like to see librarians managing school libraries and to not consider libraries simply as repositories. Libraries are a place for community.

**What do you think are the two most important issues confronting the board in the next two years?**

The most important issue is ensuring that schools are safe spaces for everyone as defined by the collective school community. An equally important issue is teacher retention and engagement.

**Please describe your connection to Eugene School District 4J.**

I am a parent of two 4J students; one who attended briefly and one who has been enrolled for the last 6 years. I have volunteered in school libraries and for various 4J events. I was invited to catalog the print collection for the Chinese Immersion School library when they moved to their current location at Kennedy Middle School.

**What does equity mean to you, as it relates to K–12 education?**

Equity recognizes that opportunities are not the same for everyone. Equity in education means that the district provides flexibility and resources to eliminate barriers in order to accommodate individual needs and preferences. Where there is equity, underrepresented or marginalized groups are valued, welcomed and included in all spaces.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I think about diversity, equity and access in education as well as in relationship and community all the time. I practice dismantling stereotypes and beliefs that I was conditioned to accept both socially and culturally. My range of perspectives would be a contribution in supporting diversity, equity and access. Diverse and equitable schools will build a culture of access.

**Name: Daniel Patrick Isaacson****Occupation:**

Small Business Owner

**How long have you lived in the school district?**

9 years (1998-2005, 2020-present)

**Why are you applying to be a 4J school board member?**

I am asking for your appointment because I believe in the absolute power public education has to change a child's life for the better and because so much rests on every child having the same access to education, with the same resources, and the same support, in and out of the classroom. Our fidelity to them must be made known in every policy we take up; it must be the very ethos we create.

Education is the great equalizer; it is the path that, if taken, affords its user universal access to the blessings of our community. However, if denied, it all but ensures an insurmountable climb throughout life. I was blessed by healthy doses of luck, privilege, hard work and an accident of birth. Many of my childhood friends fight right now against the rip current of poverty, institutionalized racism, mental health concerns and substance abuse. As an adult, I can picture them as classmates and through the lens I have now, identify and remember key moments when a change could have been made to give them a better chance, but it was absent. I want to work to ensure every child under our care is empowered and shown their inalienable value.

Our shared future requires continued commitment from the public and if we want the changes we know need to happen, we need to strengthen our argument for their investment. This synergy happens when talk stops and action starts. Acting as the sea wall for our children and their teachers and assistants, I believe we can give them the room they require to grow. Ultimately, it is our children, our teachers and our staff that serve as the best ambassadors for the district and our work.

**What strengths do you think you will bring to the school board?**

A strong and effective board brings diverse backgrounds and experiences together to meet the challenges, known and unknown, facing it. The difficulty then is how to select which backgrounds and which experiences are needed most. For me, the choice is clear and ever present: we need a voice from our mental health community. We need someone who has established themselves as a leader in its advocacy, who understands both its needs and opportunities, and brings the notion of applying its lens toward the policies, staff and children of the Eugene School District 4J.

I serve as both the President of the National Alliance on Mental Illness, Lane County and the Co-Chair of the Suicide Prevention Coalition of Lane County. During my tenure, we have expanded our programs, opened a permanent office in Springfield, and focused on becoming more public facing.

During the pandemic, we trained over 900 community members to act as a mental health community watch looking for signs of distress and concern to step in and prevent tragedy. We chose previously overlooked professions in our community, like cab drivers and baristas. We trained bank tellers to watch for their small business clients. We reached out to our schools, our first responders and our BIPOC and LGBTQ+ communities. As a result, despite Lane County historically having a suicide rate four times greater than 84% of the counties in the nation, we saw a reduction in suicide both in 2020 and 2021, something never before seen in our records. We now have a pathway to make this a trend.

Outside of my mental health background, my portfolio of experiences I draw from and highlight for you include being a small business owner and knowing the constraints placed on it and the late nights worrying about making payroll, teaching undergraduate and graduate college students as an adjunct professor in Chicago, and serving as one of your Eugene Planning Commissioners, which has given me the experience of being a steward of our voter's trust.

Through it all, one word correctly captures the philosophy I bring to every room I enter: curiosity. Our children come into our classrooms curious about the world around them, looking for an elder to impart the wisdom and wonder of that world upon them. It would be a mistake if we, ourselves, didn't show them that their school board is just as curious in all of the ways to make their education more meaningful and their experience here more memorable.

**What are some of your particular interests or concerns?**

My worry is that we hold for a very short time a tremendous opportunity to take what we have learned from the last two years and make permanent that which has been useful and to galvanize support for the idea of public education in ways that challenge outdated thought and usher in needed change to stagnant ideas. I would welcome being a part of any discussion centered around how to add these best practices to our toolbelt.

We cannot, however, overlook the ways the events of the last two years have negatively challenged our systems, our staff and teachers, and our students. Many students, especially those impacted by an inequitable system, fell further behind. I want to be a part of a board that not only looks for innovative solutions to bring them current, but identifies the pathways that better prepare our district for the next challenge we face.

The more we tether ourselves to curiosity, remove our biases and tendency to worship power over purpose and accept our role in this broader conversation, the better prepared we are, the more informed our community is, and the more our children will thrive.

**What do you think are the two most important issues confronting the board in the next two years?**

I believe that the uncertainty for everyone on what the 'new normal' will look like will occupy a great deal of our time and attention. From internal issues such as our budget and resources, to hybrid ones like student and staff mental health and access to education, the dampening of COVID was simply the first salvo in a very long struggle to recuperate from, at the very time we push to expand the conversation finally around issues of equity and equality.

But I am cautioned in that rarely are we given notice of our impending problems; I doubt that the board that sat in session a couple years ago would have placed a worldwide pandemic in the list of answers to this question. As a result, I am more focused on the team and the process rather than the specific issue. If we strengthen our team, stress test our vulnerabilities, support our teachers and empower our children, then whatever we face we are better prepared for.

**Please describe your connection to Eugene School District 4J.**

My partner and I's son is almost 5 and will be attending Howard Elementary this fall, and with it, the three of us will begin a twelve-year relationship with 4J. My hope is that he is enriched by a fabric of culture, diversity, tradition and excellence. And along the way, that I am able to help, not just my own son, but all our community's children, in making each institution better than when we found it.

**What does equity mean to you, as it relates to K–12 education?**

This is one of the largest questions of our work. Too often equity and horizontal equality are intertwined when there are stark differences between them.

Equity is not simply, for example, ensuring every student has a laptop. That's equality. It's ensuring that child has internet access at home to use it. The Race Matters Institute said, "The route to achieving equity will not be accomplished through treating everyone equally." And without an understanding of the differences between the two terms, this might sound surprising, but it shouldn't.

We cannot overlook the reality that while we may arguably provide an education equally to every child who walks through our doors, many students must overcome several hurdles just to be at where other children start from. At-home family issues or abuse, mental health concerns, lack of access to healthcare, food insecurity, houselessness, and language barriers remain the challenges we must address if we want to start all our children from the same position.

At the same time, however, we must resist the inclination to allow the performance of equity to take the place of actual achievement in the area. Too often, equity work has become procedural and standardized. Our schools should be a house of learning, not a monument to bureaucracy, especially given the purpose of this endeavor is to redistribute power and assets in a decentralized way.

Ultimately, equity work is centered around the goal of making the outcomes more equal. To do this requires us to ask, to learn, to be curious and humble, to have compassion, but also the resolve to act when needed change is identified.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

First, I would do this by listening and seeing. I fear many in my position of seeking a new seat within bodies like this come with great ideas and passion, but forget that we need to pause for a moment and learn from the system we seek to change. Talk with the students and the teachers, listen to the parents and the advocates, see the gaps between our stated goals and the realities within our halls. Only then can a contribution be made that will have a meaningful impact on the world around us.



**Name: Katina Johnston****Occupation:**

Homecare Worker

**How long have you lived in the school district?**

25 years

**Why are you applying to be a 4J school board member?**

I have recently become a legal guardian of my great nephew and I'm seeing a lot of things happening that don't appear to have solid disciplinary protocols in place to deal with these issues and I'd like to be a part of helping facilitate some positive change. Issues that have come up include bullying - physical and verbal - homophobia and racism.

**What strengths do you think you will bring to the school board?**

I have several years of previous experience working in the public school system as a Lane ESD employee and am a strong advocate for children. I also pride myself on being objective and have a strong background in developing behavior programs to deal with various negative behaviors. I'm a strong communicator and am sincere with my intentions for positive change.

**What are some of your particular interests or concerns?**

As answered earlier - recently became legal guardian of my great nephew and the issues that have arisen are quite serious and there doesn't seem to be anything solid in place to effectively deal with those issues.

**What do you think are the two most important issues confronting the board in the next two years?**

Possible shortage of quality educators and developing a solid curriculum and appropriate action to effectively handle students who are harming other students.

**Please describe your connection to Eugene School District 4J.**

I have 2 adult children and 2 stepchildren, who were part of 4J and also worked at numerous public schools for several years through Lane ESD. As mentioned previously, I have taken in my great nephew who is a 7th grader at Spencer Butte MS and the issues that have come up are shocking. I have not seen these issues handled the way I would've expected. I would like to be a part of helping solve this issue for my nephew and others who are experiencing similar issues.

**What does equity mean to you, as it relates to K-12 education?**

Everyone needs and deserves the same opportunities in life, despite their gender, sexual orientation, disability, socioeconomic status, etc.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I envision honing in on current programs in place for the disadvantaged and identifying and filling in the gaps so as to provide opportunities for them. I also see a need to create and implement solid programs to educate students who are bullying other students and a tougher stance on dealing with students who are violating the code of conduct in place. All students should feel safe from bullying of any kind and not be traumatized to the point that it affects their education, mental health and their futures.



**Name: Jennifer Jonak****Occupation:**

Attorney

**How long have you lived in the school district?**

4 years

**Why are you applying to be a 4J school board member?**

I'm a parent of three children in the 4J school system. I have volunteered with several schools that my children have attended in 4J, and for two years, I served as Co-Chair of the PTO for Charlemagne Elementary School. I am a class representative for the Parent Council with Village School and volunteer in the classroom. I am passionate about education and trying to make it more equitable and accessible, including for students with special needs. I have first hand experience parenting a child with a rare medical condition, as well as autism and learning disabilities, and going through the IEP and 504 processes. I'd like to further the district's goals of diversity, equity and inclusion, and I'd also like to be an additional voice and perspective for families of children with special needs.

**What strengths do you think you will bring to the school board?**

I have practiced law for 25 years. One of the most important jobs of an attorney is understanding different points of view and trying to navigate those disparate perspectives. In both my professional and personal life, I am versed in finding common ground, while not losing sight of the end goal: advancing objectives of real change and forward momentum.

I have served with several non-profits, including: Square One Village's Board of Directors, which focuses on expanding affordable housing options; member of the Council of Korean Americans; Steering Committee for Lane County's Campaign for Equal Justice, which fund raises for Legal Aid and tries to ensure equal access in the court system; Lane County Bar Association's Diversity, Equity and Inclusion Committee; Chair of the Lane County Law Library Advisory Committee; President of Eugene Round Table Club; Co-Chair of Charlemagne Elementary School PTO from 2019-2021; President of the Friends of Eugene Public Library from 2010-2014; Director of Eugene Public Library Foundation from 2010-2015; West Cascades Fiddle Camp & Workshops Committee member to fundraise and put on a free/heavily discounted music camp in summer for children; Director of Oregon Bach Festival from 2013-2014; Chair of Events Committee for Eugene Symphony's 50th Anniversary from 2013-2014.

I also serve as a volunteer attorney for the Lane County Public Defender's office and have done pro bono work assigned by the Oregon federal court.

In 2019, I graduated from Emerge Oregon's seven-month program, which trains women to run for political office. The goal is to increase the number of women leaders from diverse backgrounds and change the face of leadership to have policies that are responsive to all.

**What are some of your particular interests or concerns?**

As the mother of a child with special needs, and someone who is neuro-diverse myself, I am interested in the Special Education programs/processes in the school district and how we best serve students with special needs. This includes Special Ed support that will provide long-term benefits to the students, not just ones that may create short-term solutions to the detriment of a

student's long term health or well being. I'm also concerned by the rates of dropouts and failures to graduate among these students and how we can reverse this.

As a Korean-American, and the daughter of an immigrant, I am interested in seeing education embrace greater diversity and inclusion. Even to this day, the role of Asian-Americans in our country's and state's history is something that has been largely ignored or glossed over. I would like to see the district embrace policies that do more than talk about our goals of diversity, equity and inclusion, and find ways to increase access for families of color, low income and/or special needs to the same opportunities and support that other students receive.

I'm also interested in how we support the mental health of our teachers and our students. The pandemic has made this problem particularly timely, but even without the pandemic, we have to take steps to address suicide, bullying, burnout, school violence, and other issues that affect our students and teachers.

We have a limited budget, so we also need to find other ways to increase teacher retention and deal with burgeoning classroom sizes.

**What do you think are the two most important issues confronting the board in the next two years?**

1. Mental health of students
2. Increasing access to education/support for students of color, special needs and/or who do not come from advantaged backgrounds.

**Please describe your connection to Eugene School District 4J.**

I have three children in the 4J schools. I have volunteered with several schools that my children have attended in 4J, and for two years, I served as Co-Chair of the PTO for Charlemagne Elementary School. I am a class representative for the Parent Council with Village School and volunteer in the classroom.

**What does equity mean to you, as it relates to K–12 education?**

It means not only that all children (and families) get the same educational opportunities and support, but that we provide support to children who have special learning needs or haven't had the same advantages so that they can all be successful. It would be wonderful for all children to feel that they have the same educational potential as any other student and to feel equally embraced and valued. Social thinking and emotional support are an important part of the educational process and should also be prioritized.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I would like to work with fellow board members to further the objectives outlined above, including making sure that children of diversity and special needs receive not just educational support, but also feel fully included and valued in our school system. We need to have that culture of equity and inclusion to increase student engagement and success.

**Name: Keerti Hasija Kauffman****Occupation:**

Director, International Partnerships, Teaching Strategies

**How long have you lived in the school district?**

10 years

**Why are you applying to be a 4J school board member?**

I am applying to be a 4J board member because I have been working in educational development in international communities for so many years, that I feel that it's time I bring some of that same passion and commitment, and hopefully lessons and understandings, to impacting and shaping the community in which I live. Plus, I'm raising two Eugenic children, and I want to give them as much of myself in terms of my strengths, and passions, and abilities to contribute to their learning and educational journey. In doing so I hope to contribute to making their schools experience as joyful, nurturing, accepting, pluralistic, and exploratory as it could be—for their well-being, and for the well-being of this growing community.

**What strengths do you think you will bring to the school board?**

I believe that I will contribute several strengths to the board including my professional work experience, my strengths in relationship and consensus-building, and experience from my actual education programs.

Professionally, I've worked twenty years as international education programs and markets specialists—meaning that most of my career has been spent connecting or designing education programs to meet the contextualized learning and teaching needs, environments, and cultures of local populations and communities. I've worked professionally in more than thirty countries, and my work experience has ranged from early childhood education to adult and continuing education, and covered areas as broad as career and technical education, arts education, engineering, assessment, business education, non-formal education programming to post-war democracy and peace-building programming. I have conducted teacher training in social studies education; created content and written curricula; conducted standards alignments; developed dozens of projects plans and proposals; and written extensively on education development, best practices, and socio-economics within the United States and internationally. I believe, having a (literal) global outlook and perspective from which to share and frame recommendations will be a significant strength.

I have a proven track record of developing strategic partnerships to support education activities domestically and internationally, including working with schools, governmental agencies, assessment organizations, corporate businesses, development funding institutions, and non-governmental organizations. The personal connections I have made across several countries have fueled my commitment towards supporting improvements in education programming and continue to give meaning to the work that I do. I believe my success is built on my ability to engage with partners in a culturally nuanced and informed manner and to advocate for local education outcomes. I believe these abilities to make and sustain relationships and build programs based on consensus are two big strengths I can contribute to the board.

I have a masters degree in International Education and Training from American University in Washington DC where I focused on looking at how systems of education can be constructed in a culturally nuanced manner and how development planning is undertaken for large-scale project

implementations; a secondary focus of my graduate education was on organizational behavior and development which overlaps with DEIA programs and psychology. I believe that having a strong educational foundation from which to look at and frame education policy, programs, and behaviors, will be an additional strength I hope to contribute to the board.

**What are some of your particular interests or concerns?**

I have been involved in education development for so many years, and am interested or concerned about so many areas, but a few in particular that stand out include the following:

- Driving real inquiry-based education programming and learning culture within the schools community. I was raised in a very diverse city—racially, ethnically, economically, religiously—and come from a public schools culture that was rooted in connected-mindsets and curiosity culture. My first-generation, immigrant family became an integral part of this schools community, and it was through my teachers and administration, that I developed a love for the world and our local connections as a community to this world. Eugene is growing in terms of diversity and socio-economic status—I would love it if the schools community would grow in sync in terms of developing and/or setting an inquiry-based culture that can lead students to greater exploration of themselves and the world, and in doing so, possibly to greater acceptance mentality. This can be done through active programming, training, and even through leading by example, and policy shifts.

- Ensuring an equitable allocation of resources.

I have worked in many communities where resources often go to the most vocal or involved constituents; in my experience, it's rarely the most vulnerable communities that have the time or know-how to advocate for themselves, and therefore, are not always given their fair share of resources. I've been in Eugene for a decade and some of these divisions are so clearly visible. I'm a firm believer in driving educational and societal growth through an equity and justice framework that takes into account what individual communities need to succeed and would really like to address some of these concerns around increasing disparities through budget reviews or policy changes.

- Exploration-based instruction and programming.

Having worked in education development in more than 30 countries, I personally believe one of the greatest advantages of the US education system is the idea of "choice" we (are supposed) to instill in our students. Countries all over the world track students into particularly narrow subject streams and career paths at a young age, sometimes alleviating time for exploration of other skills sets. The US allows for greater skills and subject exploration at the higher education level, but I would be so interested to see if there were possibilities of exposing students as young as elementary and middle school levels to as many subjects and career paths and options as a means of self-exploration, yes, but also set up the possibility of a future career path. I think innovation comes from passion or necessity, and the more exposure we allow students to options for explorations, the more we set ourselves up as a society for future innovative growth and research.

- Diversity, Equity, Inclusion, and Access.

I believe that Eugene is on a precipice of growth with newer communities of immigrants coming in, and am concerned that these new groups along with other vulnerable communities will continue to face a host of disparities caused by the current socio-economic and political factors. DEIA is a passion of mine, but more importantly, I believe a focus on DEIA is going to be a necessity within our education system in ensuring the health of ALL of our local communities and groups.

**What do you think are the two most important issues confronting the board in the next two years?**

I imagine that the 4J board is going to be dealing with a host of extremely important issues from setting policy and budgets, to hiring of 4J administrative staff, and Eugene is certainly not isolated from national and global events that are affecting all communities. In my opinion, two of the most important issues I believe are going to be facing the board include the following:

A continuation or increase of trauma-informed classrooms and schools.

Due to the continuation and uncertainty caused by the pandemic, economic turmoil that has affected local families, increased social and emotional isolation, displacement and precarity caused by environmental factors like fires or food scarcities, funding and budgeting constraints often affecting already impoverished or under-resourced communities, and the turning of local education communities into the frontlines for the current culture wars, I think it is likely that 4J will continue to see the influx of students and educators that are dealing with increased trauma and stressors. These traumas and stressors are going to greatly influence the children's ability to learn in traditional environments unless adequate supports are in place to address the emotional and health needs required before real learning can take place. Teachers—who are already tasked with providing emotional and social supports beyond their teaching and administrative responsibilities—will be dealing with their own trauma and stressors compounded with addressing learning needs for classrooms with students who are, in turn, experiencing their own array of stressors. I think the 4J board will (and should be) tasked with addressing how best we could alleviate some of the stressors on the school system, and also focus on how classrooms and schools can be reclaimed as secure, supportive spaces for all students.

Access to quality post-secondary career programming and options.

I believe that with the current state of inflation, the increased global economic uncertainty, and the state and costs of higher education, that one of the most important issues facing the board in the next two years will be to make sure that students have options and connections for post-secondary careers and occupations. I believe that students should have credible “hope” for their futures—that they can gain sense of economic security, and even pursue a passion—and that “school” isn't just a meaningless path to nowhere, and I believe as influencers in policy and education, we owe it to our children to make them feel as they will always have a place as contributing members of a society. I believe the 4J board will be dealing with budgetary constraints, the dire state of unemployment, misinformation that will target ‘scapegoat’ communities for the state of such economic distress, and will have to work hard to continue to drive programming that ties schooling to post-schooling options, and to prioritize connections and policies that can demonstrate real, tangible options for our students.

**Please describe your connection to Eugene School District 4J.**

I am a resident of Eugene 4J and a mother to two students—a rising first grader and rising fourth-grader at Adams Elementary. My husband is professor at University of Oregon, and I work remotely for an early childhood education company based out of the state.

**What does equity mean to you, as it relates to K–12 education?**

Equity has always meant to me, that we need to provide children with the supports that they need, individually—and as part of a system—to succeed and achieve the best outcomes for themselves.

First, I believe that these “outcomes” can be achieved by all students provided the right supports and measures, and second, I believe we have a compelling duty as a society to understand what these differentiated supports and measures are, and to provide them to our children. Within the K-12 system, I believe equity to mean taking a deep, meaningful look at the individualized contexts in



which students are developing—their communities, their support structures, their home responsibilities, their access to resources, their individual learning styles, among other indicators—and to develop tailored programs that are going to provide the scaffolds and supports that these children require to address their unique needs.

Equity within the K-12 system, or “inequity,” rather—from beliefs and thought patterns both at the systemic and individual levels. I believe that for many years, school systems, and thought leaders have been stuck in a largely deficit-thinking mentality when it comes to addressing equity especially within the K-12 system—as if in some cases, that what is considered “low performing,” or ‘low achieving’ arbitrary measures are indicative of a larger community culture or worse, intellectual acumen, rather than results of a system that has failed to address overall economic, social, or cultural stressors that have been in play for decades. This deficit-thinking mentality, I believe, has led to a shifting—or shirking—of responsibility from administrators and policy makers to address such needs and in turn, increased these gaps and made “the systems” actually more inequitable in the process. I also have found this “deficit-thinking” mentality when it comes to performance indicators as they relate sometimes to some of our most vulnerable communities, including, for example, immigrants, or English-language-learners. I think the disproportionality of these communities along with others within the framework of ‘equity’ is problematic and believe that this “deficit-thinking” needs to be replaced with an ‘asset-based’ or strength-focused re-contextualizing of students’ abilities. For example, students who come from a dual-language, or non-English language household should not be penalized for lower scores on language tests, but rather rewarded and/or supported for achieving alternate outcomes that rightfully recognize the capacity it takes to master skills without the similar supports and advantages that are available to native English speakers. I think by re-framing equity in a lens that is supportive rather than reductive will go a long way in gaining buy-in or allies—both from community members who sometimes can view the system as a competition for resources, and from students who are often in need of the equity programming, but experience shame or fear repercussions for requiring additional support.

The final thing I want to say here on equity—as I could speak on this for days—is that I know that the main thing is that equity programming and systemic change is going to look different for every child and every community. Having said that, I have seen some communities in this world that are working to address societal inequities in a systemic manner with interesting results. For example, there are secondary schools in Singapore that are designed to accept only the low-scorers on standardized tests. To alleviate any shame associated with “a number,” these schools are equipped with the best equipment, the best counseling, the best resources, and are set up to ensure that students feel that they are valued as a member of society and can still have a strong career path ahead of them. How and whether these schools are succeeding are up for debate, but it is worthwhile examining ways in which other parts of the world are addressing plural societies and inequities to see if there are lessons to be learned.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

If I were to be appointed to this board, I sincerely hope to have an opportunity to affect change or make inroads into the real, meaningful impact diversity, equity, and access programs and policies can have on the learning community and the larger Eugene community as well. Beyond sharing from personal my experiences as a bilingual, woman of color, child-of-immigrants, who is raising two biracial daughters, I see myself contributing to these goals in a number of ways including the couple I have listed below as examples.

Utilizing training tools and methodologies to review and provide oversight and recommendations to proposed programming.

I have a graduate degree in international education and training, and more than twenty years of experience designing educational programming that has to produce measurable indicators and metrics for change. While these metrics are different and aren't always in an enumerated matrix, all training programs should have some key Knowledge, Skills, and Attributes/Attitudes (KSAs) they are trying to achieve. Specifically around DEIA, my experience has shown that many programs put in place at an institutional/organizational and policy levels often amount to a checklist indicating a completion of a set of objectives or tasks rather than implying any meaningful change in behaviors, understanding, or impact on stakeholders. With the high stakes associated with DEIA—when if done ineffectively—can further disparities, cause additional stressors on already vulnerable children, and more importantly lead to health risks both for individuals and for the socio-economic health of communities—development of meaningful programming that truly takes into account the “inclusivity” portion of the diverse, equity-challenged, and differently-abled populations will be a key driver of success in education. I hope to be able to make recommendations to support these programs.

Applying a lens of new DEIA learning and teaching to new programs development.

While I've been working in education systems for the past decades, I've also remained a dedicated student of subjects that I am passionate about: DEIA being one of the top. I am an avid reader of thought leadership on DEIA, especially as it relates to education; the most recent book I have read is “Don't Look Away: Embracing Anti-Bias Classrooms,” by Dr. Iheoma Iruka. I have also worked towards certification in DEIA courses including an “Appreciating Differences” course for organizations through Korn-Ferry, and hope to be able to apply for a certification course on Diversity Management through Cornell University. I have also participated and held leadership positions on DEIA councils in several of the education companies where I have worked, (I am currently on the mentorship committee on the IDEA council at my job). Each of these positions has given me an opportunity to improve the paradigms in which I view the structures of education, the delivery of education programming, and often the institutional and organizational behaviors that can support or hinder the growth of DEIA initiatives and outcomes. I hope to be able to apply these different mechanisms and lenses to how DEIA is delivered in 4J and to contribute a healthy discussion on how best to achieve the outcomes outlined for our community by providing real examples and through the sharing of best practices.



**Name: Jackson Kai Kellogg****Occupation:**

Real estate investor

**How long have you lived in the school district?**

30 years

**Why are you applying to be a 4J school board member?**

I am applying to be a 4J school board member because I care deeply about the children and families of our district. As a parent I have seen the disruption caused by the pandemic and I am concerned that the district is not as effective in serving our kids as it was before 2020. The 4J school district has not found a permanent superintendent. I would like to serve on the board to help the district hire a strong leader. My belief is that public education is one of the best investments a society can make. Public schools must be a force to reduce the inequity in our society by providing all children the resources they need to fulfill their full potential. My concern is the district will be unable to attract a strong superintendent without a functional board. We need an effective board to fulfill the district's objectives and implement policies.

**What strengths do you think you will bring to the school board?**

I enjoy bringing people with different points of view to work together. Currently I am the elected chair of the Cal Young Neighborhood Association in Eugene. Both our board and our neighborhood include people with different backgrounds, values and perspectives. As a neighborhood leader I focus on areas where I think neighbors can work together and reach agreement. It is not always possible but I make an effort to build consensus. One accomplishment I am particularly proud of is an agreement that the neighborhood reached with a developer. The developer's original proposal would have increased traffic on a quiet residential street from a new apartment complex. When I reached out to other Eugene neighborhood leaders some of them advocated digging in and fighting the developer. My sense was a prolonged legal battle would have been costly and unsuccessful. I was able to facilitate a process where the developer, neighbors and the board were able reach an agreement signed by all parties. The solution required the apartment complex to have a gate diverting through traffic away from the residential street. My goal on the school board would be to build consensus and move forward on areas where the board and community can reach agreement.

I will bring a classroom teachers' perspective to the school board. I taught English for two years in Kyrgyzstan to students in grades 5-11 where I managed huge classes with few resources. My goal as a teacher was to engage and value every student. Teaching is a challenging job and teachers deserve respect and recognition. I strongly believe compensating our teachers properly is absolutely critical.

I am very thorough in managing my investment business and am not dissuaded by paying attention to every detail. I have strong research skills and spend a lot of time finding and reviewing information. I know serving on the school board will require a considerable amount of time studying and preparing outside of the required meetings.

As a parent of two 4J students I will bring a parent's perspective to the board.

**What are some of your particular interests or concerns?**

One of my major interests is health and wellness. As a parent of a middle school student, I am concerned that there are not enough opportunities for students in middle and high schools to move their bodies during the day. I was surprised to learn middle school PE is a one-term elective at my son's school. I think students should move every day and develop healthy habits. Our society is facing a crisis of mental and physical health. I would like to see more opportunities for movement and exercise for all 4J students. Numerous studies have shown that physical activity improves the mental health of students by reducing anxiety, stress, depression and increasing self-esteem. Studies suggest some of the behavioral problems facing schools could be alleviated with more exercise.

**What do you think are the two most important issues confronting the board in the next two years?**

The most pressing issue is to hire, supervise and retain the best superintendent. The board is the partner of the superintendent. We need to be ready to empower a strong leader committed to equity and social justice. Studies show that leadership has a big impact on educational outcomes and the board needs to work together to get this hire right.

The second issue is getting the board to function together as a group to meet the challenges of our time including increasing equity, diversity and access. Watching the recordings of the board meetings online I see a lot of room for improving board unity and communication. If the board is unable to work together, it will not be able to fulfill its mission. If appointed, I know I will not always agree with the majority. While I might be on the losing side of some votes, I am committed to be a strong advocate for all the decisions reached by the majority. Having the school board be able to effectively deliver results for children is more important to me than me getting my way. I want to help the board move forward with a common purpose.

**Please describe your connection to Eugene School District 4J.**

I attended Spencer Butte Middle School for one school year (1992-1993) where I served on the Site Council. I have two children who currently attend district schools: my 8-year-old son attends Charlemagne Elementary School and my 12-year-old son attends Roosevelt Middle School. Everyone in my family enjoys using the Sheldon and South Eugene tennis courts and running tracks.

**What does equity mean to you, as it relates to K-12 education?**

Every student is unique and has different needs and abilities. To me equity in K-12 education means providing every student regardless of who they are the education they need to succeed in life. Equity is about fairness and it can level the playing field. The teachers need to be equipped with the training to support the success of every student. In grade school I was a special needs student and received extra attention with reading and math. This assistance made a big difference for me being able to finish high school and later be successful in college.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Diversity, equity and access must be at the core of every decision the school board makes and I am committed to doing everything I can to advance these goals. We need to focus on improving learning outcomes for all students including groups that have been historically marginalized. We need to focus on data to make sure the district is closing the achievement gap and reducing the disparity of outcomes for under-resourced students. I am eager to learn from other board members how the school district can meet its goals of diversity, equity and access. In every decision I want to take into account how we can improve everyone's sense of safety and belonging. My wife is an

immigrant and as a follower of a non-Christian religion, I know how it feels to be in the minority. Schools must work for every type of learner. We need to establish a precedent for members of under-resourced communities to succeed. When students see successful people like themselves, they are more likely to feel empowered and accomplish their goals. I strongly feel that every member of our community should have the right to feel like they belong without sacrificing where they came from or the celebrations of the cultures that made them who they are. We are blessed to live in a diverse country.

**Name: Jeffrey Douglas Krebs****Occupation:**

Attorney

**How long have you lived in the school district?**

Six years

**Why are you applying to be a 4J school board member?**

I am applying to be a school board member because I believe it is very important to be involved in the community and to give back to our schools that do so much for our children. My wife and I have 5 children that will be attending 4J schools and I want to help make decisions that will better their lives and the lives of all families in the 4J school district. I believe it is very important that all voices are heard before decisions are made and I hope to be able to give that voice to those that may feel unheard at times.

**What strengths do you think you will bring to the school board?**

My legal background will help me look at problems the district is facing and help find a workable solution for everyone. One of my greatest strengths is being able to help people come together and find creative solutions to a difficult problem. I work well with other people and am not afraid to stand up for what I believe, yet also listen to what others believe.

**What are some of your particular interests or concerns?**

I love my family. I love outdoor activities, and I love my job.

**What do you think are the two most important issues confronting the board in the next two years?**

I think one of the most important issues facing the board is how to deal with gender and LGBTQ issues. I also think deciding how to allocate school funds is a critical issue.

**Please describe your connection to Eugene School District 4J.**

I have 5 children in the Eugene 4J school district. My wife went to school in the Eugene 4J school district for 13 years, and my father-in-law taught school in the Eugene 4J school district for many years.

**What does equity mean to you, as it relates to K–12 education?**

Equity to me means that everyone feels heard and is given equal opportunities to learn, feel accepted, and safe.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I grew up in Lexington, KY, where diversity was a major part of my education. I learned to love that diversity because I learned so much from people of different backgrounds than my own. It enriched my life and made me a better person. I believe this background would allow me to contribute by fighting for increased diversity, equity and access in education, so that others could experience the same thing that I did.

**Name: Pamela Leuck****Occupation:**

Retiring on 4/29/2022

**How long have you lived in the school district?**

22 years

**Why are you applying to be a 4J school board member?**

Being newly retired I can now dedicate time for the passions I have. These passions are school and community. I feel I have a broad scope of knowledge that would be beneficial to the board.

**What strengths do you think you will bring to the school board?**

I am retiring from the medical field and have been a parent for over 40 yrs. I have lived in Eugene for 23 years and have seen the changes within the city that affects the schools. I love Eugene and the schools we have in our area.

**What are some of your particular interests or concerns?**

Parent involvement and community involvement.

**What do you think are the two most important issues confronting the board in the next two years?**

School choice issues that may affect student numbers.

Public perception of what our board is doing for our children and community.

**Please describe your connection to Eugene School District 4J.**

I have 3 children who have or are in the 4J district. One of whom is a 4th grader at BV. He is fluent in Spanish due to the opportunity available to him at BV.

**What does equity mean to you, as it relates to K–12 education?**

All children have the right to go to school in a safe environment.

Bullying should never be tolerated. Each child is unique and is entitled to feel safe and heard while in the arms of our school system.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I would be a strong voice for equality and acceptance of all. Not to infringe but to include all children.

**Name: Shellia Mace****Occupation:**

Program Supervisor, Lane County Public Works

**How long have you lived in the school district?**

3 years

**Why are you applying to be a 4J school board member?**

My son and stepdaughter both attend 4J schools. I care about their education and about ensuring that 4J schools are a place of equality and inclusion for all students. I have worked for Lane County for over 21 years and I truly love and care about this community. I have been a parent volunteer previously. Serving on the school board would be a way for me to volunteer in a larger capacity and to be more involved with the community and schools.

**What strengths do you think you will bring to the school board?**

As a Lane County employee I have worked at both the Sheriff's Office and Public Works. I was a dispatcher for many years and have been a supervisor for the last ten. I am familiar with government and public departments, policies and procedures. I have a background with budgeting, teams and building public trust. I believe I could offer strengths in the areas I'm familiar with and also be a willing participant to learn more about the school board and the procedures that occur there.

**What are some of your particular interests or concerns?**

My particular interests and concerns include school budget, communication with parents and staffing shortages. If selected these are some items I would hope to focus on.

**What do you think are the two most important issues confronting the board in the next 2 years?**

In my opinion, the two most important issues confronting the board in the next two years are budget and staffing shortages. COVID has affected the entire community to include schools, teachers and students. Ensuring we have enough staff to teach our children as well as the essential supplies to run schools are continuous issues that were only made worse by the pandemic. The next two years will likely be a recovery and growing stage and I would like to be a part of that.

**Please describe your connection to Eugene School District 4J.**

I live in the Crescent/Coburg area in Eugene. My son attends Monroe Middle School and my stepdaughter attends Cal Young Middle School. My husband and stepson both graduated from Sheldon High School and both of the younger children will also eventually go there. I really want to be an active voice in my community, not only for my own children but for other children as well.

**What does equity mean to you, as it relates to K–12 education?**

Equity to me means every child has the chance to attend school and learn. Each child should have the opportunity to participate as a student and to attend school in an environment that is educational, inclusive and reflects the importance and uniqueness that they each have and bring.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Regardless of race, gender, religion or socioeconomic status each child deserves an opportunity to receive an education in a safe and inclusive environment. I am a Latina woman and I strive to be a good example for my children and for other women and Latin people. I would personally bring that diversity to the school board. I think it's very important for children from all backgrounds to have support and to see representation of themselves in their schools.

**Name: *Rosalie Mack (withdrawn)***

*Application withdrawn*



**Name: Danny McDiarmid**

**Occupation:**

Child support case worker

**How long have you lived in the school district?**

22 months

**Why are you applying to be a 4J school board member?**

To serve the community which I am raising my son in

**What strengths do you think you will bring to the school board?**

Open mindedness, critical thinking and interpreting laws, rules, regulations, statutes and processes in the legal field. 18 years with the family law division of the superior court in Santa Clara County California, and 8 months incurring experience at the Division of Child Support with the State of Oregon.

**What are some of your particular interests or concerns?**

Interested in learning and being adaptive to already regulated processes as well as advancing new and positive policies within reasonable boundaries.

**What do you think are the two most important issues confronting the board in the next two years?**

Administrative management recruitment and readapting the community back from isolation.

**Please describe your connection to Eugene School District 4J.**

My son started in person kindergarten at Awbrey Park Elementary in March 2022.

**What does equity mean to you, as it relates to K–12 education?**

The fair and equal access to pinnacle education for all families.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Find local, state, and federal programs that can possibly provide grants and scholarships that can assist in the access to various types of resources for families, teachers, and schools in the district, while encouraging and engaging in other board members ideals with fervor and zeal.

**Name: Jessica Medaille****Occupation:**

Retired

**How long have you lived in the school district?**

17 years

**Why are you applying to be a 4J school board member?**

I would like to serve on the board because great schools are essential to building strong communities. I'd like to help ensure that Eugene has the highest possible quality schools that support students from all backgrounds, socioeconomic levels, abilities and preferences. I recently retired from a career in education management where I met and learned from many inspiring teachers, administrators and education leaders around the country. Now, with more time now available to me, I've been eager to find ways to plug in, to focus my energies locally, and give back to this community. Since supporting educators and their students has been the focus of my work for decades, I believe I could bring experiences and perspectives that may be of value to the Board. Growing up, community involvement and public education were a major focus in my family. My father, a community newspaper publisher, served several terms on our local school board in suburban Philadelphia. His enthusiasm about the work the board was doing, and his commitment to serving the community that way is a fond memory.

**What strengths do you think you will bring to the school board?**

For 14 years I was a member of the executive leadership team at ISTE (International Society for Technology in Education, in Eugene), in the role of Chief Membership Officer and then as a Senior Advisor. It was a privilege to get to know and work with ISTE's members, who include classroom teachers, librarians, technology coordinators, principals, and superintendents, from primarily public schools and districts across the country. It really was the highlight of my career. Professionally, I have demonstrated strengths in collaborative leadership, creative problem solving, professional coaching, and working with teams from diverse backgrounds. I was often acknowledged for my calm demeanor and ability to help bring issues to consensus. I have many years of experience working with boards, both as a staff member reporting to an education-focused BOD, and serving on a board myself. For the ISTE Board I served as staff liaison to various board committees, including the board elections and appointments committee and the diversity committee. I also helped the BOD create a new board member orientation and mentor program. Over several years, that board took on the heavy lift of transitioning its structure, size, and member composition, so I have learned quite a bit about various board governance models and practices. I also served a two-year term as a member of the Client Advisory Board to the Philadelphia Convention & Visitors Bureau. ISTE was a significant client of the bureau, as our organization hosted a very large education conference (22,000+ attendees) in Philadelphia on an every-4-years rotating basis. I've worked collaboratively with peers, volunteers, and leadership on creating many organizational agreements and frameworks including developing code of conduct guidelines, core values, and DEI position statements. I helped launch ISTE's diversity, equity and inclusion efforts, organized and led diversity committees, and started a scholarship program to engage more educators from underrepresented backgrounds and under-resourced schools at our conferences and with our professional learning opportunities. I'm a lifelong learner; I'm curious, an avid reader and researcher, and an active, empathetic listener. I find deep satisfaction in coaching and mentoring others and watching them flourish.

**What are some of your particular interests or concerns?**

Given the many challenges of the pandemic and its impact on students, teachers, administrators, and families, I'm particularly concerned about issues around students' mental health, and teacher stress and burnout. I am passionate about equity, access, and representation. At a macro level I'm alarmed and concerned about school boards across the country being the newest front lines in the culture wars re: accurately teaching history, book banning, and attacks on gender diverse children and families. I can't think of another time when it's been more important to come together to focus on what's best for kids. I was pleased to learn that the district is beginning to create more opportunities for students to participate in career and technical education, and would love to see that focus continue to grow.

**What do you think are the two most important issues confronting the board in the next two years?**

I think the challenges we face as we gradually come out of the pandemic will likely be with us for some time. I expect that students' mental health, and teacher morale and burnout, will likely be two of the most important issues confronting the board for the next few years. Many families, especially those from historically marginalized backgrounds, and families of students with special needs, will likely be needing additional support.

**Please describe your connection to Eugene School District 4J.**

As a member of the community, I believe strongly that excellent schools are critical to both our local and national future. My two children didn't attend school in the district, but after they graduated from public schools in Northern California, both chose to attend the U of O. My husband and I followed them up here, moving to Eugene in 2005. A few of my connections to 4J: In 2020, when we were all deep in Covid lockdown, some mom friends and I were looking for something we could do to help students who were experiencing isolation. We thought having access to learning a musical instrument, even via remote instruction, might help. So we started the Replay the Music Forward initiative, reaching out to the community asking folks to upcycle their unused musical instruments. We collected more than 50 instruments, arranged with a local music store for them to be cleaned and repaired (with a small grant from the City of Eugene to help cover those costs) and then delivered them to the staff of the music program at Roosevelt Middle School. They then distributed them to students who didn't have the resources to afford to purchase instruments. Another connection: to help ISTE staff in Eugene better understand the day-to-day experience of the educators we served, the 4J district graciously agreed to arrange for each of us to shadow a teacher in their classroom for a day. I got to spend my day with a very talented teacher and her students at Howard Middle School. In appreciation for these teachers opening their classrooms to us, we gave each of them an ISTE-published book on digital citizenship, and extended invitations for them to join the organization at no cost to them.

**What does equity mean to you, as it relates to K-12 education?**

Public schools that serve the needs of families of all backgrounds and income levels, and students of all abilities, are foundational to a healthy democracy. Fostering environments where all educators, students, and their families are heard, valued and engaged is key. Exploring equity awareness, identifying implicit bias, and finding ways to proactively engage underrepresented voices and perspectives is an ongoing process that takes proactive work, trust, openness, and respect for all stakeholders.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

From my experiences leading ISTE's DEI (diversity, equity and inclusion) efforts I believe I could contribute some ideas and strategies for furthering the district's goals. My efforts were focused on two fronts: the work we needed to do internally as a staff team, and also identifying ways to support the work of our volunteer educator members who were themselves trying to tackle equity issues in their schools and districts across the country. Internally with staff, we ramped up by discussing shared reading lists, and bringing in expert resources and trainers to build awareness and understanding. It required time, patience, perseverance and humility to bring our teams and our leadership into alignment and agreement on next steps. Externally, we supported our member groups and committees who were learning and sharing best practices, helping one another build capacity for change. One of the initiatives I launched was called the Equity Action Forum, which was held at our national conference. The goal for the Forum was to move beyond simply discussing equity issues; we wanted to help make the leap from talk to action. Working with diversity expert moderators, 100 attendees picked their top equity topics, and formed into work teams to design and implement the equity projects they would pursue over the next year in their own schools and districts. If I were on the Board, I would bring those kinds of experiences and my understanding of the outreach and work required to help bring about changes that support all involved.

**Name: Erika Rauer****Occupation:**

Executive Director

**How long have you lived in the school district?**

4 years, 8 months

**Why are you applying to be a 4J school board member?**

I am interested in serving my community and believe school board service to be a deeply impactful way of doing so. I understand schools to be the practical realization of shared cultural values. I am interested in the larger political structures that impact decision making practices. My background is in arts education in classrooms in New York City and in non-profit management, both in NYC and in Eugene. I am also currently studying social work in a second advanced degree. I see school board service as a merger of those interests and a way to better serve children in our region.

**What strengths do you think you will bring to the school board?**

I bring diplomatic skills and skills in collaborative decision-making. In my current position as an Executive Director of an arts organization, I manage budgeting process and make financial and personnel decisions for the company, as well as fundraise through grant-writing and donor cultivation. I also work with a range of constituents from board members to patrons to staff. I have over 12 years direct experience in New York City public schools as a teaching artist in K-12 classrooms across Queens and the Bronx. I have also served in multiple cultural organizations as arts administrator of non-profit and public school collaborations, including Carnegie Hall and New York City Opera. Finally, I have worked at the university-level as an Instructor in courses ranging from Systems Thinking to Arts for Social Change. I think creatively about partnerships and opportunities and approach big challenges and bring a positive but realistic and practical problem-solving approach. I also recognize that board service requires a steep learning curve, and I would approach the position as someone who has much to learn.

**What are some of your particular interests or concerns?**

I am deeply invested in academic outcomes for students from marginalized communities, as well as the equitable distribution of resources across schools and communities. My many years of experience working in Latino/a/x, Black and immigrant communities and schools in Queens and Bronx developed a deep awareness of social injustice in our society and systems. I am also interested in advocating for teachers whose work has become even more difficult for the past two years. I am invested in mental and behavioral health outcomes of the 4J population and would prioritize those issues as a member of the board, particularly with regard to the increased funding from the Student Success Act.

**What do you think are the two most important issues confronting the board in the next two years?**

The superintendent search will set the tone and tenor of the school district for years to come. The selection of a candidate who speaks to the issues of the community, is invested in both the managerial and political role, and also prioritizes values of equity, care and community, is essential. The superintendent search is the immediate issue, followed by the onboarding process and relationship building with the selected individual.

I think the second major issue facing the board is the long-term impact of the pandemic, both in terms of student academic and behavioral outcomes. I think that the role schools play as providers of wrap-around social services has become even more apparent in the last few years. There is now a broader understanding that the best way to serve families and make systems level change is through the school as a purveyor of social services. This takes coordination, political alignment, and operationalization based on shared values.

**Please describe your connection to Eugene School District 4J.**

I moved to Eugene in 2017 and have two daughters in the school district at Edison Elementary. One will attend Roosevelt Middle School next year.

**What does equity mean to you, as it relates to K–12 education?**

Equity is the central lens through which all decision making should be made. To me, equity means that the system provides additional supports for students whose individual circumstances or socioeconomic status is less robust than others in the community. In terms of K-12 education, this means engaging in culturally competent practices that honor the family and/or caregiver while recognizing that some children have fewer options and opportunities. Targeted, well-designed culturally component interventions and programs will be key for making sure that resources are deployed efficiently and appropriately by the schools and the district at large.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

The diversity, equity and access lens should be applied for all decision-making practices. That means asking questions about who benefits from each decision and who is impacted. If I were on the board, I would strongly advocate for partnership opportunities, arts-based programming through nonprofit partnerships, and clearly designed plans and priorities around resource allocation.

**Name: Edgar Ted Rodriguez****Occupation:**

Sociologist, Environmental Engineer, Historian, Education, and Arts

**How long have you lived in the school district?**

6 years

**Why are you applying to be a 4J school board member?**

I'm going to be honest with this question, more so all of the questions. When I see applications like these, I think of the goodwill that people want to do for the community. I want to apply because it would benefit the children of the 4J school district. I think as we move forward in our society, we have to focus on the educational attainment of the kids, the parents, and the educators. I really want to join the board to bring a better understanding to an already expanding board of people. We need to have young people who have attainment on boards and offices that are usually attained by election. As a sociologist, I want to use my knowledge to empower the people around me and to understand the situations around complex social problems. I think I would fit, well on the board.

**What strengths do you think you will bring to the school board?**

I have several degrees; I have the ability to adapt to the current issues at hand I think I would be very well suited to give advice while taking it. I think my greatest strength will come from understanding the situations that come from being from a poverty-stricken Hispanic background. I don't think many people get the correct representation they need; I think I can help with the many of the cultural changes that are being implemented in the district while planning ahead for the future of education as whole in our area. The ability to think and listen is great, the ability to think and listen is greater when that person comes from a demographic that is underrepresented. I like to walk in people's shoes if I can to understand.

**What are some of your particular interests or concerns?**

Well, I'd have to say that the biggest concerns that I have seen are:

1. Social issues relating to education in the district
2. Formation of certain cliques that are not inline with state requirements.
3. Implementation of core issues relating to education and culture.
4. Issues relating the effectiveness of the board.
5. Creating a cultural aspect to bring all community members, of all backgrounds.
6. Creating classrooms that function correctly in order to make productive students.
7. Teaching students life skills that will actually help if they do got to college.

**What do you think are the two most important issues confronting the board in the next two years?**

I would say that this question is loaded in my opinion.

1. The board will need to adapt to rules and regulations requiring mandated education goals and aspects adapted by the state. The process of adapting issues in regard to modernization is always complex, this will require a diverse board.
2. The board will need to adapt to new social norms, including the modernization of education aspects for the board itself. We would have to make sure that the board is willing to adapt and learn in order to avoid the school board being turned into an appointment board instead of elected.



**Please describe your connection to Eugene School District 4J.**

My family has owned many Mexican restaurants here in Eugene for decades. Los Dos Amigos Hacienda, Don Juan's, El Charro, and Jalisco to list the few. The connection to the people is important to myself and my family. My cousins went to school here and I have watched and learned from many of them, generally speaking, I have learned the failures of the system. I still have family that goes to school at Churchill, they helped me to create a working system that I used to create a working model for the State of Oregon in regards to education and school board modernization. I might not have a strong tie to the district itself but my family has a history of serving the people in this community thru our businesses. I have a strong connection to the Hispanic population in this community.

**What does equity mean to you, as it relates to K–12 education?**

Education is important, education is the main process that brings students from different backgrounds together, we must provide a greater understanding in this subject matter. I believe that everyone is entitled to the best education possible. The process that is used in courtrooms to help defendants get the best possible outcome. The schools must be able to provide this fair and impartial assessment in all instances. I believe that we must move towards a system that is fair, we must start at a young age, we must change the negative outcomes before they become detrimental. We must have the same service in education affairs from K-12, this must be the way, in order to achieve equity. The processes of providing concise, fair, modern, and just education for a better future.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Realistically, I don't think I'll make it to the board. In this instance if I were to be appointed to the board, I would try my best to bring all my education know how and processes to create a better educational process within the structure of the board. We must have diversity, we must have better educational attainment at all levels, this included the board itself. My contribution would be the best I can be, I only know how to work, I come from a diverse background. I came from nothing and know what it means to survive and live with your own two hands. The goals are easy, the processes are easy, the implementation is the hard part. I know how, I know what to do, I have the background, I have the ability but I need the cooperation of the board. I can and will use anything at my disposal within limits of the board to process and move diversity, equity and access in education ahead, I would need the backing of my fellow board members and the input of the community. In all fairness, I would just need the chance to look at the problems and work from there, where there is problem, there is solution.

**Name: Andrew Ross****Occupation:**

Retired attorney

**How long have you lived in the school district?**

1991-present. In Harlow/Bertha Holt neighborhood since 2007.

**Why are you applying to be a 4J school board member?**

I have a son at Bertha Holt school and want to be involved in local education.

I am concerned about recent events at other school boards, in which people, often from outside the district and without children enrolled in the schools, have disrupted meetings and caused problems because of their political, anti-learning agenda.

I have recently retired from my profession and am interested in continuing to contribute to the community.

**What strengths do you think you will bring to the school board?**

I have a legal background and have broad experience in conflict resolution.

I read banned books.

**What are some of your particular interests or concerns?**

American history, government, law, literature

**What do you think are the two most important issues confronting the board in the next two years?**

Enabling the school system to thrive on a limited budget

Enabling traditionally marginalized populations to experience their school as a place where they are safe, heard and belong, while resisting the attempts of people with a political agenda to erase them and their histories from the curriculum.

**Please describe your connection to Eugene School District 4J.**

I have a son at Bertha Holt elementary. My eldest went to South Eugene High via International school. I also had a special needs daughter with an extreme IEP.

**What does equity mean to you, as it relates to K-12 education?**

Equity means that every student counts and is encouraged to thrive. The rights and needs of all, not just the privileged few or the homogenous majority, are respected and met.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

By ensuring that these things are indeed a priority, by looking to see that all are included, and being prepared to answer the false claims that, for example, race-inclusive educational materials are "indoctrination" or that materials that support LGBT students are somehow not age-appropriate.

**Name: Harry Sanger****Occupation:**

Sr. Application Support Technician

**How long have you lived in the school district?**

2 years

**Why are you applying to be a 4J school board member?**

I believe in strengthening the interconnected web we all weave. The current tenor of our community feels divided and I would like to help reconnect the Board to District staff and families. As a parent actively involved in my community, I have been approached by concerned parents who do not currently feel represented. As a resident of the North Eugene area with children in the language immersion feeding into Churchill I also bring a unique opportunity to provide representation for both North and West Eugene families. After 2 very challenging years, I believe this Board can be a beacon of hope for the community and help set a tone of cooperation and compromise.

**What strengths do you think you will bring to the school board?**

I have extensive experience working in the public sector and volunteering for community organizations. I recently completed a two-year term on the River Road Community Organization Board including serving as Treasurer to the Board. I have also served on the Cottage Grove Planning Commission and prior to that was the Land Use and Transportation Chair for the Sumner Association of Neighbors in Portland. Playing intercollegiate Rugby at Virginia Tech helped provide essential lessons in competition, teamwork, and trust. My diverse background of interests would help lend an understanding of the different requirements and concerns families in the Eugene School District 4J experience.

**What are some of your particular interests or concerns?**

My primary concern is that my children and their peers will receive the best education available. Oregon schools carry a stigma that I would like to help reverse, focusing on student success and increasing graduation rates by recognizing a variety of learning needs and working to provide the diversity of programming required to optimize chances for success. Like other areas in our community, the 4J District has aging infrastructure that needs to be addressed. Fortunately, there are several projects under way that we should continue to ensure meet not only the current community needs but forecasted needs well into the future.

**What do you think are the two most important issues confronting the board in the next two years?**

The two most important issues that I have personally seen and heard from other parents are recovering from the interruption caused by the pandemic and hiring a Superintendent. I think we need to focus on helping families feel safe while returning to a fully functioning system without discriminating against the religious beliefs, disabilities, or medical issues that may inform families' medical decisions. We are seeing a need to address the mental health fallout caused from this unprecedented impact on our society as well as the political polarization and media/technological overload that is shaking up the foundations of our community.

As mentioned, this event was unprecedented and Interim Superintendent Vandercar has done an admirable job handling this challenge in her current role. This process needs to continue moving forward so that we can remove the uncertainty that exists by not having the permanent position

filled by whomever is selected. I believe that working through this process can help restore trust between the Board, 4J Staff, and the community while showing that there is a clear vision for what success means for the District.

**Please describe your connection to Eugene School District 4J.**

I am a former 4J student and current parent of two 4J students (one in their first year). Prior to the pandemic I was a volunteer at my daughter's school and involved in the PTA. I was also raised by an educator who worked outside of the Eugene School District 4J but gave me insights into the challenges and opportunities involved in this profession.

**What does equity mean to you, as it relates to K–12 education?**

Every child deserves a chance at success in education. The District should continue to strive to provide a diverse set of opportunities to achieve this success whether through academic excellence, alternative career paths, or other options that will allow a student's potential to be realized as a community benefit.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I would ensure that discriminatory barriers are appropriately recognized and work towards reducing those barriers for all students. To accomplish this, I would encourage more opportunities to engage teachers, staff, parents, and students in the District directly through open forums and dialogue with the board.

**Name: Marianne Senhouse****Occupation:**

Forensic Scientist

**How long have you lived in the school district?**

Approximately 5 years at my current address, and about 8 years previous to that.

**Why are you applying to be a 4J school board member?**

My experience growing up in a developing country has provided me with a unique perspective on how the distribution of resources can affect the circumstances of people. As such, I would like to contribute more varied viewpoints so that they can be a part of the Board's decision-making process. I think that the system works better when a larger cross-section of the community contributes their efforts and resources, and I would like to be a part of that solution.

**What strengths do you think you will bring to the school board?**

I consider myself a very resourceful person and I think my contributions would strengthen the effectiveness of the Board.

I have been a member of the greater community for over 18 years: I have lived in both rural and urban areas of Lane county, and I can provide a perspective of a parent who has experience being involved in my students' school life both within and outside of the 4J school district.

I also grew up in a different country and system of education, and would like to share the positive aspects of such a system with the Board.

**What are some of your particular interests or concerns?**

I believe the number of children in the classroom should be reduced to a more manageable number. Teachers are able to work more efficiently with smaller class sizes.

**What do you think are the two most important issues confronting the board in the next two years?**

First, the Board will need to support K-12 students, to provide opportunities to the kids to gain the knowledge and experience that was lost during the pandemic. Kids have fallen behind through no fault of their own and it is the responsibility of the adults to help them thrive.

Secondly, the pandemic has highlighted the need for some students to have easier access to technology, including reliable internet access. The Board should address these issues quickly.

**Please describe your connection to Eugene School District 4J.**

I am the biological parent of two children. My daughter attended Bertha Holt Elementary and Churchill HS. My son also attended Bertha Holt Elementary, Monroe Middle School, Kennedy Middle School and Churchill HS.

I also have two step children, who both attend Camas Ridge Elementary.

I have been an active part of school life, volunteering in the classroom, giving presentations for the Women In Science and Engineering symposium, helping with track meets, attending Site Council meetings etc.

**What does equity mean to you, as it relates to K–12 education?**

Although the school system has been set up to provide each child with quality education, there are unique circumstances that children have to overcome to receive the education provided. Even within the same family, each individual child may have different obstacles to overcome. Equity means providing each child in the district with quality education, regardless of their individual circumstances.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I envision speaking up and speaking out on issues that are both directly related to my personal experience and issues that I have not experienced personally. I see myself welcoming ideas that are not my own, being honest about my own opinions and treating others the way they would like to be treated.

**Name: Carlos Sequeira****Occupation:**

Educator, School Administration

**How long have you lived in the school district?**

9 years

**Why are you applying to be a 4J school board member?**

I would be delighted to serve our community and join the current Board of Directors in their collaborative efforts to strive for improvement and achieve educational equity for all our students. I wholeheartedly believe in the core principles and the moral imperative to build educational systems that support our students to develop highly cognitive critical thinking skills, acquire mastery of content and build character qualities such as courage, integrity, concern, curiosity, and leadership. I am compelled to want to make a difference in our community for our students, for their future, for our future. So I want to invite our board to ask ourselves what are the dreams and beliefs that we have for our community, about our students, about our teachers, support staff, administrators, and elected leaders in our board rooms? Will our behavior and beliefs shape the kind of future we dream for our students? You see, I have the desire to make something happen, to change how things are, to create something that no one else has ever created before. I believe I can help make a difference.

**What strengths do you think you will bring to the school board?**

First and foremost my dedication and commitment to want to see our schools be the best they can be, and I want to give back to a community that has given me so much. The multifaceted nature of my experiences as an educator has helped me gain a deep sense of respect for all individuals, the willingness to collaborate with others, and the commitment to life-long learning. For almost three decades, I have been privileged to be part of diverse communities in both urban and rural settings. Every one of these communities has given me great appreciation and practical understanding of the complexities of our educational system and the urgency to meet the needs of all our students. And in my role as a board member, I want to continue to grow in my awareness, respect and appreciation for the richness that diversity of culture, beliefs, ideas, and experience offer an interdependent community such as the city of Eugene, where I have made my home for almost ten years now.

**What are some of your particular interests or concerns?**

I want to be part of a board that (1) Leads by Example and (2) Inspires a Shared Vision for our Community.

(1) I would love for our Board to begin by clarifying and affirming our core values, what we are about and then expressing them in a way that is authentically our own. Then let's align our shared values with our actions. Let's demonstrate through deeds and words how deeply committed we are to our beliefs, in what we say and we do, and how we behave, on and off our places of work. Let's take the necessary actions necessary to build consensus around our shared values. We cannot impose our values, policies or practices on others no matter how hard we try or how much power we have. Unless values are shared among all those who we work with or for, intense commitment is impossible. Leading by example is essentially about earning the right and the respect to lead through direct individual involvement and action.



(2) When we think about our community, what are the visions and dreams that come to our minds? As a school board, we must be confident in our abilities to make extraordinary things happen. Let's envision the future by imagining exciting and innovative possibilities. Let's gaze for a moment across the horizon of time. We are exactly where we are supposed to be. We created this reality. The reality that we are in. I am exactly where I thought I would be today, in front of you, both in my personal and professional life. The actions of my past have brought me here, I am not here by coincidence. The beliefs and actions of my past have brought me exactly where I am today. And today I get to dream with you, where do we want to be in three years, in five years, in ten years?

**What do you think are the two most important issues confronting the board in the next two years?**

1) Setting a vision where all students, staff and the parent community belong and (2) Addressing Mental/Emotional health for the adults and the students in our schools.

(1) I believe that together we can make this community a better place than how we found it. Let's pretend for a moment that we had nothing to do with the complexities of our current educational system that our students and our families have to navigate, the polarization, the finger pointing, the name calling, the anger, frustration, and disappointment that you and I are experiencing in our community. Let's pause and look around, and ask ourselves, what can I do, what will I do, to make this a better place? Let's gaze across the horizon of time and imagine the incredible, life and joy giving opportunities that are in store once we as a community arrive at our final destination, that place we dream of for ourselves and our children.

(2) Addressing the Social-Emotional and Mental Health of both adults and students in our schools. Now more than ever, building connections and relationships with all students should be a critical priority. This is informed by systems level commitments to social-emotional standards and ethnic studies standards which can serve as a road map for our district. But it is also something more basic and human: everyone needs to feel valued and have a sense of belonging. We need to acknowledge that these last two years many of our students experienced the traumatic experience of feeling disconnected to their schools and have experienced learning loss, many of them due to lack of access to good instructional experiences in their homes. They are coming to our schools oftentimes ill-equipped to handle stressful situations. Our teachers need our support and our students and their families need our guidance and understanding to ensure them we will do whatever is possible within our means to ensure the success of their children's education.

**Please describe your connection to Eugene School District 4J.**

I can relate at a personal level with this community. I have made Eugene my home for almost ten years now. I love the diversity of culture, beliefs, ideas, and experiences. I attended a K-12 school very similar to the immersion schools we have in this district. I was a language learner similarly to hundreds of students that attend our schools in Eugene. So I can relate with the parents and the student's experiences navigating the school system. I also attended a community college in Vancouver WA, a similar institution to Lane Community College, so I understand the need to provide our high school students with the knowledge and skills necessary to succeed in a post secondary career and education. I also attended a private university for my undergrad studies, George Fox University. I can relate with the families who are investing heavily in their efforts to ensure that our students come out prepared to navigate the education systems and rigor of highly competitive private institutions. And I can also relate with families and students who choose to send their high school graduates to state universities as I got my higher education degrees from two state institutions, Portland State University and the University of Oregon. And I am the proud

dad of two amazing young women who are graduating this year, one with a humanities degree in anthropology from the University of Oregon, and my youngest one with an engineering degree from Oregon State University. I can also relate very closely with our families and their children with exceptional needs. These last 6 years at Lane Education Service district I have been working closely with amazing colleagues serving our children in life skills classrooms at our Westmoreland campus, as well as similar teachers in classrooms both in Eugene in many other districts in our county. I know this does not in any way make me an expert in Special Education, but I am keenly aware of their needs and I can work well and closely with folks who know their craft and have a passion for some of our most vulnerable students. The time is now.

**What does equity mean to you, as it relates to K–12 education?**

Educational equity to me means that each and every student has access to the right resources they need to succeed at the right moment in their education, and removing any barriers that have historically and currently gotten in the way because of their group affiliation such as their race, gender, sexual orientation, disability, ethnicity, language, religion, family background, or family income or zip code. Many policymakers, researchers, district administrators, and teachers have taken up the cause of bringing “equity” among different groups of students—by race, income level, and disability status. I also see educational equity as the eradication of disparities or achieving “equal” academic outcomes among all student groups. It has also come to mean equal access to gifted programming, high-quality teachers, and high-quality curriculum.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

In order for schools to break down barriers that block access to opportunity, as a board member I can model and help foster in our board room a learning environment that ensures that educators believe that all students can achieve at high levels. This often includes challenging people’s mindsets about race and bias and talking bluntly about longstanding practices that have kept students of color and students in poverty from accessing the same learning opportunities as their white and more affluent peers. I want to be a part of a Board of Directors who intentionally and explicitly foster community conversations about equity, and adopt policies and practices that aim to eliminate long standing gaps in access to high quality educational opportunities for students of color, students with disabilities, and low-income children.

**Name: Jacon Taylor****Occupation:**

Leadership Engagement and Organization Director, Oregon Farm Bureau Federation

**How long have you lived in the school district?**

10 years

**Why are you applying to be a 4J school board member?**

Our schools, parents, educators, administrator and others have been through a lot lately. I figured it was my time to step up and help with these difficult choices for our community. In my role at work I encourage community leaders to serve in more ways within their local communities. This is an opportunity for me to take my own advice!

**What strengths do you think you will bring to the school board?**

I am a strategic thinker and often find pathways forward by combining ideas. I know the importance of serving on a board and my schedule allows for the time and energy commitment it requires.

**What are some of your particular interests or concerns?**

I believe in local participation, so I am always looking for ways to engage the community.

**What do you think are the two most important issues confronting the board in the next two years?**

Budgeting seems to always be on the mind of educators and community leaders. Also health, safety and inclusion of staff and students are important. How can we move forward and unite our communities while making very difficult decisions?

**Please describe your connection to Eugene School District 4J.**

I have three children in 4J. Have lived in Eugene most of my life - I love it here!

**What does equity mean to you, as it relates to K-12 education?**

Equity means having equal access across all spectrums.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I value understanding more than agreement. Understanding is the first step in changing a point of view. I'm open minded and also a questioner - this allows me to dig in and get a full understanding of an issue. I may not agree in the end, but I strive to be able to articulate each point of view on an issue in a truly caring and compassionate way. I believe this leads to better collaboration and better decision making.

**Name: Gena Weishar (withdrawn)**

*Application withdrawn*

**Name: Lucas Weiss (withdrawn)**

*Application withdrawn*

**Name: Amber White****Occupation:**

Chief Financial Officer - Oregon Pacific Bank

**How long have you lived in the school district?**

9 years

**Why are you applying to be a 4J school board member?**

I have two daughters who attend a Eugene 4J school. My background in finance and my desire to seek the best education for my daughters, allows me to balance those needs when evaluating the Eugene 4J budget, strategic vision and potential barriers to the best education that Eugene 4J students can receive.

**What strengths do you think you will bring to the school board?**

I have a balanced, financial, based approach to reviewing any issue. I aspire to be someone who can evaluate all sides of any issue to hopefully reach consensus in decision making.

**What are some of your particular interests or concerns?**

Diversity, Equity and Inclusion and how the district is adapting to changing demographics. Additionally, I want to provide support to district teachers, support staff and classified staff through the challenging time of the pandemic and beyond.

**What do you think are the two most important issues confronting the board in the next two years?**

How the district returns to a non-pandemic based funding structure  
How the district continues to provide superior education to ALL children within the 4J borders.

**Please describe your connection to Eugene School District 4J.**

I have two daughters [age 7 and 9] who attend who attend Gilham Elementary. I have seen the unbelievable efforts of the educators and support staff at Gilham and I want to advocate on behalf of teachers, students and tax payers.

**What does equity mean to you, as it relates to K–12 education?**

Regardless of your background or socioeconomic status, you are afforded the same opportunities within the Eugene 4J district.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

My mother is a first generation US citizen. Her parents immigrated to the US from Denmark and she experienced barriers to inclusion. Her perseverance and personal experiences has underscored that “the American dream” may not be the same as it once was. We have a responsibility to do as much as the district can to support inclusion and recognition that the needs of one child may be different from the needs of another.

**Name: Nicole Winther**

**Occupation:**

Banker at Wells Fargo River Road

**How long have you lived in the school district?**

5 years

**Why are you applying to be a 4J school board member?**

I care. I have three children. Two are school age. One attends Holt.

**What strengths do you think you will bring to the school board?**

Objectivity, and always putting children first. I can read, understand and comprehend codes and statutes.

**What are some of your particular interests or concerns?**

Community. I want to be more engaged and participate as a member of the community.

**What do you think are the two most important issues confronting the board in the next two years?**

I'm guessing diversity and inclusion? My thoughts are towards getting the kids all caught up to grade level and then exceeding statewide expectations if we aren't already.

**Please describe your connection to Eugene School District 4J.**

I have a child in 4J and another about to start next year. I'll be here for the next 20 years.

**What does equity mean to you, as it relates to K-12 education?**

All children treated equally.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Oh well I think I have answered this already. I promise I haven't read ahead either!  
Hope to meet you soon.



**Name: Chris Young****Occupation:**

Academic Counselor/ Advisor

**How long have you lived in the school district?**

10 years

**Why are you applying to be a 4J school board member?**

I would like to help make a difference for all the students experience in the 4J school district. I have a strong background in leadership, academia, and teamwork. I am educated in diversity and history of working with marginalized communities. I am first generation Samoan and active in this community and on the University of Oregon campus. My wife is first generation Mexican-American and has her masters degree. We don't have similar upbringings; however, we both find common ground in what is important in the values and education we focus on for our children.

**What strengths do you think you will bring to the school board?**

My strength is my passion for helping others. Teamwork and working under pressure is something that I have developed working with student- athletes at the UO. My input from being a parent, coaching both of my children (3rd grade Buena Vista and 7th grade Monroe), and being a high school teacher and coach for 8 years will add to my ability to have relevant input in making policies that are fair and appropriate. I have my masters in Special Education and my BA in English Literature.

**What are some of your particular interests or concerns?**

In no particular order, I am interested in diversity (staff, education, training), education, school budgets, community building and support, extra-curricular activities, and bus transportation.

**What do you think are the two most important issues confronting the board in the next two years?**

I think the most important issues confronting the board is creating a team that will be able to work and identify needs of the school district. Developing benchmarks that are realistic and needed. Creating a culture where the community feels supported and heard. I believe communication and togetherness is going to be the greatest challenge. There are a lot of things to focus on, but putting time and energy in the correct places will be key. Especially due to the challenges that schools are having with returning to "in-class" learning.

**Please describe your connection to Eugene School District 4J.**

My son is at Monroe Middle School (7th grade). My daughter is at Buena Vista (3rd grade). I have coached both kids and their classmates for many years.

**What does equity mean to you, as it relates to K–12 education?**

Equity means that every child has the same opportunity for the same level of education that is available in the K-12 education system. Regardless, all students without any area of discrimination will have access to the same material and resources.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I believe this would be my strongest area. I am a Samoan male. Everywhere I go, I bring diversity with me coupled with respect for others. However, to answer this question, there are many areas where diversity can be celebrated and respected. Diversity education and training for the staff is a start, adding people who are qualified and come from diverse backgrounds, also adding educational material that focuses on characters that come from diverse backgrounds.

I believe having this conversation is important and relevant for healthy contributions to diversity, equity, and access in education.

**MINUTES OF THE WORK SESSION AND REGULAR BOARD MEETING  
OF THE BOARD OF DIRECTORS  
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

**Date: February 23, 2022**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m. and a regular board meeting at 7:00 p.m. via. Notice of the meeting was mailed to the media and posted in the Education Center on Friday, February 18, 2022 and published in *The Register-Guard* on Monday, February 21, 2022.

**ROLL CALL**

**BOARD MEMBERS:**

Judy Newman, Chair  
Martina Shabram, Vice Chair  
Alicia Hays  
Gordon Lafer (attended the work session and the beginning of the regular board meeting)  
Laural O'Rourke  
Maya Rabasa  
Mary Walston (board meeting only)

**STAFF:**

Cydney Vandercar, Superintendent  
Kerry Delf, Chief of Staff  
Brooke Wagner, Assistant Superintendent for Administrative Services  
Jeff Johnson, Director of Elementary Education  
Melissa Ibarra, Director of Elementary Education  
Andy Dey, Director of Secondary Education  
Kat Lange, Director of Educational Support Services  
Christine Nesbit, General Counsel  
Steve Menachemson, Director of Technology  
Kyle Tucker, Chief Operations Officer  
Karen Hardin, Director of Human Resources  
Oscar Loureiro, Director of Research and Planning  
Andrea Belz, Director of Finance  
Misael Flores Gutierrez, Director of Equity  
Larry Williams, Director of Equity  
Eric Anderson, Director of Curriculum  
Lisa Fjordbeck, Executive Assistant / Board Secretary

**STUDENT ADVISORY PANEL MEMBERS:**

Violet Neal, International High School (excused)  
Joselin Godinez, Churchill High School  
Johanna Gilbert, Sheldon High School (attended the work session)  
Teryn Rios, North Eugene High School  
Noah Ablow Measelle, South Eugene High School

**EMPLOYEE ASSOCIATIONS:**

Sabrina Gordon, Eugene Education Association

**MEDIA:**  
KVAL, KRVM

**I. BOARD WORK SESSION – 530 P.M.: REVIEW AND DISCUSS BOARD POLICY ACC – RACIAL HARASSMENT**

Presenter: Cydney Vandercar, Interim Superintendent

Chair Newman reported that all board members were present except for Mary Walston, who had been excused. She added that the board would be hearing feedback on the board policy ACC-Racial Harassment. She introduced Superintendent Vandercar who said that she had asked students from North Eugene High School to give their feedback on the policy, some of whom were in the audience. She added that other districts were very interested in receiving a copy of the policy once it was finalized. She thanked Junction City School District for sharing their policy so that 4J could use it as a template.

Mr. Williams and Mr. Flores-Gutierrez were also present to respond to questions and add comments.

Superintendent Vandercar shared the discussion that she had with students regarding the use of the “n” word on campus. They were glad that it was being included in the policy. Ms. Vandercar added that another issue discussed was to add the word “athletes” to the list of persons in the policy.

Ms. Rabasa shared her comments from a prior meeting of the group that were forming the policy. The group included board members Rabasa and O’Rourke, district staff and community members. The first issue they had discussed at their last meeting was to change the language regarding transformative equity from the individual to the community. The second issue she shared was to change the student-centric focus of the policy from students to apply to staff, volunteers, and board members. Ms Rabasa added that the group wished to have the response team include community members so that students who were not comfortable reporting issues to staff could have allies in the community. Ms. Rabasa also mentioned the possibility to have peer support. She ended by asking that the district ensure that reporting was easy and accessible and included student-centered modes of communicating such as text messaging and an option to report information anonymously due to fear of retaliation.

Superintendent Vandercar asked Teryn Rios from North Eugene High School to share their comments. Teryn asked to have the consequences and disciplinary actions for students and staff members be clearly listed in the policy.

Ms. Vandercar asked Christine Nesbit to share the information she had received. Ms. Nesbit assured board members that the policy applied to anyone who was on the property including board members, volunteers, and visitors during all programs and activities of the district. She said that there were limitations when determining who may have violated the policy. She did not recommend a change. Ms. Vandercar said that the racial harassment policy would cover a broad range of conduct not all of which would fit into the bias incident category. In cases of bias incident, the response team would handle the investigation of the incident, as indicated in the policy. She would not want to recommend a full team response for the new policy because of the breadth of incidents covered under the racial harassment policy.

Mr. Flores-Gutierrez said that the purpose of the racist hate and bias incident advisory team was to advise administrators with on time and consistent advice when issues arose. One of the concerns of having non 4J-staff to be part of the team was confidentiality. The second was how the community member would be chosen as well as the response time and availability of a community member to convene. Mr. Williams said that while it would be nice to have the broad thinking a community member would provide, he agreed with the issues that Mr. Flores-Gutierrez had covered. In response to Teryn's question, Mr. Williams said that the team was working on a matrix of consequences and disciplinary actions that would provide clarity to the community. Superintendent Vanderkar and Mr. Williams said that when the matrix was complete, it would be shared with the community in hopes that the process would be made more transparent.

Ms. Nesbit said that there could be duplication with the new equity committee. One of the parts of the new law was that the equity committee would be advisory to the board. Much more would be known from Oregon Department of Education.

Chair Newman asked whether the discipline matrix would be part of an administrative rule or part of the student handbook. Mr. Williams said that it would be a guide for all schools to combat disproportionate discipline, so he hoped that it would be provided at the school level as opposed to in an administrative rule.

Johanna Gilbert, Sheldon High School said she had recently met with staff at her school and shared the policy with them. After reviewing the recent version, staff wondered how administration would be held accountable to respond to racial harassment and how would the community be informed of their response. Johanna also cautioned that African American staff should not shoulder the burden of responding to all racial harassment incidents, but that it be shared equally amongst all staff.

Mr. Flores-Gutierrez said that although the details had not been finalized, any response to incidents of racial harassment would start at the district office with senior staff. Once the policy was approved he and Mr. Williams would have a series of trainings on the response process. Mr. Williams said that training had already begun, and the most important part was to provide clear guidelines that would be satisfactory and implemented consistently across the district.

Ms. O'Rourke reiterated that senior leadership had always been accountable for responding to bias and harassment. The purpose of the work was to write a strong policy that included transformative justice, not just consequences. She hoped to bring the policy and response into the present context, using contemporary ways of communicating. She continued that the policy needed to apply to everyone in the district.

Mr. Williams said that he represented a new office that was responsible for spreading the work of equity and respond to bias and harassment incidents. He appreciated the board's focus on equity. He agreed that education needed to be part of the consequences of bias incidents.

Ms. Nesbit agreed that community partnerships were an important part of responding to bias and harassment incidents and they were already in place. She agreed that student centered communication was important. She said that students would receive annual education regarding how to report including texting to SafeOregon, which was a proven model. Students were also able to make verbal reports already and staff were improving electronic reporting models. Ms.

Nesbit said that although it was challenging to follow up on anonymous reports, there were limiting factors.

Chair Newman asked for wording to be added that when school administrators responded to incidents, that the response be consistent with district guidelines. She suggested adding the idea of peer support to administrative rules, not policy, so that there could be flexibility. Ms. Nesbit responded that the board policy was very detailed, so an administrative rule might not be necessary. She added that every employee had a supervisor and the level directors were in daily contact with the principals they managed, supporting and helping them to respond to any issues that arose. Mr. Williams referred to the disciplinary consideration form and said that in certain circumstances principals were asked to contact their director to ensure that a biased response was minimized by comparing responses across the district.

Ms. Rabasa thanked Ms. Nesbit and Mr. Williams for their responses. She appreciated that the policy was written to encompass the 4J community and not just students. She asked that some changes be made to Section 6 - reporting and administrative action. She asked to consider community members as potential confidential peers and to add a list of support groups and persons who could respond in the moment. She summarized that community groups that provided support needed to be included in a response to an incident. She wanted proactive education about transformative justice be given to all students.

Ms. Nesbit cautioned that mandated reporting that addressed a wide range of conduct could be challenging to implement appropriately.

Teryn Rios shared that they had been given a statement regarding the “n” word by one of the students in the Black Student Union and asked when would be the appropriate time to share it. Chair Newman asked Teryn to read it. The statement from the student said that there was no place for the use of the “n” word in school. Ms. O’Rourke agreed except in curricular circumstances. Ms. O’Rourke said that any word meant to hurt and break down someone was inappropriate.

Ms. Rabasa said that if resource lists were not included in official policy the district ran the risk of inconsistently implemented support. Ms. Nesbit said her concern was with “one size fits all” mandates. She said that something could be crafted to fit the concept that would be more calibrated to different situations. In response to Ms. Rabasa’s earlier suggestion for a language change regarding notification to parents and guardians, Ms. Nesbit said that there was a law that required harassment to be reported to parents. Ms. Rabasa clarified that her request for a change in the wording was to acknowledge that the policy applied to adult staff as well as students.

Superintendent Vandercar asked Chair Newman for next steps on approval of the board policy.

There was a discussion about the timing of making additional changes. Ms. Rabasa said that she was not ready to vote on the policy even though it had been presented three times. She wanted to make sure that the work was the best possible and suggested waiting a week. Ms. O’Rourke agreed that additional work needed to be done on the policy. Chair Newman suggested Ms. Rabasa make a motion to postpone a vote on the policy. Ms. Nesbit said that she could incorporate the amendments that she had heard being requested, but was not sure how much work could be done to implement additional reporting processes in time to

incorporate them into the policy in a timely manner. Ms. O'Rourke said that in order for the policy to complete, she wanted to make an amendment to have a texting option for reporting.

Ms. Hays agreed with Ms. O'Rourke that a texted report option was needed and wanted to hear what was already available in the district. She also agreed with Ms. Rabasa's request to incorporate a list of support groups.

The board agreed to continue their discussion at the regular board meeting.

**II. REGULAR BOARD MEETING – 7:00 P.M.**

Chair Newman called the meeting to order at 7:03 p.m.

**III. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT**

Chair Newman noted that all board members were present via video conference. After the board recited the Pledge of Allegiance, Chair Newman read the Land Acknowledgement.

**IV. AGENDA REVIEW**

There were no changes to the agenda.

**V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT**

Superintendent Vandercar read a letter she had received from a student regarding the use of the "n" word in school. Ms. Vandercar then shared a video about "No Place for Hate." She thanked the team that had created the video and the community for donations that helped to create the video. Chair Newman also thanked donors who were assisting in helping the district to move forward with "No Place for Hate."

**VI. COMMENTS BY BOARD CHAIR**

Chair Newman acknowledged that February was Black History Month. She said that she found it difficult to assign a specific time of year for a topic that should be ongoing. She shared some of the information she had learned including several videos made by children about Black History Month. She shared a small portion of one of the videos. She also said she was very grateful for a tentative agreement with licensed staff. She also reflected on the strengths that each board member brought to their work. She wanted to reach a level of functioning that allowed the board to have healthy disagreements. Some of the practices that would show that the board was doing so would be to listen carefully and validate that one has heard; to validate the fears and hopes of others and what they want to accomplish; to speak about shared interests; to not take disagreements personally. She hoped the board could work on these practices individually and together.

**VII. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES**

Teryn Rios shared that the North Eugene High School dance team placed first and second at different competitions; four individuals from the wrestling team qualified for state at the district competition; the boys' swimming team placed third and the girls' team placed sixth in district competition; the cheer team is getting ready for state competitions. Some of the student



groups were involved in activities for Valentine's Day. She said that Superintendent Vandercar had attended a Black Student Union meeting to discuss the racial harassment policy and gave a space for students of color to voice their opinions and their needs. She thanked Superintendent Vandercar for listening and acknowledging the concerns and thoughts of the group. Teryn also asked whether students would be able to discuss any concerns they might have about the upcoming removal of the mask mandate, and hoped that additional mental health resources could be provided to those who were targets of recent harassment against the Jewish student population. She said that knowing the racial harassment policy would be put in place was comforting.

Noah Ablow Measelle represented South Eugene High School. A spring club fair was being planned and the school had introduced intramural sports at lunch-time: volleyball had ended and dodgeball was beginning. The school was offering opportunities for students from Roosevelt and Spencer Butte Middle Schools to learn more about their local high school. South Eugene Theater would be performing "The Revolutionists" on March 10, 11 and 12 at 7 p.m. and March 13 at 2 p.m. Noah added that a walkout that had begun at South Eugene spread to other schools. The students were concerned about the lack of action related to climate change. Noah said that administration should make climate change a priority. Noah also shared concerns about mental health at South Eugene and said that there should be more resources available at the school.

The representative from International High School and Churchill High School, Violet Neal, reported that the school was preparing for staff appreciation week. Churchill girls' swim team placed first in 5A state championships with many new record times. Additionally, an individual on the boys' team broke the state record in his race. Auditions were ongoing for the "Wizard of Oz." Churchill was also honoring Black Excellence Week as part of Black History Month with a display that had been created by the BSU and affinity groups. Upperclassmen were leading panels to discuss about school climate. One hundred students from the Feminists Student Union and Black Student Union met to prepare and discuss the importance of Black Excellence week and how to continue to push for accountability in the school. In IHS, juniors and seniors were busy working on their Internal Assessment and groups were meeting to plan for the end of year celebration, which would be held outdoors. Violet raised some concerns about COVID safety protocols: students felt they had to take it upon themselves to enforce the mandates. She also wondered about the differences in how schools were handling certain activities. She asked for more support for staff, especially those of color, who were working very hard with marginalized students.

Joselin Godinez from Churchill High School reported other activities from the Black Excellence and Spirit week, including Blackout week, Dress to Impress, Hoods up for Trayvon Martin. Joselin added that Student Government started holding their meeting at lunchtime and many students attended. They were trying to increase the student activities to create community, so they had recently had a unified basketball game which was a lot of fun. They were also planning for prom and a senior breakfast. Joselin also mentioned a virtual group for BiPOC teens. She also asked how mask mandates were going to change.

Chair Newman said that Johanna Gilbert had attended the work session but was no longer in the meeting.

## **VIII. ITEMS RAISED BY THE AUDIENCE**

Chair Newman read the requirements for making public comment at a School Board meeting.

Colin Johnston was very impressed by the student representatives. His main concern was the appointment of an assistant superintendent for instruction. He asked how the position had been filled so quickly, how it had been advertised, how many candidates applied, were interviews held and references checked. He was concerned that the actions posed a breach of professional ethics. Mr. Johnson continued that the hate and bias incident response team should consist of district staff and community members and ease of reporting must be increased including anonymous reports. He ended his comments by asking why in light of more positive board member working relationships, Ms. Walston had not apologized for her actions.

Dawn Lesley was concerned about events at local high schools especially North Eugene. She knew persons who were being racially harassed as well as the targets of misogynist actions. She had received emails condemning anti-semitic graffiti and promising action, but wondered whether action was being taken. She hoped that the board policy would be strong and transparent and would apply to staff, volunteers and board members. She said students should not be left to navigate abuse alone. She supported community members being involved in the anti and bias incident response team. She listed her concerns about the policy and the response teams and included features of the policy she considered essential.

Rita Gillihan had two students in the Japanese Immersion Program. She had recently learned that North Eugene High School was no longer being considered as a location for the Immersion school at the elementary and middle school level. She was concerned that the Willard Elementary School, which was in the South Eugene Region was being considered as a location for Yujin Gakuen and would present a hardship for families who needed to transport their students across town. There had no discussion about a permanent location for the program. She asked that families be included in the decision-making process. She asked the Board to discuss communication with families as part of the 20/20 vision process.

Rose Wilde was present to discuss the racial harassment policy and in support of Board members who had personal experience with bias. She also wanted to end white supremacy and she recognized that white privilege was an insidious lie. She wanted her child to have a different experience. She recognized the board and staff for their hard work. She asked that the district include board meetings on the list of meetings that were included in the policy. She also suggested that some aspects of the process that were typically included in an administrative rule be included in the policy, specifically the staffing of the hate and bias response team. She added her support for anonymous ways of reporting that were not part of law enforcement.

Marion Malcolm was pleased with the creation of a racial harassment policy with the support of community partners. She wanted to make sure that the policy was well crafted before it was approved. She agreed that the makeup of the hate and bias response team be part of the policy and include members of targeted communities. She believed that persons being impacted by hate and bias would be more likely to report to members of their community and not district staff. She thought that issues of confidentiality and accessibility could be addressed. She added that reporting should be more accessible by text and that the policy should apply to staff, volunteers and board members. She hoped that the community would be involved throughout the process.

Roscoe Caron added his appreciation for the presentations by student representatives. He spoke about Senator Lew Frederick from Portland who had a long career in many fields and was the main author of

the Oregon Opt-Out law. Mr. Frederick had said that testing did nothing to change equitable outcomes in education and introduced Senate Bill 1538 which limited testing. Mr. Caron expressed his concern about Oregon Department of Education's limited approach to alternatives to testing.

Chelsea Hardrath addressed the policy on racial harassment. She asked the board to keep in mind the Asian and Native Hawaiian/Pacific Islander demographic which represented three percent of students and teachers. She expressed her concern about the indecision by the district and board about the new home for the Japanese immersion schools and questioned the naming of Kelly Middle School for Mr. Colin Kelly who fought against the Japanese in World War II. She asked the board to consider the key performance indicators regarding immersion schools.

Larry Lewin said that although he was not against testing, he was concerned about the overuse of standardized testing, which robbed students of their worth as learners and instructional time. Mr. Lewin supported two new Senate Bills because they would initiate a discussion in districts about their overuse and consequences of standardized testing.

#### **IX. COMMENTS BY EMPLOYEE GROUPS**

Sabrina Gordon, President of the Eugene Education Association, expressed relief and gratitude for reaching a tentative agreement between EEA and the district. The agreement represented a collaborative effort to improve learning conditions and compensate educators. Ms. Gordon listed many benefits, including protected time for certain activities, and added that the compensation schedule recognized the professionalism of EEA's members.

Ms. Gordon continued with her gratitude for the hard work of the district and to the community for their interest in contract negotiations. She also appreciated EEA members who attended meetings to share their support. She hoped that the tentative agreement would be ratified at a future board meeting.

#### **X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS**

Vice Chair Shabram expressed her concern with what was happening in Texas where the Governor had banned gender affirming care for transgendered youth and was attempting to label it as child abuse, even though all data showed that care was the best way to honor transgender students. She said that the actions were having a national effect. She said that she supported students in the district and asked them to reach out to those who supported them. She listed three organizations: the Oregon Youth line; texting Teen to Teen; and the Trevor Project.

Mr. Lafer was thrilled to hear that the legislature was discussion the use of standardized testing and thanked Mr. Caron and Mr. Lewin for their continued attention to the topic. Mr. Lafer addressed the families of students at Yujin Gakuen and Kelly Middle School who were being given limited options for relocating their schools which did not include the original intent to house the programs at the current North Eugene High School buildings. He opined that few families would have supported a bond had the options for their schools' locations been those now being offered. He expressed his concern that the Communications Department was misleading the public. He asked to deal with people honestly and respectfully. He also hoped that the issue would be a topic at a future board meeting.

Ms. O'Rourke quoted a book called the Spirit Level. She wanted to raise the base wage of district employees to show that the district honored all their employees.

Ms. Rabasa had met with Joselin Godinez at Churchill High School and a tenth-grade student at North Eugene High School where she learned that many students felt disconnected from their education. She also learned at Bertha Holt Elementary School about how lunch was often inadequate and that not enough time was given to eat, which made students inattentive in class because they were hungry. Students were devising ways to support their hungry classmates. She also met with middle school students who were involved and aware that they were in need of more mental health supports. They enjoyed their affinity group leaders. Ms. Rabasa also commented that Kelly Middle School needed to have alternatives to the inoperable water fountains and that the Y.G. and Kelly Middle School programs were asking for solutions.

Ms. Hays thanked Mr. Lewin and Mr. Caron on their reports about the legislative bills. She added that she hoped to discuss the Y.G. and Kelly Middle School programs as soon as possible. Ms. Hays also thanked Ms. Shabram for her support of transgender students and her comments about Texas. She also thanked Superintendent Vandercar for reading the letter from the student. She asked how the district was supporting Literature teachers who wanted to teach the classics. She reported that she had not attended any committee meetings in the past week.

#### **XI. CONSENT GROUP - ITEMS FOR ACTION**

1. Approve a Resolution Authorizing the Issuance and Sale of One or More Series of General Obligation Bonds in the Aggregate Principal Amount Not To Exceed \$319,300,000; Designating An Authorized Representative, Bond Counsel and Financial Advisor; Authorizing Appointment of a Paying Agent and Bond Registrar; and Authorizing Publishing of a Notice of Sale or Execution of a Purchase Agreement

Presenter: Andrea Belz, Director of Financial

2. Select Investment Adviser  
Presenter: Andrea Belz, Director of Financial Services

3. Outdoor School  
Presenters: Eric Anderson, Director of Curriculum; Melissa Ibarra, Director of K-5 Instruction; Sarah Ruggiero-Kirby, Science & Outdoor School Teacher on Special Assignment

4. Approve Meeting Minutes: February 2, 2022 Work Session and Regular Board Meeting; February 9, 2022 Work Session

Vice Chair Shabram moved to approve the consent group. Alicia Hays seconded the motion. Ms. O'Rourke asked why Human Resources had not also provided a list of appointments and resignations. Superintendent Vandercar said she would find out why there was no information from HR in the consent agenda.

Chair Newman called the vote for the consent group, **which passed 6:0. Mr. Lafer was not in attendance.**

## **XII. ITEMS FOR INFORMATION**

1. Receive Report of Key Performance Indicators for 4J Vision 20/20 Strategic Plan  
Presented by: Cydney Vandercar, Interim Superintendent

Superintendent Vandercar reported that the Key Performance Indicators (KPI) had been established in 2017 through a community process. The term twenty/twenty did not apply to the year, but to the clear vision (20/20 Vision) of the district. She said that the district would be considering updating the goals, of which there were five, in the future. She reported on the progress the district had made in each area.

**Goal I: Educational Excellence with Equitable Access and Outcomes for Every Student**  
Provide all students with a high-quality, well-rounded educational experience that is rigorous, culturally responsive, healthful and engaging.

Superintendent Vandercar said that the key performance indicator 40/40/20 had been discontinued at the state level. Attendance data was available as well as third and ninth grade data on students who were on track to graduate. She added that suspension and expulsion rates were also available.

**Goal II: Multiple Pathways to Student Success**  
Provide multiple pathways to student success, including instructional and career pathways to engage all students for post-graduate readiness.

Goal II included CTE programs and students would be measured on their success as a post high-school graduate.

**Goal III: Communication and Connection with Community**  
Provide multiple pathways to student success, including instructional and career pathways to engage all students for post-graduate readiness.

The Communication department had been in communication with the community extensively during the last two years. They had released a survey.

**Goal IV: Diverse World-Class Workforce**  
Ensure every classroom has a high-quality, effective teacher, supported by high-quality, effective administrators and support staff.

Superintendent Vandercar said that the district was working to create an internal program to support and retain a diverse workforce.

**Goal V: Stable, Sustainable Stewardship**  
Provide effective, efficient, and equitable stewardship of district resources to best support our instructional mission.

Goal V covered the budget and how it was being used to support the district and long-range facility plans.

Superintendent Vandercar introduced Mr. Loureiro who shared that the first two goals covered student outcomes. He said that much of the information had been covered at a recent board meeting. District graduation rates had been growing steadily but dropped in 2021 due to the

pandemic and the sudden closure of schools. He added that almost all student groups increased in 2015-2021, and the groups with the most growth were students of colors, students with disabilities, students navigating poverty, and other typically marginalized groups.

Ms. O'Rourke asked for a key to indicate what the numbers meant. Mr. Loureiro said that the numbers represented the percentage of students who had obtained a regular or modified diploma after four years. The rate for African American students grew from forty-six to seventy-five percent. He added that the graduation rate for the district compared similarly to the state.

Mr. Loureiro added that there was also data for students who took five years to graduate. Students who participated in Career and Technical Education had a higher graduation rate than regular students.

Superintendent Vandercar then showed data about students who had been suspended or expelled from school. She said that the trend was downward for the 2019-2020 school year. She added that the district was working on managing the data in a more accurate way.

In response to Ms. Rabasa's question, Mr. Loureiro said that the student count included all students, including alternative programs. He explained how the calculations had been made.

Mr. Loureiro continued by explaining attendance rate data. He said there had been a slight downward trend before the pandemic and was typically lower than the state average.

Superintendent Vandercar introduced Jeff Johnson and Melissa Ibarra, Directors of Elementary Education, to explain key performance indicators for third grade reading proficiency. He shared that there had been a downward trend since 2015-16 and no reliable data for the last two years. He acknowledged that changing the trend was going to take a consistent effort over time. He said that teaching emergent readers was one of the most challenging tasks for educators and added that the needs of students had changed over time. He reported that the district would be adopting a new language arts curriculum and adding professional development for literacy acquisition. He said that final recommendations would be given in the next year. He hoped that by increasing literacy at third grade, the amount of students on track to graduate in ninth grade would also increase.

Mr. Andy Dey, Director of Secondary Education introduced himself and said that students who entered tenth grade on track to graduate was predictive of four-year graduation. He said that the percentage of students on track in 2020-21 had decreased, and the district was increasing interventions in order to assist students in recovering credit.

Ms. O'Rourke asked whether additional homework clubs had been added as a response to the data. Mr. Dey said that teachers might not be willing to have additional homework clubs because of the increased demand to their time. He added that many students did not seek one-on-one assistance.

Chair Newman welcomed Mary Walston to the meeting and added that Mr. Lafer had left the meeting because he did not feel well.

2. Review Budget Committee Meeting Schedule  
Prepared by: Judy Newman, Board Chair

Chair Newman said that four meetings had been added to the Budget Committee schedule. She asked Superintendent Vanderkar and Ms. Andrea Belz to share what they had learned. Superintendent Vanderkar reported that it was suggested to have more time to share with new committee members the different funding sources and their uses and why some funds could only be spent on certain items.

Ms. Belz said that she had been inspired by Sabrina Gordon's presentation at the January 24, 2022 Budget Committee Meeting to explore the potential opportunities for the proposed budget. She wanted to hear more from the teachers and community about their interests. Superintendent Vanderkar added that the additional meetings gave them time to find out what the community desired such as librarians or class sizes of twenty, and to determine the costs. Superintendent Vanderkar and Chair Newman asked for comments on the proposal.

Ms. Hays asked to have a discussion with the Budget Committee about how the budget would be different as a result of the new teachers' contract. She did not want to give the community false hope but was interested in hearing what might be possible.

Ms. Walston agreed with Ms. Hays' assessment. She wanted to hear how the new contract would change the budget.

Ms. Rabasa appreciated the opportunity to invite the community, but she wanted to discuss how it would occur. She said the current system did not draw people in, so she wanted to brainstorm how the community could be involved.

There was continued discussion about the timing of community meetings with the suggestion that they occur after the Budget Committee had an opportunity to hear from staff how the recent labor negotiations would affect the budget. Ms. O'Rourke said it was very important to educate the community about how different funding areas of the budget worked, since most people did not understand the constraints.

Ms. Hays cautioned that when the Budget Committee asked for input from the community about how they would like to see money allocated, that they understand the constraints of building the budget. She wanted to have an in-depth conversation about what they would be inviting the community to do.

Chair Newman summarized that on February 28, the Board would present to the Budget Committee Chair their ideas about community input, and prepare for future meetings.

### 3. Receive Update on District Response to COVID-19

Presented by: Cydney Vanderkar, Interim Superintendent

Superintendent Vanderkar reported that the meeting with state leaders had not occurred as planned. She did not know what would be changing in the future. She did know that case counts were in rapid decline.

Ms. Vanderkar continued that until they heard from state leaders, she and staff would continue to follow the guidelines that had been put in place. She then asked Ms. Hardin to share trends in absenteeism. Ms. Hardin said that staff absenteeism was declining and all positions that required substitutes were filled. She said that the COVID dashboard indicated that three staff and twenty-six students were absent due to COVID.

Ms. Wagner reported that staff groups were sending a survey to all their members and the district was sending a similar survey to the community and students to get feedback on the lifting of mandates on March 31.

Chair Newman thanked everyone for their updates.

### **XIII. ITEMS FOR ACTION**

1. Consider Revisions to Policies ACB – Bias Incidents and AC – Nondiscrimination  
Consider Adoption of Policy ACC – Racial Harassment  
Presenter: Christine Nesbit, General Counsel

Ms. Shabram moved approval of revisions to policies ACB – Bias Incidents, and AC – Nondiscrimination. Ms. O'Rourke seconded the motion. In response to a request for clarification by Ms. Walston about an email she had received from Ms. Nesbit regarding revisions to one of the policies listed, Ms. Nesbit said that the revision she had sent related to Policy ACC.

Chair Newman called for the vote to approve revisions to policies ACB and AC. **The motion passed 6:0. Mr. Lafer was not present for the vote.**

Ms. Nesbit shared onscreen the revisions that she had sent to the board after the work session. The first revision was prepared after Ms. Rabasa's request to list additional resources and support systems. The additional language "...this will include as circumstances warrant, a description of resources and support structures" and would be listed under the section on Reporting and Administrative action.

Ms. Nesbit made the technical correction requested by Ms. Rabasa during the work session, who asked to delete the first sentence of paragraph six. The new sentence read "Notify the impacted persons and perpetrators, and their parents or guardians if they are students, regarding the outcome of the investigation."

Ms. Nesbit responded to Ms. O'Rourke's requests for additional reporting methods. She said that the following sentence would be added to the list of available reporting resources already in the policy: "Reports may also be made by text, call, email, mobile app, or web app through SafeOregon <phone number and website>, or a district dedicated text line if available."

Ms. Nesbit recommended that a board member place a motion on the table to approve the policy and then amendments could be made.

Vice Chair Shabram moved approval of Board Policy ACC. Ms. Hays seconded the motion. Ms. Rabasa moved to amend the motion by delaying the vote for one week. Ms. O'Rourke seconded the motion to delay. Ms. Shabram asked for the appropriate way to table the vote for a week. Ms. Walston responded that the appropriate way to do so would be to table the motion to a specific date. After clarification by Ms. Nesbit, Ms. Rabasa moved to postpone consideration of Policy ACC until March 2, 2022. Ms. O'Rourke seconded the motion to table. Ms. Hays asked what would be different in a week. Ms. O'Rourke said that she wanted more time to discuss the revisions that Ms. Nesbit had proposed. Ms. Rabasa agreed that she wanted to postpone so that all board members could be present for additional conversation and the vote. She would feel more confident if more attention were given to the new policy since it was



also going to be a model for other districts. Ms. Hays said that she had been prepared to vote on the policy. She referred to the equity tool, which she felt had been rushed through without the discussion she felt was necessary. She would vote to delay for a week, but hoped that would give the time needed to have the best policy possible. Ms. Rabasa thanked Ms. Hays for her comment. Superintendent Vandercar asked Ms. Nesbit whether she would make additional changes to the policy before it was put into the board packet for the next board meeting. Ms. Nesbit clarified that the policy would be in the board packet *without* the revisions she had made after the work session which could be included separately. Ms. Walston thanked Ms. Hays for her comments about the way in which the equity tool was rushed to approval, and looked forward for the additional time to make policy ACC was done properly.

**The motion to table the vote on Policy ACC until March 2, 2022, passed 6:0. Mr. Lafer was not present for the vote.**

2. Consider Approval of Lane ESD 2021-23 Local Service Plan Year Two  
Presenter: Cydney Vandercar, Superintendent

Vice Chair Shabram moved, and Ms. Rabasa seconded a motion to approve the Lane ESD 2021-23 Local Service Plan Year Two. **The motion passed 6:0. Mr. Lafer was not present for the vote.**

3. Approve Board Working Agreements  
Presented by: Judy Newman, Board Chair

Vice Chair Shabram moved approval of the Board Working Agreements. Ms. Hays seconded the motion. Ms. O'Rourke referred to Ms. Hays and Ms. Walston's recent comments about the manner in which the process of developing the equity tool as contrary to the Working Agreements. She considered the comments petty and disingenuous.

Ms. Hays said that her intent was not to be petty, but to share that she had learned from the prior experience with the equity tool that postponing the vote on Policy ACC would be helpful.

After initial comments, Ms. Walston made a motion to remove the sentence under item 1 of the section Duties, Responsibilities and Role of Board Leadership which read "A confirmation vote will take place at the first Board meeting on or after July 1st in those years when incoming new Board members are unable to vote for leadership." Ms. Hays seconded the amendment. Ms. O'Rourke said that the discussion had already occurred and wondered why Ms. Walston had not brought it up prior. Ms. Shabram asked to call the question. **The vote to call the question was not approved with Ms. Shabram and Ms. O'Rourke voting in the affirmative and Ms. Walston, Ms. Newman, Ms. Rabasa and Ms. Hays voting nay.** The discussion continued.

Ms. Hays said that although she did not like the amendment, it would not affect the current board, and when a new board was formed, they would create new working agreements. Ms. Rabasa remembered that the new board had ratified the leadership similar to what was being discussed. Chair Newman agreed that had occurred during a transition time, but it had not been part of working agreements. Ms. Walston remembered it had occurred as a compromise, but had not been part of the working agreements prior and had not been discussed as an addition to the current drafts. Ms. Shabram remembered that it would be nice to have the new board members ratify the decision of the prior board. She saw it as a vote of confidence. She did not see it as undemocratic, as did Ms. Walston.

Chair Newman called for the vote on the amendment to remove the sentence. **Ms. Walston voted affirmative and Ms. Hays, Ms. Newman, Ms. O'Rourke, Ms. Shabram, and Ms. Rabasa voted nay. The amendment did not pass.** The working agreements remained unchanged.

Chair Newman called for the vote to pass the Board Working Agreements as they appeared in the board packet. **Ms. Hays, Ms. Newman, Ms. Shabram, Ms. O'Rourke and Ms. Rabasa voted yes. Ms. Walston voted no. The motion passed 5:1.**

Ms. O'Rourke recognized publicly the amount of work that Chair Newman and Vice Chair Shabram put into creating the working agreements.

#### **XIV. SUGGESTIONS BY THE BOARD FOR CONSIDERATION OF ITEMS AT A FUTURE MEETING**

2021–22 Board Meeting Dates:

March: Wednesday, March 2; Monday, March 7 (OSBA training); Wednesday, March 9; Wednesday, March 16; Wednesday, March 30

April: Wednesday, April 6; Wednesday, April 13; Wednesday, April 20; Wednesday, April 27

May: Wednesday, May 4; Wednesday, May 11; Wednesday, May 18; Wednesday, May 25

June: Wednesday, June 1; Wednesday, June 8; Wednesday, June 22

Ms. Walston noticed a conflict with Leadership on March 7. Ms. Rabasa asked to consider a discussion with families in the North Eugene region that were impacted by upcoming changes. Chair Newman said they would discuss it at Leadership. Ms. Hays agreed that the issue needed to be discussed and said that she did not consider the Communication Department's actions as unethical. Ms. Walston said that there would be a meeting Friday to discuss next steps. Staff asked to be allowed to discuss the issues prior to communicating with the community.

Ms. O'Rourke said that communication should be on the board agenda for discussion. She found it opaque, not transparent. She wanted to have a robust communications policy.

Ms. Rabasa said that Mr. Lafer had called the board to task on the issue, not just the Communications Department. She reported that staff in the North region had discussed the issue and were looking for direction from the board and the district office.

Chair Newman said that she heard enough agreement to discuss it at the next Board Leadership

#### **XV. ADJOURN**

Chair Newman adjourned the meeting at 10:15 p.m.

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Cydney Vandercar  
District Clerk

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Judy Newman  
Board Chair

*(Recorded by Eliza Drummond)*

**MINUTES OF THE WORK SESSION, EXECUTIVE SESSION,  
AND REGULAR BOARD MEETING  
OF THE BOARD OF DIRECTORS  
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

**Date: March 2, 2022**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m. and a regular board meeting at 7:00 p.m. via zoom. The planned executive session was cancelled. Notice of the meeting was mailed to the media and posted in the Education Center on Friday, February 25, 2022 and published in *The Register-Guard* on Monday, February 28, 2022.

**ROLL CALL**

**BOARD MEMBERS:**

Judy Newman, Chair  
Martina Shabram, Vice Chair  
Alicia Hays  
Gordon Lafer  
Laural O'Rourke  
Maya Rabasa  
Mary Walston

**STAFF:**

Cydney Vandercar, Superintendent  
Kerry Delf, Chief of Staff  
Brooke Wagner, Assistant Superintendent for Administrative Services  
Jeff Johnson, Director of Elementary Education  
Melissa Ibarra, Director of Elementary Education  
Andy Dey, Director of Secondary Education  
Kat Lange, Director of Educational Support Services  
Christine Nesbit, General Counsel  
Ryan Spain, Director of Facilities Management  
Steve Menachemson, Director of Technology  
Kyle Tucker, Chief Operations Officer  
Karen Hardin, Director of Human Resources  
Oscar Loureiro, Director of Research and Planning  
Art Hart, Director of Transportation  
Andrea Belz, Director of Finance  
Misael Flores Gutierrez, Director of Equity  
Larry Williams, Director of Equity  
Eric Anderson, Director of Curriculum  
Lisa Fjordbeck, Executive Assistant / Board Secretary

**STUDENT ADVISORY PANEL MEMBERS:**

Joselin Godinez, Churchill High School  
Johanna Glibert, Sheldon High School  
Teryn Rios, North Eugene High School

**EMPLOYEE ASSOCIATIONS:**

None

**MEDIA:**

KRVM, KMTR, KLCC, the Register-Guard

**I. BOARD WORK SESSION – 5:30 P.M.**

Receive Update on the Superintendent Selection Process from Alma Advisory Group  
Presenters: Judy Newman, Board Chair

Chair Newman called the work session to order. All board members were present via video conference. Monica Santana-Rosen introduced the rest of the team from Alma Advisory Group, Sydney Kubote and Sylvia Flowers.

Ms. Rosen reported that the board had spent two full days in retreat discussing the challenges of their work and learning more about each other. The board developed practices that they could use when future conflicts arose. Ms. Rosen left the retreat feeling hope and optimism for the future of the board's work. She considered the board unified in their desire to dismantle structural racism in the district. It would matter how the board did their work in the future, especially to a prospective superintendent and to the staff and students. Ms. Rosen listed some of the agreements that the board had made during the retreat, including checking for understanding and not making derogatory comments.

Chair Newman said that Ms. Rosen had captured well the nature of the retreat.

Ms. Rosen continued by sharing what the board had agreed to as their role in the superintendent search process. They wanted to lead a fair, transparent and open process where all voices in the 4J community were valued.

Ms. Rosen shared the timeline. March would be a good time to solidify the applicant pool and then second round interviews would occur in late March. Both behavioral and scenario-based questions would be asked during the interviews. By April the board would be considering semi-finalists, and finalists would be presented to the community by late April. Alma Advisory Group hoped that the board would announce their choice for superintendent in May.

Ms. Rosen shared the community engagement that took place during the process that had occurred to determine what characteristics were important in the new superintendent. There were community gatherings with translators available. Small group activities prompted community members to voice their concerns and hopes. There were interviews and focus groups based on role. Alma also distributed a survey for which they received over 3,700 responses. Alma Advisory Group conducted thirty-eight meetings and spoke individually with 215 persons. The makeup of the groups reflected the demographics of the district: 68% were white, 14.5% preferred not to answer, and 3% labelled themselves as multi-racial. 7% of the respondents were LatinX and 4% were Black. Twenty-six percent were 4J students, nine percent were teachers, and there were small percentages from other groups. 34% of the responses were from the South Eugene region, 20% from North Eugene, 20% from the Sheldon Region, and 17% from the Churchill region. Seven percent of the responses came from outside the district.

Ms. Rosen described how Alma Group had designed the questions they asked in the community meetings. They focused on the worries of parents, what they loved most, areas of improvement and what skills they were looking for in a superintendent. Alma Group's intention was to use the information gathered to strengthen the role description and the competencies, and they also asked what the community was looking for from the search team. There were many diverse and candid responses.

The top four strengths identified in the district were academic performance; student enrollment and attendance; work around equity and anti-racism; and communications. Many families shared their appreciation for language immersion programs and how educators were committed to meeting students where they were in their learning. Many students also commented that they felt supported. Ms. Rosen reported that the district was moving in the right direction regarding diversity, inclusion and safety. Respondents acknowledged the progress that was being made and the addition of the wraparound teams, more social workers, and culture navigators.

Ms. Rosen said that parents recognized the level of communication the district had undertaken.

The top areas of improvement were the concern about the mental health of students and staff; preparing students for success in life especially for those who were not college-bound; increasing exposure to career pathways; and equity and anti-racism.

Ms. Rosen shared some of the specific areas of improvement that were mentioned during their meetings: comprehensive training for teachers and staff regarding the neurodiversity of students; collaboration between teachers and school and district leadership, listening to underrepresented voices in the community, and reflecting the voices of students; mental health and school safety; equity in access to educational programs; and increasing a sense of autonomy for teachers so that they could be innovators in their classroom.

Ms. Rosen addressed equity as an emerging strength and also as an area of growth. Resources could be more coherent and embedded in the system. Ms. Rosen acknowledged the energy in the community to do bold and proactive equity work to break down the systems that limited equal access for all students.

Ms. Rosen continued by sharing the terms that were used to describe the qualities of a candidate: someone who was a change agent, had a track record of standing their ground and could lean into conflict, sought the best outcome for the health and wellness of students, held themselves and others accountable, and promoted equity for marginalized students.

Ms. Rosen said that the Alma Group had received over fourteen hundred open comments in the surveys. Foremost was an interest in a leader who put students first, and also someone who was committed to equity and was culturally responsive. Many expressed a desire for a leader of color and that the person have no political agenda. Communication, transparency and the ability to reach across the lines were key strengths. The candidate should value teachers and work to improve teaching conditions, as well as have classroom experience. Other words to describe a potential leader were passion, healing, ethics and integrity, and the ability to sustain financial health and maintain technology. Respondents were looking for a candidate who was committed to staying in Eugene, not someone who would use their time in 4J as a stepping stone in their career. There were many comments of support for the current interim superintendent. Students

wanted to address bullying and bring fun back to the classroom and strengthen teacher/student relationships.

Ms. Rosen shared the comments of a limited few to make the board aware of other viewpoints. Some called equity a distraction to the expense of rigorous instruction; were against mask mandates; or did not recognize gender identity and were against the LGBTQ+ movement. Some felt that there was an anti-right culture, and some commented on the actions of the current board, or did not support the interim superintendent.

Ms. Walston asked to receive a copy of the report and to have it posted on the website. Chair Newman said that the information would be posted and that the board would be discussing the information and vote on the proposed qualifications at the March 9, 2022 meeting.

Chair Newman thanked Ms. Rosen for her impressive work to analyze the data and determine the themes.

Ms. Rosen asked what elements of her presentation had resonated with the Board. Chair Newman said that she was pleasantly surprised with the demographics of the responses. The Communications Department had worked hard to ensure that the community was informed. Many groups had also supported the efforts to hear from a wide range of community members. Ms. Rabasa said that the part that stood out for her was the number of responses they had received, especially from students. Ms. Rosen said that students were often the toughest audience.

Ms. Walston appreciated the good news she was hearing from the responses. She found the comments around the positives and negatives of the district's equity work to be instructive. Mr. Rosen summarized her thoughts that the community was glad that the equity work had finally started in earnest, but there was still much to be done.

Chair Newman summarized the next steps. Ms. Rosen said that Alma Advisory Group was actively recruiting potential candidates. She mentioned that some candidates had commented on the tone of recent the board meetings and were trying to discern what the major issues were. Ms. Rosen continued that Alma hoped to have ten to fifteen candidates from which they would choose five to six to present in early April. The finalist stage in mid- to late-April would have two to three candidates to present to the community. The community would be able to give input for the interview questions, and be part of the panels.

Ms. Rosen asked who the board wanted to engage at each step. Typically, the first stage was managed by Alma Advisory Group. Chair Newman said that the subcommittee had discussed whether a subset of board members or the whole board would review the applicants in the next stage. Ms. Rosen cautioned that finding the time it would take for all board members to interview all the candidates at the next stage would be daunting, and suggested having small group interviews and then debriefing as a group. She said that the Alma Group had found that having different interview teams gave a more robust and well-rounded interview process, which also strengthened the mitigation of bias.

Mr. Lafer would want to have some input from employee groups at the second stage where there were fifteen candidates. Ms. Rosen said that her biggest concern was to protect the confidentiality of the candidates. Ms. O'Rourke asked how the Alma Group would ensure that

there was a fair cross-section of parents from all different socio-economic groups. Ms. Rosen said that Alma used a nomination process to find the panelists who would interview candidates. They would reach out to community groups to form a well-rounded panel that represented the entire 4J community. The board would determine which communities were included. Ms. O'Rourke remained concerned that the panels would overly represent those from high socio-economic groups. She asked how Alma would avoid that. Ms. Rosen said that they would use demographic information to ensure that all parts of the community were represented. A lottery would be used if there were more than the needed amount of panelists from different community groups.

Mr. Lafer suggested that they research the process that had been used to hire Superintendent Balderas. Ms. Walston recalled that the board had interviewed ten semi-finalists. Community groups were invited to offer their thoughts on the semi-finalists. Employee groups were asked to weigh in on the final three candidates. Ms. Hays remembered that the community groups were not involved until the final steps. Ms. Delf said that the public community forums occurred with the finalists. In the earlier stages of the hiring process, a community group was part of the interview team of the semi-finalists.

Ms. Walston said that she was concerned about dividing into teams to interview the fifteen candidates and choose the semi-finalists.

Ms. O'Rourke said that she liked the idea of having smaller groups interview the fifteen candidates with the understanding that all board members would watch the interviews. Ms. Rosen clarified that at the earlier stages, the interview activities would be the same for all candidates, then at the semi-finalists round, the activities would be different in the small groups. The small group process allowed board members to engage with all the candidates in different ways, which provided for a richer interview process. She hoped to talk more about the process at a later date.

Chair Newman said that Ms. Delf had provided information about prior superintendent searches which would be shared with the whole group.

Chair Newman closed the work session at 6:45 p.m.

## **II. CANCELLED: EXECUTIVE SESSION**

The board did not convene in executive session to consider records that are exempt by law from public inspection, pursuant to ORS 192.660 (2)(f).

Executive Sessions are closed to the public. All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.

## **III. REGULAR BOARD MEETING**

## **IV. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT**

Chair Newman noted that all board members were present via video conference. After the board recited the Pledge of Allegiance, Chair Newman read the Land Acknowledgement.

## **V. AGENDA REVIEW**

Chair Newman said that the item for information regarding COVID would be moved to the beginning of the section on items for information, followed by the item on key performance indicators, and finally if there was time, the item on career technical information.

Mr. Lafer asked to pull the appointment of Dr. Brooke Wagner from the Personnel Items in the Consent Agenda and move it to Items for Action. Mr. Lafer also asked to pull Annual Personnel Actions from the Consent Agenda and move it to Items for Action as well.

Ms. Rabasa asked to move the item for action, Consider Adoption of Policy ACC to the beginning of the meeting before items for information.

Chair Newman summarized the changes. There were no objections.

Ms. Nesbit said that the entire item Approve Personnel Actions could be removed from the consent agenda, but the resolution could not be modified except by a motion. In response to a question from Mr. Lafer, Ms. Nesbit clarified that the entire item would be discussed and voted on as an item for action.

## **VI. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT**

Chair Newman reported that Superintendent Vandercar had been excused from the meeting because of a death in her family. Ms. Newman expressed her condolences. She added that Kyle Tucker was in attendance to support the board in Superintendent Vandercar's absence.

## **VII. COMMENTS BY BOARD CHAIR**

Chair Newman said that she had attended the NAACP Freedom Fund dinner. The keynote speaker was Oregon Secretary of State Shemia Fagan, who spoke about protecting voter's rights. She shared a story about Miles Pendleton, current president of the Eugene Springfield NAACP chapter, who had as the principal of his elementary school. Martha Moultry She was the only black administrator he encountered during his education at 4J schools, and she remained a support and mentor. Chair Newman gave this as an example of the positive effects of having administrators of color in the district, whom the district needed to make more effort to hire and retain.

Chair Newman continued that the board had engaged in a retreat with Monica Santana-Rosen of Alma Advisory Group. The board worked on ways to improve and strengthen communication, dialog, and discussion. They shared stories with each other that motivated them to be board members. She considered the time productive and meaningful. All board members shared the same goal to have high quality public schools that supported the whole child. She added that some of the activities the board engaged in highlighted best practices that she had mentioned in a prior meeting. Takeaways from the meetings were that the group felt stronger as a team, and had learned core philosophy and shared purpose, and ways to support each other when there were challenging issues.



Chair Newman added that Classified Staff Appreciation week was coming up, and that she had just received news that the Eugene Education Association had overwhelmingly ratified the contract agreement. She thanked her fellow board members for their time together.

#### **VIII. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES**

Joselin Godinez, student representative for Churchill High School expressed a group concern that the mask mandate would be lifted. Joselin added that plans were underway for prom. There were hopes that daily school announcements in Spanish could be added. The school was underway with their plans for activities for Classified Appreciation Week. In addition, flags from across the world would be displayed around the school. Joselin commented that Black Excellence Week had been very successful. Students were concerned that teachers had to hand in student grades early which might mean that students had less time to complete their assignments.

Johanna Gilbert, student representative from Sheldon High School reported that in response to concerns expressed by students with 504s and IEPs, a survey had been sent out to get more information about their concerns. Johanna added that Black History Month had been successful. The Native American students displayed information about Black people who were part of their tribes, Asian American students shared information about Afro-Asian entertainers, and defined the word Blasian; stories by Afro-Latinos were highlighted; Pacific-Islander students drew cross tribal murals and the Women of Color read from black women authors; the Gay Straight Alliance brought awareness to Black LGBTQ+ persons who had been murdered or who were missing. During morning announcement, teachers read stories from their favorite influential African Americans. Other activities occurred throughout the district. Johanna added that Lyllye Reynolds-Parker, one of the first black students at Sheldon High, would be a guest at the school. Johanna also gave a report on school athletics and music advancements to state competitions. Seniors were choosing where they would attend university. There was concern about the lack of information regarding mask mandates.

#### **IX. ITEMS RAISED BY THE AUDIENCE**

Chair Newman read the requirements for making public comment at a School Board meeting.

Stacey Black had read the Ready Schools, Safe Learners documentation and was happy to learn the state was dropping the mask and vaccine mandates. She thought that the weight of mitigation strategies was being strongly felt by students, who were struggling with their mental health. She did feel that removing masks was a choice. She said the next steps would be to learn to live with the virus long-term. She also wanted to see equity and inclusion part of whatever actions were taken in the future regarding students.

Andrew Black thanked the school board members for their work to improve education for children. He asked to have masks mandates dropped, to end quarantine requirements and to treat students equally regardless of their vaccination status. He read from the Ready Schools, Safe Learners (RSSL) document regarding contract tracing and quarantining which were found to have

limited impact on the spread of the virus. He continued that a high level of persons had immunity from being infected or being vaccinated. He asked again for the board to drop mask mandates.

Harry Sanger also referred to the RSSL document. He shared that the decision to continue mask wearing would be up to the district but added that the document acknowledged that masking or not masking should be a personal choice and should become normalized. He said that in lieu of contract tracing, parents would be notified by cohort. He asked the district to respect personal choice.

Jun Orion and Joseph asked to have a system for reporting hate and bias incidents that did not rely on law enforcement or the school's administrators. They asked to have a texting option which would lead to more reporting. They asked that information also be given to the person reporting to ensure that they understood the next steps. They shared a personal experience at their school where they found the reporting process to be challenging and were not made aware of the outcomes. They felt hopeless and wary of the system which did not support them speaking up for themselves. They said that change was past due.

Gabrielle Hatton asked to remove mask mandates. She had recently learned that masks limited the mirroring of facial expressions and created stress. She was concerned about the long-term ramifications of mask wearing. She also referred to Governor Brown's activities at a recent event where she was unmasked. She asked again to end mask mandates

Camille Foskett believed that masking was detrimental to the mental health of young children. Children learned from facial social cues and emotional states. Masks reduced the ability to communicate effectively. She considered masking a slow silencing of youth. She asked whether the board was willing to live with the risks of continuing mask mandates.

#### **X. COMMENTS BY EMPLOYEE GROUPS**

There were no representatives of employee groups present.

#### **XI. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS**

Ms. Hays thanked all the persons who had given public comment. She was in support of removing mask mandates. She had also attended the Freedom Fund dinner and heard Secretary of State Shemia Fagan's presentation. She had attended the Board retreat and had met with Ms. Shabram and the Superintendent to discuss the formation of the Equity Committee.

Mr. Lafer shared that having librarians increased reading ability. He would be proposing three full-time librarians at three high-needs schools through a five-year pilot project. Staff would identify the metrics to measure the success of the program to see whether it could be expanded through additional state funding.

Ms. Shabram also attended the Freedom Fund dinner. She enjoyed hearing from Ms. Fagan and the other presenters. She felt that the Board was in a good place after their recent retreat. She also felt positive about the diminishing COVID risk. She was excited about being able to vote on Policy ACC-Racial Harassment. She also expressed her condolences to Superintendent Vandercar and to the families of two prior students who had died recently. She was feeling

heavy about the loss. In honor of her mother-in-law who had been a grade school secretary, Ms. Shabram acknowledged the upcoming Classified Appreciation Week and encouraged people to give thanks to the classified staff in the district. She highlighted the grounds crew that took care of six hundred acres of school property.

Ms. Walston extended her sympathy to Superintendent Vandercar and her family. She asked that her fellow Board members be respectful of Ms. Vandercar's position on upcoming action items. Ms. Walston thanked the Alma Advisory Group for the report given during the work session. She was glad to hear that community members felt that the Board and district were doing good work. Ms. Walston shared that she had recently met with Noa Ablow Measelle who was a ski racer and planned to attend Yale University. Ms. Walston said that the staff at North Eugene had met to discuss the plans for the location of Yujin Gakuen and Kelly Middle School. Ms. Walston concluded that she asked for a work session to discuss the Superintendent's goals so that they could have a common understanding before her evaluation.

Ms. O'Rourke expressed her concerns about the video promoting the No Place for Hate-Anti-Bias, Harassment and Student Safety. She was glad that the district had begun to address bias and hate by creating a response team. Her concern for the video was that it showed a member of the Eugene Police Department and other law enforcement officials. She said that it sent a message that the only way to deal with people of marginalized groups was through the use of safety monitors and law enforcement.

## **XII. CONSENT GROUP - ITEMS FOR ACTION**

1. Approve Meeting Minutes: February 16, 2022 Work Session and Regular Board Meeting
2. Bond Project – Camas Ridge Elementary School Replacement – Asbestos Abatement Award  
Presenter: Ryan Spain, Director of Facilities
3. Approve Personnel Items  
Presenter: Christine Nesbit, General Counsel  
This item was pulled from the consent agenda and moved to items for action.
4. Approve Annual Personnel Actions  
Presenter: Christine Nesbit, General Counsel  
This item was pulled from the consent agenda and moved to items for action.

Ms. Shabram moved approval of consent group items 1: Meeting Minutes, and 2: Bond Project. Ms. Walston seconded the motion. **The motion passed 7:0.**

## **XIII. ITEMS FOR INFORMATION**

1. Receive Report of Key Performance Indicators for 4J Vision 20/20 Strategic Plan  
Presented by: Cydney Vandercar, Interim Superintendent

This item was moved to item 2, and then tabled to March 9, 2022.

2. Receive Update on District Response to COVID-19  
Presented by: Cydney Vandercar, Interim Superintendent

Kerry Delf, Chief of Staff, and Dawn Strong, Brooke Wagner, reported on the changes to COVID mandates. Beginning March 11, statewide mask requirements for schools would end and the decisions would be made at the district level. Ms. Delf shared changing rules for schools from the Oregon Ready Schools, Safe Learners program and added that the district had solicited input from the community. Local numbers of COVID cases had surged with the Omicron variant, but had recently dropped. The estimated immunity was increasing because of those who were vaccinated and those who had recently contracted COVID. The CDC was focusing more on the impact of severe cases on hospitals and was recommending preventive strategies for the community. People who were immunocompromised were advised to consider masking indoors. If hospitalizations increased, people would be advised to mask indoors regardless of their vaccination status. Contact tracing and quarantining would be paused. Staff would still need to be vaccinated, maintain social distancing and hand hygiene. Isolation after contracting COVID and cohort contacting would remain in place.

Ms. Strong reported that the district had not been contact tracing since January because of staffing limits. She shared the current protocol for a positive case. When a school was notified of a positive case, the isolation period would begin. A student (or staff member) would return after five days if they were symptom-free and had had no fever for the last twenty-four hours. Contact tracing would no longer occur at schools at lunch time. Quarantine for those in the household of a positive person would cease unless they showed symptoms. Ms. Strong summarized that if a person had tested positive or was sick they should stay home, otherwise they could come to school.

Ms. Strong continued with a report of current cases, which had dropped to three positive students and no positive staff. Staff did not anticipate that cases would increase soon.

Ms. Delf said that the district had reached out to students and parents and to the different employee groups to determine their preference to lift mask mandates as soon as it was allowed, to use local COVID data to make the decision, or to maintain mask mandates for indoor spaces through the end of the school year. In all groups, the majority of respondents were in favor of lifting the mandate before the end of the school year and more than fifty percent of classified staff wanted it to happen as soon as possible, which according to the new guidelines from the State of Oregon would be March 12.

Ms. Delf continued that the district had received a lot of input from students and families—there had been over ten thousand total responses and of those, three thousand were from students. Of the more than sixty percent who responded in favor of having masks be optional, half of those preferred it to be as soon as possible, forty percent asked to wait until data showed that Lane County was in the medium to low-risk category, and ten percent preferred to wait until after Spring Break.

Ms. Rabasa appreciated hearing the feedback and asked whether the report would be available on the district website.

Ms. Delf solicited questions from the board. Ms. O'Rourke asked why the district did not ask the preference for mask wearing on buses in particular. Ms. Delf responded that until recently there

had been a federal requirement to wear masks on public transportation including school buses. The mandate would be lifted on March 11 at the same time as the in-school mandate. In response to a further question from Ms. O'Rourke, Ms. Delf said that it would become a local decision to lift mask wearing on school buses, but she was not sure about other means of public transportation, airplanes and hospitals. Ms. O'Rourke asked whether the district could continue to require masks on school buses. Ms. Delf said that a decision to do so would require board action.

Mr. Lafer asked whether there was a projection for when Lane County would move to the medium category. Ms. Delf anticipated that the drop would happen soon. Ms. Strong said that she said it would be in a week or two.

Ms. Delf said that stakeholder input favored making mask use optional beginning Monday, March 14. She continued that doing so might change some families' thinking about whether or not their students should attend school in-person. Staff were prepared for those changes. The district would continue to test for and identify COVID cases.

Chair Newman said that no vote was needed because the Superintendent had authority to make the decision. Ms. Delf clarified that if the board was asking for a specific action, they could do so by motion and approval. Ms. Walston supported the Superintendent's recommendation to make mask wearing optional beginning March 14. She thanked staff for their work on helping to make a recommendation. Ms. O'Rourke proposed that mask wearing continue on school buses until the requirement was lifted by the state. Mr. Lafer supported the recommendation as changed by Ms. O'Rourke. Mr. Lafer also thought it important to make a public vote in support of the Superintendent's recommendation. Ms. Strong said that she would look into the state requirements on transportation, and that there had been no spread on buses, mostly because students were on buses for a limited amount of time. Ms. Delf shared a notice from that morning which said that the CDC had ended their requirement for mask wearing on school buses in late February and the state would be doing so on March 11. Ms. Strong added that if mask mandates were lifted everywhere but on buses, drivers would be asked to continue to wear masks and to enforce mask wearing by students.

Chair Newman asked whether the board wanted to take an action of support for the Superintendent's recommendation. Ms. O'Rourke rescinded her request for mask wearing on buses.

Ms. Rabasa acknowledged that there were still a lot of people who were nervous and might be disappointed with the decision. She was glad that the option for a family to revisit their decision to do in-person or online school would be available.

Mr. Lafer asked what the options would be for students who were medically fragile. Ms. Strong said that the district had been continuing contact tracing and offering testing for those students who were medically fragile or in LifeSkills.

Chair Newman also acknowledged that parents might be nervous. She reminded everyone that even if mask mandates were lifted, persons could still choose to wear a mask.

Ms. Walston offered a motion in support of the Superintendent's recommendation regarding the wearing of masks and other COVID protocols as per the document presented on March 2, 2022.

Vice Chair Shabram seconded the motion. Ms. O'Rourke also recognized those who might be nervous about the decision. **The motion to approve passed 7:0.**

3. Receive an Update on Career Technical Education (CTE)  
Presenters: Andy Dey, Director of Secondary Education and Tia Holliday Odegard, Curriculum Administrator

This item was tabled to March 9, 2022.

#### **XIV. ITEMS FOR ACTION**

1. Consider Adoption of Policy ACC – Racial Harassment  
Presenter: Christine Nesbit, General Counsel

Ms. Nesbit reported that proposed amendments from prior meetings had been upload to the board packet. Ms. Nesbit further clarified that although she understood Superintendent Vandercar's recommendation was to approve the policy as presented, the board could debate each recent amendment as desired before voting.

Ms. Nesbit continued that regarding amendment 5, the board would need to identify the role of any community members that were incorporated into a bias incident response team.

Ms. Walston thanked Ms. Nesbit for clarifying that the board would have time to discuss the merits of each amendment that had been made after the past board meeting when Policy ACC was discussed.

Ms. Nesbit continued that staff were exploring mobile phone applications similar to Safe Oregon. She said that wording in the policy had been changed to accommodate multiple avenues of reporting so that additional systems could be incorporated in the future, including a student safety reporting form and mobile options.

Ms. Rabasa moved approval of Policy ACC – Racial Harassment. Vice Chair Shabram seconded the motion.

Ms. Rabasa then moved to amend the section titled *Purpose and Scope* to include the suggested changes (1) as presented in the document Proposed Amendments to Proposed Policy ACC\_03.02.2022. Ms. Hays seconded the amendment. **Amendment 1 to the section Purpose and Scope passed 7:0.**

Ms. Rabasa moved to amend the section *Reporting and Administrative Action – Notice of Resources* to include the suggested changes (2) as presented in the document Proposed Amendments to Proposed Policy ACC\_03.02.2022. Ms. Hays seconded the motion to amend. Ms. Walston wanted to allow administrative discretion to include Safe Oregon along with other mobile reporting options. Ms. Nesbit believed that the proposed amendment did provide the discretion necessary to add other reporting options. Ms. O'Rourke proposed to amend the section by changing "and/or..." to read "including a mobile reporting option." She said that there needed to be a low barrier option to report incidents of harassment that did not go directly to law enforcement. Mr. Lafer seconded Ms. O'Rourke's amendment to the amendment. Mr. Lafer acknowledged that the board was approving a policy that needed to give discretion to staff to

add options for reporting that were robust and inclusive. He suggested a review of the process after a year's time. Ms. Rabasa supported the change. In response to Ms. Hays, Ms. O'Rourke repeated her request. She wanted it to be written into policy that the board expected a mobile option for reporting. Ms. Hays appreciated that staff was working to include a mobile reporting option while considering the need for confidentiality and any budget constraints that might arise. Ms. Nesbit responded to a question by Chair Newman said that she did think the new wording changed the intent because it required a mobile reporting option other than Safe Oregon. She said that the addition of other reporting options might not occur until the 2022-23 school year and added that the staff had made a preliminary exploration of products similar in function to Safe Oregon. She suggested changing the word "*including*" to simply "*and*." Ms. O'Rourke agreed that Ms. Nesbit's suggestion would have the same intent. After clarifying that the suggested change was to remove the word "*/or*," Chair Newman called the question. **The amended change (to remove "*/or*") passed 7:0. The original amendment also passed 7:0.**

Ms. Rabasa moved to amend the section *Reporting and Administrative Action – Notice of Resources* to include the suggested changes (3) as presented in the document Proposed Amendments to Proposed Policy ACC\_03.02.2022. Mr. Lafer asked for clarification on the phrase "as circumstances warrant." Ms. Nesbit said the wording would allow staff to provide descriptions of resources that were customized to different situations. She added that mandates from the state required the staff to provide information about resources that sometimes seemed inappropriate for the situation. She gave the example of the information the state required to provide to complainants and respondents in sexual harassment cases. Because of the broad definition of sexual harassment, often the mandated information provided was ill-suited to the situation. She said that the wording suggested in the board policy allowed discretion to administrators to provide information suited to the situation. Ms. Rabasa suggested rewording the amendment to convey the idea that the list of resources provided were appropriate to the circumstance. Ms. O'Rourke said her suggestion was similar to Ms. Rabasa's. Ms. Hays said she was fine with whatever language allowed flexibility to the circumstance. **After agreeing that all board members were comfortable with the new wording given as a friendly amendment to read "*this will include a description of resources and support structures appropriate to the circumstances,*" Chair Newman called the vote. Amendment 3, as changed above, passed 7:0.**

Ms. Rabasa moved to amend the section *Reporting and Administrative Action* –to include the suggested technical corrections to paragraph six (amendment 4 of the document) as presented in the document Proposed Amendments to Proposed Policy ACC\_03.02.2022. Ms. Hays seconded the motion. There was no discussion. **The proposed amendment 4 passed 7:0.**

Ms. Rabasa moved to amend the section *District Responsibilities* to include the suggested change (5) as presented in the document Proposed Amendments to Proposed Policy ACC\_03.02.2022. Ms. Hays seconded the motion. Ms. Walston asked to hear from Ms. Nesbit regarding the concerns of adding a response team that included community members, compared to having community partners who might be called upon to assist after an incident. Ms. Nesbit said that the district was concerned about the issues related to community members who would be part of the anti-bias incident response team, respond immediately to incidents, and attend meetings, as opposed to being part of a group of resources available to give support in certain situations. Ms. Nesbit had crafted the language to apply to the second option. Ms. Rabasa said that the proposed amendment could give support to the recently passed third

amendment *Notice of Resources*. Chair Newman thanked the team for their hard work on this amendment. **She then called for the vote to this amendment, which passed 7:0.**

Mr. Lafer moved to amend the policy to include the sentence “the Superintendent and Board will review the effectiveness of this policy one year after it has been fully implemented, including soliciting input from student organizations.” Ms. O’Rourke seconded the motion to amend. Ms. O’Rourke asked whether it would be a regular annual review of the effectiveness of the policy. Ms. Nesbit said that the policy already included an annual review of racial harassment in item 7 of Section 6: District Responsibilities. She continued that the role of the new Equity Committee would be to advise the board on the equity impacts of its policy decisions and wondered whether a review of Policy ACC might fall under their purview. Mr. Lafer said his intention was not to create an annual report, but to give the district opportunity to assess whether the policy that the board had approved was effective or needed changes. Ms. Walston said she was not sure what the word effectiveness meant in terms of the policy, and that she hoped that the policy was not too prescriptive as to limit staff discretion in its implementation. She wanted to see the Equity Committee assume the continued improvement of the policy and not the board. Ms. Hays agreed with Mr. Lafer’s proposal of a review after a year, but she did not think it belonged in the policy. She suggested that it be put on the Equity Committee calendar to revisit after a year. Mr. Lafer conceded that Ms. Hay’s suggestion was a good idea. Ms. Walston suggested the idea be incorporated into the board’s goals.

Mr. Lafer withdrew his amendment and Ms. O’Rourke as second, agreed.

**Chair Newman called for the vote on Policy ACC – Racial Harassment with the five amendments approved that evening. The approval of Policy ACC passed unanimously 7:0.** Chair Newman thanked Ms. Nesbit and the policy subcommittee and the board for their work to craft and approve the policy. Ms. Walston added her thanks to Superintendent Vandercar, and her condolences that the superintendent was not present for its approval.

2. Approve Personnel Items

Presenter: Christine Nesbit, General Counsel

After a discussion about a possible delay about a vote on the item, Ms. Nesbit said that the deadline for extensions or non-extensions to contracts was March 15.

After a short break, the board resumed the meeting. Vice Chair Shabram moved to approve the item Personnel Actions. Mr. Lafer seconded the motion. Mr. Lafer continued by proposing an amendment to approve all the personnel actions in the document except for Number 1: to hire Brooke Wagner to the position of Assistant Superintendent for Instruction which would be discussed at a later time. Ms. O’Rourke seconded the amendment. Mr. Lafer clarified that the request to hold approval was not based on Ms. Wagner’s abilities or Superintendent Vandercar’s judgment of Ms. Wagner’s abilities. He continued by sharing that they had received a letter of support for Ms. Wagner from seventeen principals. Mr. Lafer’s issue was that the appointment came at a time of uncertainty with leadership in the district and suggested that the appointment be for one year, or that the appointment be held until the superintendent search has concluded. His intention was to provide time for Ms. Vandercar to discuss with Leadership the appropriate way to move forward.

Ms. O’Rourke said that her concerns were with transparency and openness at the highest levels of hiring, and also with how the appointment reflected the district’s work on diversity, equity and



inclusion. She continued that it was important to have an equitable process to show that Ms. Wagner was the best candidate for the position. She agreed with Mr. Lafer's request that the appointment be temporary for one year and that the position be posted for an open and public search for candidates.

Ms. Nesbit cautioned the board against comments that were evaluative of the superintendent in a public meeting because Superintendent Vandercar was not present to respond and because Ms. Vandercar would need to be given the opportunity to have the discussion in a closed meeting if she so chose.

After a discussion about conversations that had already occurred regarding the issue at hand at a previous board meeting on February 16, the discussion continued. Ms. Rabasa agreed with Ms. Nesbit's concern regarding having a conversation in a public meeting. Ms. Rabasa continued that the issue was not about the "who", but about the "how", and was disappointed that she could not fully support the appointment of Dr. Wagner. Ms. Walston believed that the proposed action was an overreach of the functions of the board. She continued that the superintendent had the authority to hire whom she wished to hire. She questioned if the board had faith in the superintendent, why would they undermine her decisions. The board had recently had a work session with the Alma Advisory Group which cautioned that potential candidates would be watching the board's actions. She considered it micromanagement and an overreach of power.

After an unsuccessful call for the vote, Mr. Lafer said that he was asking for a postponement of the one action to hire Dr. Wagner. Ms. O'Rourke said that she did not consider the request for postponement an overreach of authority. She said that when the new superintendent was hired, they might choose to hire another person. She also did not agree that Chair Newman could limit the time that board members spoke without agreement. She said that she was concerned about overreach on the part of the superintendent. She wanted to have more discussion and was willing to do it in executive session. She wanted to have an open search for a candidate in order to fulfill the district's commitment to equity and inclusion.

Ms. Shabram agreed with Ms. Walston's comment that it was a conversation about process. She considered that the open search component was missing, which not only limited those outside the district from applying, but internal candidates as well. She would make her decision based on the emphasis on process.

Ms. Walston reiterated that the board was on a slippery slope if they became involved in hiring beyond the superintendent level.

Ms. Hays remembered that the board had asked Superintendent Vandercar to hire someone to the position quickly. Ms. Vandercar also took her decision to Board Leadership and followed the past practice of other superintendents, including interims, who appointed from within the district. Ms. Hays said that she would look forward to a future discussion about diversity, equity and inclusion in hiring, but in the current situation, Ms. Hays considered that Superintendent Vandercar had followed the rules and practice of the district.

Ms. Rabasa said that the timing of the conversation was unfortunate. She referred to the two hires that Superintendent Vandercar had made prior to Dr. Wagner, which were open searches. The appointment of Dr. Wagner was a change in that practice.

Ms. O'Rourke opined that every time an appointment was made, the district missed an opportunity to have an open search for a qualified candidate who could potentially be a person of color. She asked her fellow board members to try to see issues from her perspective.

Ms. Rabasa reiterated that the discussion was about the process. Her concern was with persons who were appointed instead of going through an open hiring process.

Mr. Lafer restated his proposed amendment: to approve all the other items on the personnel action except for the appointment of Ms. Wagner to Assistant Superintendent of Instruction. **The motion failed 3:4** with Mr. Lafer, Ms. Rabasa and Ms. O'Rourke voting for the amendment and Ms. Walston, Ms. Hays, Ms. Shabram and Ms. Newman voting against the amendment.

Chair Newman called for the vote for the motion to Approve Personnel Items. **The vote was approved 5:2** with Ms. Rabasa, Ms. Newman, Ms. Walston, Ms. Shabram and Ms. Hays voting yes, and Mr. Lafer and Ms. O'Rourke voting no.

### 3. Approve Personnel Actions

Presenter: Christine Nesbit, General Counsel

Ms. Shabram moved that the board approve the proposed resolution on personnel actions. Ms. Hays seconded the motion. Mr. Lafer moved to amend the proposed resolution with the exception of section H: to extend the contracts for three cabinet level positions. Ms. O'Rourke seconded the motion. Mr. Lafer said that the proposed action had taken him by surprise and he wanted time to discuss the action either in executive session or public meeting or at a later date after a permanent superintendent had been hired. He did not consider the action time sensitive because the three persons were already under contract with the district through the end of the 2023 school year.

Ms. O'Rourke considered the action inappropriate to make at the meeting since the scope of the action went beyond the term of the interim superintendent. She continued that if the permanent superintendent decided to hire their own cabinet, the district would be wasting funds.

Ms. Rabasa implored the board to postpone the conversation until a later date. She wanted to make her decision when she had been fully informed and was not tired from a very long meeting.

Ms. Walston said that the action was for existing employees and were for annual contracts. She considered it further overreach and micromanagement of the board.

Ms. O'Rourke agreed with Ms. Walston for the majority of the appointments except for the three persons in section H whose contracts were not to be renewed but extended. She considered the extensions to be under the purview of the upcoming permanent superintendent.

Ms. Hardin said that renewals were for probationary employees and extensions were for contract employees.

Mr. Lafer reiterated that the actions in section H had no time urgency. He had questions he wanted to discuss in a closed meeting with the superintendent. He continued that he was concerned that extending contracts would limit the action that could be taken by the future permanent superintendent. He was asking for more time to consider the issues.

Ms. Walston asked what would change in a week's time. The board was being asked to take action on the superintendent's recommendation. Mr. Lafer said that the board could potentially get more information and he wanted to have a conversation with Superintendent Vanderkar.

Ms. Rabasa encouraged the board to remember the power behind assuming good intent and remaining curious. She valued Ms. Walston's length of experience and institutional knowledge. She wanted to continue without the assumption of malintent.

Ms. O'Rourke felt that the job of the board was to look at issues critically. She wanted to ensure that she understood the process. She said it was okay to ask questions and get answers before making decisions.

Ms. Walston reiterated that the action the board was being asked to do was an annual process. After an unsuccessful call for the question, conversation continued.

Ms. Hardin said that the district was required by statute to take action on the contents of the item being discussed by March 15. If this did not happen, it would be assumed that all contracts were either automatically extended or renewed. She said it was an annual process that was routine.

In response to a question from Mr. Lafer regarding the time sensitive nature of the items in section H, Ms. Hardin said she would need to get more information. Mr. Lafer agreed with Ms. O'Rourke's sentiment about having time to learn more about the process.

Ms. Walston reiterated her concern and called for the question. There was further discussion.

Responding to a clarifying question about the nature of the length of delay to discuss section H, Mr. Lafer said he would agree to a one-week delay.

Ms. O'Rourke said that she was not fine with doing things the way they had already been done. She continued that if the action was as simple as Ms. Walston kept saying it was, the action should have been explained better during board orientation. She needed more time to understand the consequences of her vote.

Mr. Lafer restated his amendment: to approve everything in the proposed resolution except for section H: to extend the contracts of Carolyn Delf, Christine Nesbit, and Kyle Tucker, which would be discussed at the board meeting on March 9, 2022. **The amendment did not pass 3:4**, with Mr. Lafer, Ms. O'Rourke and Ms. Rabasa voting yes for the amendment and Ms. Shabram, Ms. Newman, Ms. Walston and Ms. Hays voting against the amendment.

Vice Chair Shabram restated the original motion: to adopt the proposed resolution on personnel actions. Ms. Rabasa was disappointed that after she had articulated she did not feel she could thoughtfully make the decision, she had not been heard, and was being asked to vote in an irresponsible way. Ms. O'Rourke said that she did not believe anything that happened during the retreat had changed the board's approach. She had asked for time and understanding and was being ignored. She considered the board working agreements to be rubbish.

**The motion passed 6:1** with Ms. O'Rourke, Ms. Newman, Ms. Rabasa, Ms. Shabram, Ms. Walston, and Ms. Hays voting yes, and Mr. Lafer voting no.

**XV. ITEMS FOR ACTION AT A FUTURE MEETING**

1. Consider for Approval Superintendent Selection Standards, Competencies and Skills  
Presenter: Judy Newman, Board Chair

This item was tabled for discussion at a future meeting.

**XVI. SUGGESTIONS BY THE BOARD FOR CONSIDERATION OF ITEMS AT A FUTURE MEETING**

Chair Newman summarized the meetings for the rest of March:

March 7: OSBA training on Equity Governance

March 9: Special Board meeting to vote on the characteristics and qualities for the superintendent search

March 16: Regular Board meeting.

Mr. Lafer proposed, and it was agreed, to be discussed by Leadership to put on a board meeting agenda a pilot project for librarians.

Ms. Rabasa asked to have discussion about the future for the North Eugene region. The request was supported. Chair Newman said that she would reach out to Ms. Walston and Mr. Lafer for their thoughts on proceeding.

Ms. O'Rourke wanted to begin the process of creating a communications policy committee. This request was supported by the board.

Ms. O'Rourke also asked to begin the process of making a base wage of \$18. This request was supported by the board.

Ms. Hays asked that the board prioritized the items that had already been agreed upon before putting new suggestions on the agenda.

2022–23 Board Meeting Dates:

JULY: Thursday, July 1, 2021 – Special Board Meeting

AUGUST: Wednesday, August 4 and Wednesday, August 18 – Regular Board Meetings;  
August 25 and 28 – Board Retreat Dates

**XVII. ADJOURN**

Chair Newman adjourned the meeting at 11:15 p.m.

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Cydney Vandercar  
District Clerk

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Judy Newman  
Board Chair

*(Recorded by Eliza Drummond)*

**MINUTES OF THE WORK SESSION, EXECUTIVE SESSION,  
AND SPECIAL BOARD MEETING  
OF THE BOARD OF DIRECTORS  
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

**Date: March 9, 2022**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m. an executive session, and a regular board meeting at 7:00 p.m. via zoom. Notice of the meeting was mailed to the media and posted in the Education Center on Friday, March 4, 2022 and published in *The Register-Guard* on Monday, March 7, 2022

**ROLL CALL**

**BOARD MEMBERS:**

Judy Newman, Chair  
Martina Shabram, Vice Chair  
Alicia Hays  
Gordon Lafer  
Laural O'Rourke  
Maya Rabasa  
Mary Walston

**STAFF:**

Kerry Delf, Chief of Staff  
Lisa Fjordbeck, Executive Assistant / Board Secretary

**STUDENT ADVISORY PANEL MEMBERS:**

None

**EMPLOYEE ASSOCIATIONS:**

None

**MEDIA:**

KRVM

**OTHER:**

Monica Santana-Rosen and Sylvia Flowers from Alma Advisory Group

**I. BOARD WORK SESSION**

Review Superintendent Selection Timeline and Next Steps with Alma Advisory Group  
Chair Newman called the work session to order at 5:32 p.m. She reported that all Board members were present via video conference. Monica Santana-Rosen and Sylvia Flowers from Alma Advisory Group were also present. The purpose of the meeting was to incorporate the community feedback into the position description and to discuss the search timeline.

Ms. Hays wished Chair Newman a happy birthday and thanked her for spending her birthday evening at the meeting.

Ms. Rosen said that the job posting that was created earlier was based on discussions with the board and community members. After compiling information from the surveys and meetings, Alma wanted to spend time with the board revising the job description. She wanted to get clear on the competencies of the position.

Ms. Rosen said that the document she was presenting should be all-inclusive of the criteria that Alma had compiled to date. She said that if there had been suggestions for items that were relevant to the job profile and seemed to be missing, board members were asked to bring them up that night. She continued that Alma had one-on-one conversations with each board member to determine their most desired characteristics in a superintendent., and were asked to speak up if they did not see those reflected in the document.

In response to Mr. Lafer's question, Ms. Rosen said that the rubrics for evaluation would be created after the criteria they were discussing that evening were finalized. They would have a conversation about screening processes and next steps and would discuss the rubrics at that time.

The first section in the job description was *Who We Are*. The board reviewed the section and gave the following comments. Mr. Lafer suggested adding a sentence regarding the district's long tradition of school-based decision-making.

Ms. O'Rourke asked to include information about Career Technical Education in the same area of the description as the mention of International Baccalaureate, school choice and language immersion programs.

Ms. Rabasa asked to move the sentence about charter schools to include it in the sentence about the list of other schools.

The group moved on to the next section entitled *What You'll Do*. Ms. Rosen asked for input especially areas that seemed missing or misrepresented. Ms. O'Rourke asked to see language regarding emotional intelligence and maturity beyond "works well with others." In response to Ms. Rosen, Ms. O'Rourke said it should be a characteristic of a candidate that should be woven throughout the job description. Ms. Hays suggested the words "connect effectively."

Ms. Rosen said that the job description was divided between responsibilities and characteristics. She pointed out the section under *Key Responsibilities*, and the section under *The Skills You'll Need to be Successful* which she felt most accurately represented the characteristics Ms. O'Rourke was discussing. She said that the document had been created in order to make an accurate assessment of the skills of a candidate.

Ms. Flowers said that one could look at the document as a list of the "what": what the candidate would do in the district; and the "how": the skills the candidate would need to be successful. The list of "how" would include the soft skills that Ms. O'Rourke was describing. In order to establish a vision, or promote innovation, the candidate needed to be able to build authentic relationships, be an advocate for equity and inclusion.

Chair Newman shared her thoughts about the area called *What You'll Do*, which elevated the relational abilities of the candidate.

Ms. O'Rourke reiterated that she considered the paragraph entitled *What You'll Do* to be a top-level paragraph which included a summary of the skills of a candidate, and she did not see the characteristics of emotional intelligence listed in that area. Ms. Rosen agreed and said she would add a descriptor.

Ms. Rabasa said that she preferred the concept of emotional literacy because it included an understanding of all the different ways that people connected emotionally. She added that it would be important to her to have the concept elevated to the top of the document. It was a cornerstone of the rest of the document.

Mr. Lafer asked to add wording that would emphasize a positive and collaborative relationship with staff. He suggested a sentence that could be included. He also wanted to see a sentence that addressed the mental health of students and staff as a priority. Ms. O'Rourke and Ms. Rabasa agreed. The group worked on adding a phrase to the document.

In response to Ms. O'Rourke's concerns about how the innate qualities of students were sometimes not recognized, the group worked on adding a phrase about improving the learning environment and culture.

Ms. Hays shared her thoughts that she wanted to see the words "acceptance, support, caring." Ms. Shabram said that there were a lot of ways to talk about what they wanted to see in the district, but her impulse was to say fewer things so that she could hear from the candidate what their thoughts were instead of hearing them repeat back what they had read in the job application. Ms. Rosen said that the screening process was rigorous. She wanted to make sure that all board members were supportive of the description so that Alma would be looking for the appropriate candidates for the position. Mr. Lafer asked to add a phrase about supporting teaching that sparks curiosity, strengthens confidence and conveys a joy in learning.

Ms. Hays did not agree about adding site-based decision making. She was concerned that it might conflict with future direction of the district. Ms. O'Rourke did not agree. She said that removing it might limit the candidates that applied. After further discussion, Ms. Rosen suggested coming to an agreement of what site-based decision making meant to everyone. Ms. Rosen summarized that she was attempting to describe what the whole board could agree upon, not her opinion. She did caution that the term school-based decision making could be interpreted in extreme ways by a candidate. She wanted to ensure that all members of the board agreed on the description and on the specific definition of the phrase. Mr. Lafer suggested using words in the application to describe what it meant to the board. Ms. Rabasa felt that school-based decision making had been an important part of the district culture, but she did not want to mention it in the application at the expense of other systems. Ms. Hays shared that the discussion they were having was indicative of her concerns of whether the board agreed on the term.

Ms. Walston said that she supported the document as a whole, and was concerned that the board was getting bogged down in the discussion of site-based decision making. She shared that her interpretation of the board policy Mr. Lafer had mentioned was that the Superintendent was to have a commitment to site-based decision making, not that the Superintendent would do the work themselves. She said that there were very positive changes that had occurred as a result of more centralized decision making.

After prompting from Ms. Rosen to move on because they were running out of time, Chair Newman responded to Ms. Rabasa's suggestion that input from any stakeholder should not be done without considering the impact it might have on equity through the district. She said it was important to recognize that schools served unique regions of Eugene, and that equity should not be confused with equality. Mr. Lafer asked to add a phrase that expressed the concept that the Superintendent would respect educators and school leadership in crafting ways to reach district goals. Ms. Rosen crafted a phrase to fit Mr. Lafer's suggestion.

Ms. Rabasa asked about the sentence referring to experience in the superintendency being preferred. She asked whether the phrase would preclude those who did not have experience. Ms. Hays said that she had asked to have the phrase included, but was comfortable with how it was written. Mr. Lafer asked to add language regarding a track record of reducing time spent on standardized testing and also working collaboratively with teachers, classified staff and school administrators. Ms. Rosen asked for input. Ms. Walston said that she was concerned that the conversation had moved from creating a job description to having a discussion about district policies. She added that she wanted to include the concept of heteronormativity in the list of systemic inequities that the Superintendent would work to reduce.

Chair Newman was concerned about the time. The executive session might need to occur at a later time.

Mr. Rosen asked the board to send their feedback to her directly and she would work to incorporate it before the board meeting later that evening.

After discussion, Chair Newman confirmed that the board would start the special board meeting, explain to the public that the board would go immediately into an executive session, and then return to the public meeting following the executive session.

Chair Newman adjourned the work session.

## **II. EXECUTIVE SESSION – IMMEDIATELY FOLLOWING THE WORK SESSION**

The board convened in executive session to consider records that are exempt by law from public inspection, pursuant to ORS 192.660 (2)(f).

Executive Sessions are closed to the public. All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.

## **III. SPECIAL BOARD MEETING**

Chair Newman called the special board meeting to order at 7:05 p.m.

## **IV. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT**

Chair Newman noted that all board members were present via video conference. Joselin Godinez, student representative, was also present.

Chair Newman said that the board would recess into executive session and return to the public meeting immediately afterwards. Ms. Fjordbeck said that the public would be informed that the board would return to the public meeting after their executive session.



Chair Newman reconvened the public board meeting at 9:05 p.m.

**V. ITEMS RAISED BY THE AUDIENCE**

There were no public present to give public comment.

**VI. COMMENTS BY EMPLOYEE GROUPS**

There were no representatives of employee groups present.

**VII. ITEMS FOR ACTION**

1. Approve Superintendent Selection Standards, Competencies and Skills

Presenter: Judy Newman, Board Chair

Chair Newman reported that the final version of the superintendent profile had been sent to the board by email. The board took ten minutes to read through the final version.

Vice Chair Shabram moved that the board approve the job profile for the superintendent as presented. Ms. Hays seconded the motion. Ms. Walston asked to include the words Diversity, Equity and Inclusion to clarify the acronym DEI on page 4 under *Skills*.

Ms. O'Rourke moved to amend the motion. Her first request was to change the emphasis on high academic achievement for all students. She said that the goal was not realistic and wanted to acknowledge the strain that placed on student's mental health. Mr. Lafer agreed. He said that the focus should be on providing high-quality education for all students. Ms. O'Rourke agreed that her motion would read as Mr. Lafer suggested. Ms. Hays seconded the motion. There was no further discussion and the **amendment passed unanimously 7:0.**

Ms. O'Rourke continued by asking for clarification on the phrase "facilitate and secure buy-in for a clear and compelling vision of innovation and organizational excellence." Ms. Rosen suggested deleting the item because the sentiment was covered in other areas of the document. Ms. O'Rourke made a motion to strike the bullet item. Ms. Rabasa seconded the motion. **The amendment passed unanimously 7:0.**

Ms. O'Rourke then shared her final change request to the first bullet item under the section *Authentic Relationship Builder and Courageous Communicator*. After discussion and suggestions by Ms. Hays and Chair Newman, Ms. O'Rourke asked that the county be added to the list of collaborators, and the phrase community leaders be changed to community, so that the phrase read "Serve as ambassador.... relationships with city, county and community leaders...." **Ms. Hays seconded the motion, which passed unanimously 7:0.**

Mr. Lafer asked to add under the section *What You'll Bring* "a clear track record of working to reduce time spent on standardized tests." Ms. O'Rourke seconded the motion. He said that the concept had been one of the board goals for many years and hoped that it would be added. Ms. Hays said that she was hesitant to add something that had not been recently discussed and clarified. Mr. Lafer said that he wanted to add the item in the least restrictive way. He remember that it had been discussed in a broad way. Ms. Rabasa said that she supported seeking a leader who was aligned with the intention. Chair Newman wondered whether there was a

different way to word the concept so that it did not restrict candidates from applying. Mr. Lafer suggested changing the wording.

Ms. Walston said that working to reduce time spent on standardized testing had been a goal prior to 2020. It was then put on the back burner so that the board could attend to other goals. She was hesitant to put policy questions in the job description.

Vice Chair Shabram suggested “shares the value of reducing time spent on standardized testing.”

Ms. Walston remembered that the conversation on testing occurred on March 11, 2020 and was then put in the parking lot. Ms. Rabasa reminded the board that the state had just taken a big step towards reducing standardized testing. She considered the topic to be a part of bold leadership. She also considered it to be an equity topic. Ms. Hays supported Ms. Shabram’s suggestion but cautioned that the board had not decided as a group what their policy would be.

**The motion as amended by Ms. Shabram passed unanimously 7:0.**

Mr. Lafer asked to change the phrase in the section *What You’ll Bring* “experience in the role of superintendent preferred” to add additional language welcoming those who did not have experienced. Ms. Hays and Ms. Rosen suggested “but not required.” Mr. Lafer accepted the friendly amendment. Ms. Hays seconded the motion as amended. **The motion passed unanimously 7:0.**

Mr. Lafer’s last motion was also in the section *What You’ll Bring*. He asked to take out the words “data-driven decision making” so that the phrase read “A clear track record of improving academic outcomes for all students with a keen focus on equity, access and inclusion for all students.” Ms. Hays seconded the motion. Mr. Lafer said that content regarding the subject of analyzing data was included in another area of the document called *Ability to Manage Complex Organizations and Systems*.

Ms. Rabasa supported the suggestion. She said that while she felt that the board was moving in the direction of using data to support equity decisions, historically it had not succeeded in aligning with equity and inclusion.

**The motion passed unanimously 7:0.**

Chair Newman called for a vote on the original motion to approve the job profile for the superintendent with the six amendments passed.

Ms. Rabasa thanked Ms. Flowers for her work to make all the changes to the document from the evening’s meeting. There was no further discussion. **The motion to approve passed unanimously 7:0.**

2. Approve Superintendent Selection Process Next Steps and Timeline  
Presenter: Judy Newman, Board Chair  
This item was tabled for March 16, 2002.

**VIII. SUGGESTIONS BY THE BOARD FOR CONSIDERATION OF ITEMS AT A FUTURE MEETING**

1. Consider Meeting Schedule and Discuss Dates for Discussion on Board Goals
  1. North Region Plan
  2. District Communication StrategyPresenter: Judy Newman

2021-22 Board Meeting Dates:

MARCH: Wednesday, March 16; Wednesday, March 20

APRIL: Wednesday, April 6; Wednesday, April 13; Wednesday, April 20;  
Wednesday, April 27

MAY: Wednesday, May 4; Wednesday, May 11; Wednesday, May 18;  
Wednesday, May 25

JUNE: Wednesday, June 1; Wednesday, June 8; Wednesday, June 22

2022–23 Board Meeting Dates:

JULY: Thursday, July 1, 2021 – Special Board Meeting

AUGUST: Wednesday, August 4 and Wednesday, August 18 – Regular Board Meetings;  
August 25 and 28 – Board Retreat Dates

**IX. ADJOURN**

Chair Newman adjourned the meeting.

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Cydney Vandercar  
District Clerk

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Judy Newman  
Board Chair

*(Recorded by Eliza Drummond)*

**MINUTES OF THE WORK SESSION AND REGULAR BOARD MEETING  
OF THE BOARD OF DIRECTORS  
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

**Date: March 16, 2022**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m. and a regular board meeting at 7:00 p.m. via zoom. Notice of the meeting was mailed to the media and posted in the Education Center on Friday, March 11, 2022 and published in *The Register-Guard* on Monday, March 14, 2022.

**ROLL CALL**

**BOARD MEMBERS:**

Judy Newman, Chair  
Martina Shabram, Vice Chair  
Alicia Hays  
Gordon Lafer  
Laural O'Rourke  
Maya Rabasa  
Mary Walston

**STAFF:**

Cydney Vandercar, Superintendent  
Kerry Delf, Chief of Staff  
Brooke Wagner, Assistant Superintendent for Administrative Services  
Jeff Johnson, Director of Elementary Education  
Melissa Ibarra, Director of Elementary Education  
Andy Dey, Director of Secondary Education  
Kat Lange, Director of Educational Support Services  
Christine Nesbit, General Counsel  
Ryan Spain, Director of Facilities Management  
Steve Menachemson, Director of Technology  
Kyle Tucker, Chief Operations Officer  
Karen Hardin, Director of Human Resources  
Oscar Loureiro, Director of Research and Planning  
Art Hart, Director of Transportation  
Andrea Belz, Director of Finance  
Misael Flores Gutierrez, Director of Equity  
Larry Williams, Director of Equity  
Eric Anderson, Director of Curriculum  
Kari Skinner, Director of Public Safety  
Lisa Fjordbeck, Executive Assistant / Board Secretary

**STUDENT ADVISORY PANEL MEMBERS:**

Teryn Rios, North Eugene High School

**EMPLOYEE ASSOCIATIONS:**

Imelda Cortez, Eugene Education Association  
Seth Pfaefflin, MAPS

**MEDIA:**  
KRVN, KLCC

**I. BOARD WORK SESSION – 5:30 P.M.**

Review Board Goal “Climate Change”

Chair Newman called the work session to order. All board members were present except for Vice Chair Shabram, who would be joining the meeting later.

Chair Newman shared that the work session would focus on the board goal “to identify and implement climate change initiatives.” First steps were to take an inventory of what was already happening in the district.

Chair Newman encouraged the board to read the resolution from 2019 which was a call to action on climate change.

Superintendent Vandercar reported that Portland Public Schools had just passed a policy regarding climate change. She would include it in the Friday Memo. She said that the school district was already working with the city and other community organizations. She added that if the board chose, they could create a similar policy.

Superintendent Vandercar introduced Mr. Eric Anderson, Director of Curriculum, to present what the district was doing across all departments including curriculum and instruction, food services and facilities and instruction.

Mr. Anderson relayed that much of the work was being directed by district Teachers on Special Assignment (TOSAs) Tana Shepard and Sarah Ruggiero. He added that the student climate justice team was ready to present to the board at any time. Mr. Anderson said that there had been a climate education summit in early January 2020 which had included teachers and students. At the time, students spoke out about the need for more climate education. There was a Register-Guard article about the summit. Students had also met with the Oregon Department of Education in fall of 2020 and presented to the Council of State Science Supervisors in April 2021, and the City Club of Eugene in January 2022.

Ongoing work included a speaker series in different schools each month to discuss issues of air, land and water. Attendees were from many of the different affinity groups across the district who spoke about how climate change directly affected persons of color. Topics included environmental justice for farmworkers who were exposed to air pollution, farming practices and local food movements. An online resource was being created. The staff climate justice team met monthly. The student team met weekly and was attended by student leaders from each of the four high schools. The team worked on planning events such as Earth Week, film festivals and community action projects. The Climate Justice Hub and Climate and Environmental Education Resources were ongoing projects that gathered curriculum and resources.

Jill Cuadros, Manager of Nutrition Services presented the ongoing work to reduce waste of both organic and inorganic materials, which included reducing food waste, investing in reusable utensils and trays, and creating composting stations. She continued that Nutrition Services was working to create more sustainable menus using local sourcing, vegetarian options, and seasonal menus to reduce the distance between source and final product. Ms. Cuadros did

mention that COVID had made efforts challenging, but the district was focusing on feeding students and were looking forward to continuing their efforts.

Mr. Art Hart, Director of Transportation, shared that there had been a lot of changes in the industry and at the district in recent past. The fleet of diesel buses was using a fuel that was produced with less carbon emissions. All the diesel buses met 2007 emission standards. The district also ran buses on propane that were eligible for clean fuel credits. Electric school buses were becoming available, but the prices were significantly higher.

Mr. Hart said that a federal clean bus program was beginning and would provide grant funding to districts, and clean fuel credits would help offset the cost of the electricity and new infrastructure necessary to operate electric buses. The district was in conversation with the City of Eugene on how to move forward.

Mr. Hart shared that the district had a fleet of ten propane powered buses. Onsite fuel storage was limited to 500 gallons and the buses required daily refilling.

Mr. Spain and Mr. Tucker shared a few highlights from the Facilities Department: Building controls had been almost completed district-wide. They provided remote control to systems in a building, which maximized comfort and safety, and reduced light pollution. They were more efficient also because they reduced the times that someone had to physically go to a site to make changes to heating and cooling and air flow.

Mr. Spain reported that they were replacing high use lighting areas with LED lights and were using them in new builds. They received financial incentives from Eugene Water and Electric Board which netted a savings for the district. New systems allowed for cooling with outside air in the morning during the summer which reduced the need to use air conditioning. Variable frequency drives provided control for pumps and fans to reduce the amount of time they were running at full speed.

Superintendent Vandercar said that the changes made had been practical and mostly unnoticed, and they saved the district money and reduced energy use.

Ms. Vandercar asked if the board had questions.

Ms. Rabasa asked whether the district had taken into consideration some of the recommendations from Fossil Free Eugene in the Camas Ridge Elementary School design and construction. Mr. Tucker reported that the design included high-efficiency gas boilers and gas water heaters. The district had done a lot of work in the last twenty years to determine the energy and financial savings of using gas systems. They have reviewed energy use indices across the state, and the district compared favorably to other state buildings. Ms. Rabasa asked about the plan to retrofit old buildings. Mr. Tucker said that any time they had an opportunity to replace a system, they were choosing the most energy and financially efficient systems.

Ms. Walston thanked the board for having the work session. She asked about installing electric vehicle charging stations at high schools. Mr. Tucker said they had installed the infrastructure for having charging stations at six of the new buildings so that they were ready for a full installation if the district decided to do so. There would need to be discussion regarding their use.

Chair Newman asked whether EWEB had completed their audit of the district's energy use. Mr. Tucker responded that they were in the analysis phase and would share the results as soon as they received them.

Mr. Lafer welcomed a presentation from teachers regarding climate change curriculum and wondered about equipment that the district might need to purchase in order to implement it. He added that the University of Oregon was beginning to create curriculum to support careers in a clean energy economy and suggested that CTE staff connect with the UO.

Mr. Lafer also asked whether the district was considering creating solar panel arrays on the roofs of buildings that were designated as emergency shelter sites. Doing so would make them more resilient if the electrical grid were to be damaged in a disaster.

Ms. Rabasa appreciated the efforts of Nutrition Services. She asked whether salad bars would be brought back to all schools. She added that students had mentioned the increase in plastic waste due to COVID. Ms. Cuadros said that salad bars would return as COVID restrictions on social distancing and hygiene allowed. She said that salad bars were the highlight of the in-house nutrition program because students were allowed to eat as much as they wished from the healthy choices. She continued that the increase in packaging was a concern, and they were moving back to trays and reusable flatware as quickly as they could. They wanted to spend their time creating better recipes instead of packaging food, but they recognized the need to provide meals to students in a safe manner during the pandemic. Ms. Rabasa praised Nutrition Services for the quality and choices available in the salad bar.

Ms. Walston said that she had eaten from the salad bar in the school in which she volunteered. She was glad that the district was returning to reusable items. She added that the district had been providing free food to families throughout the pandemic. Ms. Walston also wanted to return to salad bars in the schools where they had been prior to the pandemic. She also asked whether the composting program could be more robust. Ms. Cuadros reported that the "Love Food, Not Waste" program picked up compostable items once a week. In turn, the district received the compost to be used in their school gardens. Prior to March of 2020, there had been program volunteers in schools to show students how to properly dispose of their compostable food and packaging items. Nutrition Services was hoping to have them return as soon as possible now that the district was lifting COVID restrictions. They would start at the elementary school levels so that students learned at an early age how to compost.

Ms. Newman commended Nutrition Services for their efforts to keep the momentum of the new in-house program going through the pandemic. She hoped that education would be a big component of composting and recycle and reuse initiatives.

Ms. Hays thanked all the presenters. She was excited to learn how much the district was doing to combat climate change. She wondered where the board wanted to focus their energy.

Ms. O'Rourke was also excited to learn how much the district was doing. She asked whether the board would create policy to support the 2019 climate resolution. She was supportive of making changes to Camas Ridge Elementary School to reduce the use of fossil fuels before it was built. She appreciated that the board was focusing on the issue. She wanted to integrate curriculum as much as policy.

Superintendent Vandercar paused the conversation to report that the district had passed policy EDDA-Sustainability in 2018.

Ms. Walston hoped to have the student Climate Justice Team make a presentation. She felt a sense of urgency concerning climate change and recognized that it was not only an equity issue, but also an existential crisis.

Ms. Rabasa shared that she had worked with a student of environmental science at Rachel Carson who went on to study climate science. The person had related that when students were connected to activism, their sense of hopelessness was reduced. Ms. Rabasa related that all 4J students were not given the opportunity to be activists and that it often became a right of the privileged. It was important to teach students how to be agents of a future that would involve proactive efforts. She understood that some might see it as political action, but she urged that it was more a matter of teaching leadership. She suggested looking at policy that addressed how the district dealt with student-led protests.

Superintendent Vandercar said that her biggest concern was the school's need to know where a student was when they were supposed to be in school.

Ms. Hays remembered that Vice Chair Shabram had championed the topic in years prior. Vice Chair Shabram said that the same concerns about student safety were also raised at that time.

Chair Newman summarized that the board wanted to hear from the Climate Justice students; to possibly revise Boardy Policy EDDA using Portland Public Schools' policy as a model; to discuss plans for CTE classes in clean energy professions; and to share with students suggested climate change actions with the understanding that the antidote to hopelessness is action.

Ms. Walston suggested creating additional policies or adding to the current policy future actions. She wanted to have a well-informed student body. She encouraged the district to reduce its carbon footprint by including aspirational goals.

Ms. O'Rourke reiterated that she wanted to change the construction of Camas Ridge Elementary School to include as many green build options as possible.

Mr. Lafer said that adding climate change to all aspects of the curriculum would make the issue real and actionable instead of an existential issue.

Chair Newman asked whether the Rachel Carson program had made progress in proposed additions to their curriculum. Mr. Anderson said that Ms. Ruggiero-Kirby was leading the updates to scope and sequence of the curriculum so that it could be replicated in other places in the district. He added that the program was a model for climate action and that students found it relevant.

Ms. Rabasa added her appreciation for the Rachel Carson program and hoped that components of it would be distributed throughout the district. She had been on field trips and had learned how much the students wanted to share what they were learning with younger students.



Chair Newman said that she would meet with Leadership to come up with a plan for next steps.

Superintendent Vandercar added that she would send Portland Public Schools' new board policy on climate action in the Friday Memo. She said it was similar to the City of Eugene's document. She would also send the information regarding releasing students from school so that they could be involved in activism. Mr. Spain and Mr. Tucker would send information regarding the Camas Ridge Elementary School build and also solar panels.

Chair Newman thanked Ms. Walston for being a champion for climate change action and adjourned the work session.

## II. REGULAR BOARD MEETING

### III. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT

Chair Newman called the board meeting to order at 7:01 p.m. and noted that all board members were present via video conference. After the board recited the Pledge of Allegiance, Chair Newman read the Land Acknowledgement.

### IV. AGENDA REVIEW

Chair Newman noted that the order of the agenda had been modified so that the members of the Alma Advisory Group could be present for the first Item for Action. Mr. Lafer asked to move Item for Action - Approve Health Insurance and Compensation Increases for MAPS (Managers, Administrators, Professionals, and Supervisors) and Senior Staff to a future meeting so that the board could discuss the issue before it they voted on it.

Ms. Walston said that the board had discussed it during a prior executive session.

Ms. O'Rourke seconded Mr. Lafer's request. She also wanted to have more discussion before voting on the action item. Mr. Lafer wanted to discuss possible salary caps on certain positions. Ms. Rabasa agreed with Mr. Lafer's request because it was similar to other actions which came before the board in one meeting for discussion and were voted on at the next.

Superintendent Vandercar said that the MAPS agreement would follow the EEA contract. If the agenda item was not agreed upon at the meeting, payroll actions would be delayed.

Chair Newman called for the vote on the changed to the agenda item. **The motion to changed did not pass 3:4**, with Mr. Lafer, Ms. Rabasa and Ms. O'Rourke voting for, and Ms. Newman, Ms. Walston, Ms. Shabram and Ms. Hays voting against.

The agenda remained as listed.

### V. ITEMS RAISED BY THE AUDIENCE

Chair Newman read the requirements for making public comment at a School Board meeting.

Larry Lewin represented Community Alliance for Public Education. He reported that he had not been able to find the dates for the Spring summative testing period, but had found language that indicated that testing would occur. He said that the tests were not useful to students' education and reported that a request by the state to suspend them for a third year had been denied. He added that data showed that the tests were inequitable to marginalized students and students of color. He urged the district to make the opt-out form more readily available on the website.

Shira Fadeley taught band and choir and was a teacher on special assignment for music. She said that music was good for human beings. She said that there were dozens of students who had qualified for OSAA sanctioned music events and that 4J teachers had been asked to share their knowledge at various music clinics. She shared all the ways that teachers contributed to the well-being of the schools in which they taught and also some of the challenges that they faced, including aging equipment.

Chair Newman urged Ms. Fadeley to send more information to the board via email.

Camille Foskett expressed her condolences to the parents of a student who had recently lost their life. She considered the recent deaths to be an epidemic. She asked school districts to do more to ensure the well-being of students. She shared that the suicide rate in Oregon was higher than most other states. She suggested creating a mental health task force and work with families through truancy programs to get students back in school.

Dwight Holton was the director of *Lines for Life*, an organization that worked against substance abuse and suicide. He also offered his condolences to the parents and to the district. He said that suicide was rampant across the state. He shared the ways that his organization was assisting the district to build better support systems for students considering suicide and added that the district was already a model in the state. There were few districts who had staffed suicide prevention programs. He commended 4J for having a designated staff person, Suicide Prevention Coordinator Angi Meyer, focused on this important work. Mr. Holton gave some suggestions on ways to share important information with students.

Nadine Batya reported that suicide was a public emergency in Lane County and was the second leading cause of death among children in Oregon. She opined that the school district had not responded well to the recent suicides in the South Eugene region. She asked that the district work with support organizations and also spend the federal funds that they had received to address suicide and put into place mental health support systems. She added that talking about suicide was important.

Coral Smith represented Safe Oregon, a program of the Oregon State Police. She wished to provide information. She said that Safe Oregon was a response to state legislature. The focus was for students to be able to report safety concerns anonymously. Persons who responded to tips had training in teaching, counseling, crisis response and customer service. The center was open at all times. Tips were categorized and responded to appropriately. Eighty-seven percent of schools in Oregon were enrolled. There had been reports of success with the program especially in responding to tips at the lowest level possible and not escalating issues.

During Ms. Smith's comments, Ms. O'Rourke interjected that she considered it inappropriate that district contractors were being allowed to speak during public comment time. She said it was political and should have been brought to the board as a report.

Sue Wolling was disappointed that the district did not take an experiential approach to climate change education. She was a proponent of the Safe Routes to School program. She said the district could do more to promote school related driving, such as moving pick up and drop off to an off-campus location and targeting increases in active transportation, and others. She concluded that educating parents and their students to alternatives was important.

Lisa Miller worked for the state police and the Safe Oregon program. She gave information regarding the number of tips receiving through the hotline. The majority of tips were related to bullying and harassment, but also included drug use and vaping and suicidal ideation. She said that the tips showed that students were concerned about the safety and well-being of their classmates. Ms. Miller expressed her condolences regarding the recent suicides in the district and reiterated that Safe Oregon provided an opportunity for students to report information when they were concerned about a friend. Schools responded to the tips received and decided whether additional support from the police were needed. Police were involved in less than one percent of calls received. Ms. Miller shared her desire to support the district.

Julie Daniels had come to speak about the green transportation plan and sustainability efforts to reduce a carbon footprint. She was surprised that the only transportation plan was to replace regular school buses with electric school buses. She suggested the district give more attention to an active transportation program, and to gather more data regarding bus use, single-use vehicles and alternative transportation.

In response to Ms. O'Rourke's concerns about the presenters from Safe Oregon, Chair Newman said that Leadership would research how persons were chosen to make public comment.

## **VI. COMMENTS BY EMPLOYEE GROUPS**

Imelda Cortez represented the Eugene Education Association. She reported that EEA was glad that the superintendent selection process included time for its members to be involved, both individually and as a group. She gave examples of the individuals who comprised the union, such as librarians, special education teachers, musicians, and immersion teachers. She said it was imperative that the superintendent search process include both EEA leaders and its members.

Seth Pfaefflin represented MAPS (Managers, Administrators, Professionals and Supervisors). He had come to highlight MAPS members in the technology department who kept networks running, managed databases, and provided support to keep computers and other computer devices in the district running to keep teaching and learning happening. Mr. Pfaefflin also highlighted MAPS members who worked in the Student Services department. The team administered and managed IEPs and 504 plans and more, and strived to provide educational equity for all students. Mr. Pfaefflin concluded that his wish was that there was more loving kindness in the world, and that district staff and leaders would have a time for rest and rejuvenation.

## **VII. ITEM FOR ACTION**

1. Approve Superintendent Selection Process Next Steps and Timeline

Presenter: Judy Newman, Board Chair

NOTE: This item was moved up on the meeting agenda in an effort to be mindful that the consultants were in a different time zone.

Chair Newman said that Ms. Monica Santana-Rosen was available to answer questions. She then gave a brief report of the work to develop a hybrid process. She said that information in the packet included a timeline, history of past searches, and a layout of the proposed process. She asked subcommittee members Ms. Walston and Ms. Rabasa to add their input.

Chair Newman said that the first round interview teams would be comprised of board members and bargaining group leaders. The teams would use the same questions and the interviews would be recorded so that all team members could review each interview when making their decisions. All information would be kept confidential.

At the end of April, two to three finalists would be selected from the first round of interviews. Finalists would be invited to come to Eugene to attend interview panels with representatives from different stakeholder groups and district communities. Interviews would be private except for those with community partners and the student panels, which would be help in a public forum.

Alma Advisory Group gave their support to the proposal.

There was a brief discussion about the size of the panels, which would be eight as a minimum.

Mr. Lafer asked how board members would get input from the panels and employee groups after the interviews, how would panelists be chosen, and how the round robin process would happen.

Ms. Walston said that the process presented was a draft, which included many compromises and she looked forward to the conversation to finalize it.

Ms. Rosen said that the board could get input from the stakeholder groups after the first round of interviews either through a survey or an in-person debrief. She continued that individuals would be chosen to be on the panels by a set of criteria determined by the board, which might include race, ethnicity, socio-demographic information and perspectives such as LGBTQ+, diverse learners, career pathways, etc. If there were more persons nominated to be on the panels than there were spaces, Alma Advisory Group would place them through a randomized lottery.

Ms. Rosen clarified that the process subcommittee would decide what the criteria would be for representation on the panel.

Ms. Rabasa said that there would be more representative panels than in the past. She hoped that the finalists would have an opportunity to meet one on one with staff as well. She also said it would be important to hear the voice of parents and to provide adequate time for the meetings.

Ms. O'Rourke asked for clarification on the round robin process. Ms. Rabasa said that there would be three interview panels with which the finalists would meet sequentially. Ms. O'Rourke

also asked how the community member panels would be chosen. She was concerned that there be representation from all community groups. Ms. Rabasa asked all the board members send their criteria for panelist representation to Alma Advisory Group. Ms. Rosen said that the board would set the parameters for the groups. She recommended that parents be included in the community member panels and that students have their own meetings with the candidates.

Ms. Rosen continued that it would be important for the board and the district to communicate to all the community groups that their input was being sought. Communication could be made through text, or email or group calls. Representation needed to be as diverse as possible. The subcommittee would review the panels with the Alma Advisory Group, but board members would not have individual say on who was on the panel.

Vice Chair Shabram agreed that a separate student panel would be best so that student voices could be highlighted.

There was further discussion about how the panels would be comprised and how interview questions would be decided with an eye towards diverse representation.

Mr. Lafer said that the employee panels would be critical to ensuring a positive and collaborative relationship with a potential superintendent. He wanted to have a broad representation of staff occupations. He also wanted to ensure that each group have a significant amount of time for their interviews.

Ms. O'Rourke asked that consideration be given to representing students with disabilities, separate from other groups. She also wanted to consider the times of the meetings and transportation as factors that might inhibit someone from participating.

Ms. Walston suggested that the board follow the advice of Alma Advisory Group. She was concerned that the process might become overly influenced by employee groups to the detriment of parents and students.

Ms. Hays asked that the district be transparent about the reality that very few people would be on the panels compared to who might be interested. She supported hearing from those with disabilities. She was curious about the meet and greet idea and was concerned that too much weight would be given to its outcome.

Ms. Rosen responded that the purpose of a meet and greet or round robin process was to be more inclusive than prior processes where the candidates met with only a select interview team chosen by the board. She did acknowledge that the stamina of the candidates need to be considered as more groups were added to the interview calendar. She cautioned that candidates would turn down a position if the interview process was too arduous.

Ms. Rosen clarified that Alma would create the questions and could make sure that specific topics be included.

Mr. Lafer believed that candidates would be able to summon as much energy needed for a robust interview process as teachers had been asked to in their everyday tasks. He added that it would be important to have special education be a category from which to choose a panelist. He was insulted that union representation was being categorized as "bites of the apple." He considered it

anti-unionism to ignore the importance of the voice of an organization. It would be important to determine whether a candidate was able to work with a group and their leaders. He would not support a plan that did not include a meeting with bargaining groups and the candidates.

Ms. Rosen clarified that it had not been Alma Advisory Group's proposal to include members of bargaining units as part of the first round of interviews. The request had been made by the board. She said that the subcommittee's proposal to include them was very welcoming of the employee groups and was not common practice.

Chair Newman was becoming concerned about the time.

Mr. Lafer asked for more clarity on the meet and greet process. Chair Newman and Ms. Rosen said that each meeting with employee groups should be between twenty and thirty minutes. Ms. Rabasa added that it would be very important to get feedback from the sessions. She clarified that the students would have their own separate meeting, and parents would be included with community members. She observed that a parent of a student could also be a teacher or a community group member and that a student who was Latina could also have a disability. Every voice would be valid.

There was further discussion about how feedback would be gathered and distributed from each of the different panels, including the meet and greets.

Mr. Lafer was concerned about using the word "influence" to describe input from different community groups and members.

Ms. Hays moved that the board accept the proposal process with the change that students had their own meeting and parents were included with community groups, and that the face to face round robin meetings with employee groups proceed as listed and that the committee would determine how feedback would be received from each of the groups. Ms. Rabasa seconded the motion.

Ms. O'Rourke needed clarity on how the information from the panels would be gathered and shared.

Ms. Rosen said that there would be time for the board to determine how the input would be received and distributed.

Ms. Rabasa amended the motion to include that the board would return to decide on the input process, as Ms. Rosen suggested. Ms. Hays accepted the friendly amendment.

**The motion passed 7:0.**

## **VIII. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT**

Superintendent Vandercar suggested moving the report on Key Performance Indicators—item for information number three—to a later date. No one was opposed to the suggestion. Superintendent Vandercar continued by reporting that principals had been selected for Awbrey Park, Camas Ridge and Charlemagne Fox Hollow Elementary Schools. Names would be announced as soon as possible.

Ms. Vandercar reminded the community that it was time to register students for kindergarten. Early registration would ensure that schools were prepared for incoming students. Information was available on the district website.

Spring break would begin on Monday, March 21.

Ms. Vandercar recognized the grief of the community over the loss of four students. She hoped that spring break would provide time for rest so that staff and support services could return ready to care for each other and our students.

#### **IX. COMMENTS BY BOARD CHAIR**

Chair Newman also recognized the heaviness felt by the whole community over the amount of loss that had occurred in the past years. She said that students were feeling the stress and were turning to suicide. She wondered how the community would heal. She asked that people not react in anger or blame or judge but reach out in care. She wanted to avoid isolation and division. She expressed her condolences to the families who had lost students and appreciated the community for coming together in grief and loss.

Ms. Newman thought it fitting that the theme of the 2022 National Women's History month was "women providing healing and promoting hope." She was reminded of the importance of healers and caregivers. She listed many ways in which women spread care and healing.

#### **X. RECEIVE REPORT BY HIGH SCHOOL STUDENT REPRESENTATIVES**

Teryn Rios reported that the boys' and girls' basketball teams were sixth and seventh respectively in OSAA league competition. One girl and four boys qualified for state championships in wrestling. The school had performed *Annie Junior* and *All in the Timing*. There had been a band performance earlier that evening. Dance Team would be competing later that week. There were other activities occurring around the school including prom. Teryn asked that new board policies be communicated to students in a "digestible manner."

Chair Newman congratulated Teryn on being a *Beat the Odds* scholar through the Stand for Children program. Teryn was awarded a four-year scholarship.

Ms. Rabasa reported that Joselin Godinez had also been a recipient of a *Beat the Odds* scholarship. Ms. Hays added that Violet was at a lacrosse competition. Ms. Hays gave a brief report on International High School activities and expressed concern about mask requirements.

Ms. Walston said that Noa Ablow-Measelle was traveling and regretted her absence.

#### **XI. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS**

Ms. Shabram announced that she would be resigning from the board effective March 31, 2022. Because of changes in her professional duties and her personal life, she felt it was the most ethical choice for her to step down before the superintendent search continued. She reflected on the students who had asked her to run for the board, and the strain of the last two years. She asked that the board and community take stock of the expectations they were placing

on themselves and each other and whether they were being humane, compassionate and kind. She also questioned whether the time commitment necessary to be a board member was realistic and would attract the persons needed to be on the board. She thanked Chair Newman for her guidance and acknowledged that the rest of the board would select her replacement well.

Chair Newman thanked Vice Chair Shabram for her service.

Ms. Rabasa wished Ms. Shabram well. She related a story about her experience at Twin Rivers Elementary School earlier that morning. She had served on a panel to hear business plans from five teams on how to buy, import, sell and distribute coffee from El Salvador. She said that the students demonstrated skills in all areas of learning, marketing, and technology. She saw engaged students sharing their ideas through project-based learning who were proud of their work. One student expressed her enthusiasm towards the type of learning she was engaged in. Ms. Rabasa extended her deepest sympathy to the South Eugene community for their losses through suicide. She demanded that every resource be given to prevent additional loss.

Ms. O'Rourke said that the 4J educational system only recognized part of the whole child. What was missing was the part that taught a child their intrinsic worth. She said that the system was responsible for what was happening with the district's children. She asked that the district become more proactive and not reactive. She advocated for a zero-tolerance policy towards suicide. The systems in place did not protect children. She wanted to create a committee to address the issues of mental health in the district.

Mr. Lafer thanked Ms. O'Rourke for her straightforward comments. He also thanked Ms. Shabram for her service on the board and her commitment to students. He continued that he hoped that the staff of both Yujin Gakuen and Kelly Middle schools would be fully involved in the future of their schools. Seven million dollars had been allocated to improve the schools. He considered that the schools and their communities had been misled in the process. Mr. Lafer also addressed the opt-out process for state testing. He asked that it be easy and there be no retaliation for those who did opt-out. Mr. Lafer would be proposing that three librarians be added in the schools with most need. He finished by requesting that federal funds be allocated to mental health supports.

Ms. Walston said that Ms. Shabram would be missed. She thanked Ms. Smith and Ms. Miller for sharing information about the Safe Oregon program. She also thanked Ms. Wolling and Ms. Daniel for their comments regarding climate change. She congratulated Teryn and Joselin for being awarded *Beat the Odds* scholarships.

Ms. Hays thanked the other board members for their comments on the recent loss of students. She had participated in the Charter School reviews and reported that schools were preparing for site visits and dealing with leadership changes. Ms. Hays added that it was Music Appreciation month. She was intrigued with the idea of moving school drop-off and pick-up areas. She also congratulated Teryn and Joselin.

Chair Newman thanked Vice Chair Shabram for working with her. It had been a joy and a privilege. The community would miss her.

## **XII. CONSENT GROUP - ITEMS FOR ACTION**



1. Approve Resolution 2022-14

Presenters: Christine Nesbit, General Counsel and Ryan Spain, Director of Facilities  
Vice Chair Shabram moved approval of the consent agenda. Ms. Walston seconded the motion.

Ms. O'Rourke was concerned that tenants would be displaced by the district's actions. Ms. Nesbit said that the only persons occupying buildings on the property were district programs. Superintendent Vandercar said that the programs would stay in the building and clarified that the resolution was a formality to make the property public lands.

Chair Newman called for the question. **The motion passed 7:0.**

**XIII. ITEMS FOR INFORMATION**

1. Acknowledge the District Equity Committee Membership

Presenters: Alicia Hays and Maya Rabasa

Ms. Hays presented the list of persons selected for the Equity Committee. She said that the group might change in the future as state guidelines changed.

Chair Newman commented that Amelia Able had been instrumental in starting the *Look me in the Eye* movement and would be a strong member of the committee. Ms. Rabasa said that all the committee members were strong advocates and that the committee had been thoughtfully curated by the Superintendent, herself, Ms. Hays and staff.

Superintendent Vandercar added that the district began the work to choose a committee and create a process before Oregon Department of Education had finalized their guidelines.

Ms. O'Rourke said that she heard several times that the district had begun the work before they had to. She said equity work was never done too soon. Ms. Hays agreed that the district was not waiting.

Ms. Rabasa recognized that there was not a MAPS member on the committee and that there are six licensed staff and one classified staff member.

Chair Newman thanked the group for their report.

2. Receive an Update on the Districts Response to COVID-19

Presenter: Cydney Vandercar, Superintendent

Ms. Strong had checked in with school leaders to determine how the optional mask wearing had progressed. She reported that the transition had gone well. She said the focus was on being kind and accepting people's decisions. All other mitigation strategies were still in place, including testing. She gave a brief summary of how testing was occurring. Schools were continuing with social distancing and additional cleaning.

Ms. Strong said that OSAA activities were moving forward but field trips and additional school-based activities were dependent on transportation, which was still understaffed.

Visitors and volunteers who supported safety and education were being permitted as essential workers. Anyone who volunteered in schools needed to be vaccinated or have an approved exception. These mandates applied to after care and wraparound care as well.

Ms. Strong urged community members to participate in the online survey regarding masking.

In response to Ms. Hays, Ms. Strong said that all OSAA sanctioned state competitions were occurring.

Mr. Lafer asked why more volunteers be allowed if they were vaccinated. Ms. Strong and Dr. Wagner said that it was up to the building administrator to determine whether volunteers would be allowed and for what specific activities, most of which would be to assist with instruction and safety as mentioned prior. Mr. Lafer suggested that more information be shared to potential volunteers.

Ms. Rabasa was happy to hear that more volunteers would be considered as the needs were identified. Ms. Strong said that it was important to work with each building to determine what was right for them.

Ms. Walston appreciated that Ms. Strong was working with each building to find the need for volunteers.

After a comment by Mr. Lafer, Dr. Wagner reminded the group that the leaders of all employee groups had shared that there were staff who were still uncomfortable with mask mandates being lifted. Some schools might not have consensus among their staff to add more volunteers. School administrators were still working to balance the needs of their school.

3. Receive Report of Key Performance Indicators for 4J Vision 20/20 Strategic Plan  
Presented by: Cydney Vandercar, Interim Superintendent  
This item was table for a future meeting.

4. Receive an Update on the North Region Planning  
Presenter: Cydney Vandercar, Superintendent  
Superintendent Vandercar said that she and Dr. Wagner would give a comprehensive report on the history of the North Region.

She reported that the original plan was to pursue a \$380 million bond measure, but after consideration, the bond was reduced to \$320 million. Superintendent Vandercar said that the district weighed all the competing needs and decided to make Gilham Elementary larger, rebuild Edlson and Camas Ridge Elementary Schools, and then start a rebuild of North Eugene High School. There were additional small needs related to Title IX.

From November 2018 to December 2019, Superintendent Vandercar and Dr. Strong met with community members fifteen times. There was discussion during those meetings to move some of the programs in the North region to the North Eugene building.

Dr. Strong brought to the attention of the board two presentations that occurred in December 2019 when it was decided to relocate Corridor Elementary School to the North Eugene High

School campus and Yujin Gakuen to the Kelly Middle School campus. Funds were designated to the moves and for deferred maintenance.

Staff took tours of the buildings in January and February 2020 with the intent of beginning a plan to make the transitions, but staff were not clear whether they could make the transition to place an elementary school at North Eugene High School.

In the spring of 2020, during the beginning of the pandemic, Dr. Balderas made the decision to close Corridor Elementary School.

Superintendent Vandercar continued that as a result of the pandemic and other events, the \$10 million budget allocated to make the program transitions increased to \$30 million. After additional meetings with staff, the estimate increased even more to \$60 million. It was determined that moving programs to North Eugene High School was not viable.

In January 2021, board members Walston, Torrey, and Lafer met to discuss how to support the programs at the Kelly Middle School site.

Superintendent Vandercar said that the bond funds would be used to finish North Eugene High School and Camas Ridge Elementary School. Consideration was given to moving Yujin Gakuen to the Willard School site but it was not popular. A suggestion was made to add space to Kelly Middle School to accommodate the program.

Dr. Wagner was in the process of scheduling a meeting with board members Lafer and Walston and staff.

Ms. O'Rourke asked why Superintendent Vandercar called those who disagreed with the idea "vocal." Superintendent Vandercar clarified that there were staff and community members who remained quiet because they approved of the plans, which was not popular. She thanked Ms. O'Rourke for having an opportunity to clarify her statement. Ms. O'Rourke continued by asking what remained of the bond funds. Dr. Wagner said that \$5.5 million had been set aside for the program moves being discussed. If the board and Superintendent Vandercar decided to do so, additional monies could be taken from other projects.

Ms. O'Rourke continued that building materials and labor had substantially risen in cost. She wondered whether additional funds could be approved through another bond. Superintendent Vandercar said that staff would need to determine community support for additional bonds. The process could take as long as two years.

Ms. Walston said that the accounting of the history was correct. The original plan took two years to create and to pass. She did not sense there was support in the community for another bond.

Ms. Rabasa recognized how complicated the issue was due to many factors. As a parent, she had attended meetings to hear how bond funds would be allocated to different projects. Many felt that promises had been made that were not kept. She added that miscommunication often led to misinformation. Ms. Rabasa suggested that board members meet with staff at Kelly Middle School to hear from stakeholders their concerns. She wanted to have a conversation that was clear, open and inclusive. Miscommunication often led to suspicion and feeling of being poorly treated.

Superintendent Vandercar said that there were options in moving forward and she supported meeting with staff.

Mr. Lafer clarified that the final decisions would be made by the board. He added that conversations with the community had been misleading. He also commented on the perception of the difference in political power between the South and North regions. He said that clear and transparent communication would be important moving forward. He suggested that it was worth looking at remaining funds from past bonds to see whether they could be used for the current need.

Ms. Hays said that she had considered relocating the Corridor School program to North Eugene High School as a viable option. She needed clarity on whose decision it would ultimately be. She also remembered that the suggestion to move Camas Ridge Elementary School to the Willard site was a suggestion that got out of control and was regrettable. She was committed to an articulated program for the Japanese Immersion School through the North Eugene High School.

Ms. Walston said that the initial uncertainty about where the Japanese program would be located was the initial issue that still had not been determined.

Mr. Lafer said it would be important to own what happened and how an option that initially was budgeted for \$5.5 million had ended up with a budget of \$60 million.

Ms. Rabasa said that what was missing from the conversation was a message to the community that the board and district recognized that they had mis-stepped and were sorry.

Chair Newman said that she wanted to determine who would make the final decision. Superintendent Vandercar said that she would do some research and return on March 30. Chair Newman continued that the suggestion to meet with staff in the North Region, what the process might be to pursue another bond, and what additional funds might be available from past bonds would be discussed by Leadership.

#### **XIV. ITEMS FOR ACTION**

1. Approve Agreement with Eugene Education Association  
Presenter: Christine Nesbit, General Counsel

Vice Chair moved approval of the agreement with Eugene Education Association (EEA).

Ms. Hays seconded the motion.

Ms. Walston said that she was glad to reach an agreement with licensed staff.

**Chair Newman called for the vote, which was unanimous 7:0.**

2. Approve Health Insurance and Compensation Increases for MAPS (Managers, Administrators, Professionals, and Supervisors) and Senior Staff  
Presenter: Karen Hardin, Director of Human Resources

Vice Chair Shabram moved approval of a cost-of-living increase of 4%, and a \$30 increase in the district's monthly health insurance contribution, for the present and next two school years, for managers, administrators, professionals, supervisors and senior staff. Ms. Hays seconded the motion.

Mr. Lafer agreed the increase for health insurance, but wanted to cap the COLA for salaries of \$100,000 or higher. He said that the funds saved could support additional school programs. He added that he had not had time to determine how much might be saved.

Ms. O'Rourke did not believe that the board should vote on increases for MAPS in advance of voting on increases for the Oregon School Employees Association which represented classified staff.

Ms. Hardin reported that in the past, staff represented by MAPS received a similar compensation increase as EEA in recognition of the relationship between licensed staff and administrative staff. She was concerned that if an agreement were not passed, it would make recruitment and retention difficult and would indicate that leadership was not valued in the district. This would also effect teacher leaders who aspired to administrative positions in the district.

Ms. Hardin complimented the board for their work in the past months during negotiations with EEA. She had heard from many staff that the board was concerned about all staff in the district. She worried that providing differentiated COLAs would create disharmony and unintended consequences.

Chair Newman referred to Ms. O'Rourke's comment about negotiations with OSEA. Ms. Hardin clarified that the district had negotiated with OSEA in 2021 and extended their contract for a year. The dates of negotiations had nothing to do with the value placed on any employee group.

Ms. Rabasa considered it an important practice to base other employee group agreements on what was approved for EEA. She added that she would be interested in hearing what the financial impact of freezing MAPS' COLAs would be. She wanted to see equity in everything the board did. She also recognized the value of Ms. Hardin's comments. She was in favor of postponing the vote until more information could be gathered.

Ms. Walston reminded the board that the information had been presented at recent budget meetings. She said it was long-term practice for EEA to set the standard and the other groups would follow. It was also the standard in other organizations. Ms. Walston continued that to not vote was disrespectful. She said that if the district wanted to save funds, they should pursue systematic changes.

Ms. O'Rourke said that she was asking for time to gather information about wages across the district. She referred to classified staff who made less than \$20 after twenty years of employment. She did not want to value some people more than others or to continue to do things the way they had always been done.

Ms. Hays was curious to determine how to raise wages for the lowest paid workers. She added that she was concerned that by limiting raises for the highest paid workers would make it difficult to recruit and to attract teachers who were interested in leadership. She also questioned the difference between veteran and new teacher salaries. She said that while the suggestion to cap salary increases was not worth it, she considered it worth having the conversation Ms. O'Rourke was asking for.

In support of his suggestion to cap salary increases for MAPS employees who made over \$100,000, Mr. Lafer shared that it had been challenging to hire classified staff because of the low wages. He continued that fourteen percent of OSEA members had difficulties feeding their families and nine percent were facing homelessness. He asked whether funding counselors with the monies that might be generated would be worth it.

There was a discussion to table the motion until more information could be gathered. Ms. Nesbit clarified that the motion in front of the board could be postponed.

Mr. Lafer moved to postpone consideration of the motion. Ms. O'Rourke seconded the motion.

Chair Newman called the vote to postpone. **The motion to postpone failed 3:4** with Mr. Lafer, Ms. O'Rourke and Ms. Rabasa voting in the affirmative.

Ms. Rabasa asked that consideration be given to increasing the salaries of the lowest paid workers. She added that consideration be given to the benefit that MAPS had gained from the successful bargaining by EEA. She thanked Ms. Hardin for her comments and asked whether she was a member of MAPS. Ms. Hardin clarified that she was not, and that as Director of Human Resources it was her duty to comment on her concerns. Ms. Rabasa said that she had not been aware that bargaining with EEA impacted the salaries of other employee groups.

Chair Newman agreed that it would be important to look at COLAs for OSEA separate from the agreement with EEA. She added that MAPS annual salaries were for a higher amount of days, so a comparison of hourly wages would be a factor.

Ms. Hardin agreed that it was difficult to compare salaries when they were for different lengths of time. She opined that there were two discussions happening: one was the issue of salaries for OSEA members and the other was for an increase for COLAs for MAPS.

Mr. Lafer considered the discussion about recruitment and retention unconvincing. He added that concern was different than action. He asked his colleagues to consider his question about what the funds saved by capping salary increases could provide.

Ms. O'Rourke was sad that she was not given the respect she deserved when she asked for more time to make a decision. She said that the argument regarding months worked to be disingenuous. Ms. O'Rourke called for the vote.

Chair Newman asked for the vote. **The motion passed 4:3** with Ms. Walston, Chair Newman, Vice Chair Shabram and Ms. Hays voting yes, and Mr. Lafer, Ms. O'Rourke and Ms. Rabasa voting no.

Ms. Rabasa said that it was the second time that she and other board members had asked for more time to gather information so that they could make informed decisions. She recognized that she had just voted in a way that might seem disrespectful, but was because she did not have the information she needed.

Chair Newman said that she did not want to make board members vote on issues without providing them with information. She suggested that board members could reach out to the superintendent to learn what they needed to.

Ms. Hays said that she did not vote for the motion to delay the action because she did not feel it was necessary to delay the action. She felt prepared to make a decision.

There was a heated conversation about the intent of comments made by Ms. Hays. Ms. O'Rourke stated that Ms. Hays was disingenuous. Ms. Hays called point of order and requested that Board Chair Newman address Ms. O'Rourke's comments and ask that she not call Ms. Hays names.

Chair Newman interjected to move to the next item.

Ms. O'Rourke left the meeting. Mr. Lafer also departed the meeting.

**XV. SUGGESTIONS BY THE BOARD FOR CONSIDERATION OF ITEMS AT A FUTURE MEETING**

Superintendent Vandercar said that she could answer Mr. Lafer's questions regarding bond issues and the North Eugene Region.

Ms. Rabasa asked to have a conversation regarding the timeline to appoint new board members. Chair Newman said that the agenda item could be included at a March 30 meeting.

**2021-22 Board Meeting Dates:**

MARCH: Wednesday, March 30

APRIL: Wednesday, April 6; **Saturday, April 9**; Wednesday, April 13; Wednesday, April 20; Wednesday, April 27

MAY: Wednesday, May 4; Wednesday, May 11; Wednesday, May 18; Wednesday, May 25

JUNE: Wednesday, June 1; Wednesday, June 8; Wednesday, June 22

**2022-23 Board Meeting Dates:**

JULY: Thursday, July 1, 2021 – Special Board Meeting

AUGUST: Wednesday, August 4 and Wednesday, August 18 – Regular Board Meetings; August 25 and 28 – Board Retreat Dates

**XVI. ADJOURN**

Chair Newman adjourned the meeting at 11:58 p.m.

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Cydney Vandercar  
District Clerk

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Judy Newman  
Board Chair

*(Recorded by Eliza Drummond)*

**MINUTES OF THE EXECUTIVE SESSION AND SPECIAL BOARD MEETING  
OF THE BOARD OF DIRECTORS  
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

**Date: April 11, 2022**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session and a special board meeting at 2:30 p.m. via Zoom. Notice of the meeting was mailed to the media and posted in the Education Center on Friday, April 8, 2022 and published in *The Register-Guard* on Monday, April 11, 2022.

**ROLL CALL**

**BOARD MEMBERS:**

Judy Newman, Chair  
Maya Rabasa, Vice Chair  
Alicia Hays  
Gordon Lafer  
Laural O'Rourke

**STAFF:**

Kerry Delf, Chief of Staff (Special Meeting only)  
Christine Nesbit, General Counsel (Special Meeting only)  
Lisa Fjordbeck, Executive Assistant / Board Secretary (Special Meeting only)

**MEDIA:**

Mary Bell, Double Sided Media (Special Meeting and Executive Session)

**I. SPECIAL BOARD MEETING**

**II. CALL TO ORDER, ROLL CALL**

Chair Newman called the board meeting to order at 2:30 p.m. and noted that all board members were present via video conference.

**III. AGENDA REVIEW**

There were no changes to the agenda.

**IV. EXECUTIVE SESSION**

The board met in executive session to consider records that are exempt by law from public inspection pursuant to ORS 192.660 (2)(f); including personnel records ORS 192.660 (2)(a).

Executive Sessions are closed to the public. All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.



**V. ADJOURN**

Chair Newman adjourned the special meeting and executive session at 5:05 p.m. No action was taken in the special meeting.

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Cydney Vandercar  
District Clerk

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Judy Newman  
Board Chair

*(Recorded by Eliza Drummond)*

DRAFT



**ITEM FOR ACTION – CONSENT AGENDA**

**Date of Meeting**

April 20, 2022

**Title**

Approve Routine Personnel Actions

**Presenter**

Karen Hardin, Director of Human Resources  
 Cydney Vandercar, Interim Superintendent

**Recommended Action**

The superintendent recommends that the board of directors:

- 1. Approve the employment of the licensed administrators or executives listed below for the 2022-23 school year:***

<b>Name</b>	<b>Title</b>	<b>Location</b>	<b>FTE</b>
Redskye Hobie Blackhorn	Principal	Camas Ridge Elementary	1.0
Jared Tiecke	Principal	Awbrey Park Elementary	1.0

- 2. Approve the employment of the licensed employees listed below for the 2022-23 school year:***

<b>Name</b>	<b>Title</b>	<b>Location</b>	<b>FTE</b>
Kaitlyn Bryant	School Psychologist	Student Services Department	1.0
Phuong Kelley	Classroom Teacher	Elementary School level	1.0
Liz Ortiz	School Psychologist	Student Services Department	1.0
Kevin Summerfield	Classroom Teacher	High School level	1.0
Emily Wirtz	Classroom Teacher	Elementary School level	1.0

**3. Approve the acceptance of the resignations and retirements of the licensed personnel listed below:**

<b>Name</b>	<b>Title</b>	<b>Location</b>	<b>Reason</b>	<b>Effective Date</b>
Paul Brown	Physical Education Teacher	Spring Creek Elementary	Resignation	June 20, 2022
Maria Covernali	Social Worker	North Region	Resignation	March 31, 2022
Allison Harn	Alternative Education	Churchill H.S.	Resignation	March 14, 2022
Holli Johannes	Math Teacher	Churchill H.S.	Resignation	March 18, 2022



## **ITEM FOR ACTION - CONSENT AGENDA**

### **Date of Meeting**

April 20, 2022

### **Title**

Approve Contract with Meili Construction - Career and Technical Education Future Build Construction Technology Program

### **Presenters**

Tia Holliday - Career and Technical Education Administrator  
Andy Dey - Director of Secondary Education

### **Background**

On August 4, 2021, the board authorized the purchase of two vacant lots with the intention that they be used to provide high school students with CTE experiences in home construction. Subsequently, the district purchased the property and worked to identify a suitable contractor, ultimately selecting Meili Construction.

The District and Meili Construction have prepared a Standard Abbreviated Form of Agreement Between the district and Meili Construction for the construction of a home located at a lot owned by the district at 1466 Park Ave Eugene, OR 97404. Outside counsel has reviewed the agreement. As provided by board policy DJ, the board must approve the contract as the total amount of the contract exceeds the limits of contracting authority delegated to the superintendent and deputy clerks.

Approval of the proposed contract would:

- Engage Meili Construction as the General Contractor for the project to execute the work as described in the contract documents except as specifically indicated to be the responsibility of others;
- Establish a guaranteed maximum price for completion of the project set at \$508,724;
- Ensure the Contractor will supervise and direct the work using the Contractor's best skill and attention;
- Ensure students engaged in the project will work alongside industry professionals when appropriate but remain under the supervision and direction of the district's licensed teacher;

- Enable students to learn relevant construction technology skills while building a home that, with the assistance of a community partner organization, will be sold to an economically disadvantaged family.

**Budget/ Resource Implications**

The district will pay for the proposed contract with funds provided through the High School Success grant in line with the grant's purpose of providing meaningful Career and Technical Education opportunities leading to high wage and high demand jobs. The district has budgeted adequate funds to complete the project.

**Recommendation**

The Superintendent recommends approval of the proposed contract with Meili Construction and authorizes contract amendments in a form approved by district legal counsel.



Ph. # 541-485-1417; Fax # 541-484-0524; CCB # 63771

February 25, 2022  
Updated with VE - 3/02/22

## ESTIMATE & SCOPE OF WORK

**To: Andy Dey - Director of Secondary Education  
Eugene School District 4J**

**Project: Youth Home Build Project  
1466 Park Ave  
Eugene, OR 97404**

Our estimated cost based on the scope of work described below is **\$ 508,724**

### The Specifics of our work is outlined in the following sections and includes:

*\*Note: The Meili Construction Building Outline Specifications - November 24, 2021 is intended to go hand-in-hand with the following scope of work*

#### **General Site Provisions:**

Building and site staking (allowance - \$780.)

Erosion control "waddle" - supply and install per Erosion Control Plan

Erosion control "construction entrance", "stockpile" and "truck wash" areas per Erosion Control Plan

Mud control (hog fuel) around foundations (allowance - \$1,645)

#### **Site Excavation and Backfill:**

Strip sod (approx. 2" to 3" under driveway and building pad (only)

Remove (1) tree at panhandle "elbow" (if necessary)

*Excavate a depth of 16" below existing grade for new drive access from Park Ave to the front of the garage (per plans.) All excavated soil to be hauled away and disposed off-site.*

*Place and compact 3" open rock at depth of 9" to 12" over geotech fabric*

*Place and compact 3/4" open rock at a depth of 3" to 6" (for a total overall depth of 15" of open rock)*

#### **Building Excavation and Rockfill:**

*Excavate 16" of native soil then place 6" of 3/4" crushed rock (for mud control) under building foundation, garage & porches to 3' outside building lines (excavated soil to remain on-site for building backfill)*

*Backfill the exterior of the foundation with the native soil saved from the home excavation.*

*Place up to 24" of crushed rock under sidewalks, patios and garage slab (elevations TBD)*

#### **Site Utility Excavation and Backfill:**

*Excavate a shared trench (4' wide x 4' deep) from Park Ave to the home for water, power, communications, and natural gas lines*

*Power, communications and gas trench to terminate at the west garage wall*

*Water trench may break off from the shared trench and terminate at the front entry of the house or at the west garage wall*

*Excavate a separate trench for the sanitary extension (approximately 55 l.f.) to terminate at the kitchen wall*

*All utilities will be bedded with granular material and backfilled with granular material if located under paved areas*

#### **Site Utilities:**

*Water - install new 1" pvc hard line from new EWEB water meter (meter by others) up to the home termination point described above*

*Power & Communications - install new conduit for power, phone & cable tv from EWEB point of service at Park Ave to the termination point described above*

*Natural Gas - provide open trench and install utility provided conduit from Park Ave to the point of termination described above*

*Storm - install soakage trench and overflow drywell per plans. Combine roof and foundation drains to a single discharge point and install (1) storm interceptor basin in-line with new soakage trench*

**Roof and Foundation Drains:**

*Install 3" perf flexible drain pipe with sock for foundation drains - cover with round rock*

*Install 4" pvc at roof drains (to run within foundation excavation (not per plans)*

**Pervious Paving:**

*Install 3" (3/8") pervious asphalt paving NOT pervious pavers -- no edge curbs included*

*Gravel driveway only - no paving*

**Wood Fencing, Topsoil, Landscaping & Irrigation:**

NOT included

**Water Meter, Gas, Phone, Cable TV - Utility Co Design & Supplies:**

NOT included - Owner will need to contact local utility companies for more information, to install owner agreements, and pay utility fees

**EWEB Power Utility Co Design & Supplies:**

Our electrician spoke with the EWEB engineer and they gave us an estimate of \$4,000 for power design and fees - which is included as an allowance. Owner should contact EWEB Power directly to coordinate

**Concrete Footings and Foundations:**

*Concrete for the strip footings and stem walls will be a 3500 psi concrete and built per plans*

*The garage slab will be 4" thick, with hand tooled control joints and a smooth concrete finish*

*Front and back porches will be 4" thick with turn-down edges and steps to accommodate grades*

*Front walk (approximately 45 s.f.) is not shown on the plans, but was added to connect the front porch to the AC paved driveway*

*Concrete testing, breaks, observations/reporting is NOT included in this scope of work*

*Concrete can and will crack. Surface cracks are ok and will not be repaired or replaced. Structural cracking will be investigated and resolved to industry standards.*

**Masonry Veneer and Structural / Ornamental Metal:**

*No masonry or steel are included in this scope*

**Framing Labor & Lumber:**

*All wall framing will be doug fir KD 2+ better lumber*

*TJI floor joists per manufacturer size and spacing (in lieu of 2x10's) - installed with top flange hangers*

*Exterior (exposed) posts and beams - 4x p.t. non-incised 2+ better lumber*

*Install 1/2" plywood wall and 5/8" plywood roof sheathing*

*Install 3/4" T & G Edge Gold subfloor*

*Install A.C. plywood at roof eaves (24" wide)*

*Barge and fascia will be a 2 x 8 tight knot finger-jointed primed cedar*

*Provide and install manufactured roof trusses. Roof trusses are fully engineered and factory built to accommodate the (modified) roof lines and slopes*

*as well as the interior vaults per the provided truss plans - delete vaulted ceilings that are shown on plans*

**Building Envelope, Siding & Exterior Trim:**

*Install Tyvek or Fortiber building Drainwrap (Rain Screen) water resistive barrier (WRB) with taped seams ~~and dupont rainscreen battens~~*

*Install self-adhered flashing at all windows, doors and wall penetrations*

*Install pre-primed HardiePanel vertical siding with HardieBattens (cedarmill texture)*

*Install 5/4 HardiTrim corner boards, window trim and corner trim*

**Rough Carpentry Misc. Labor & Materials:**

*Craftsman style shutters provided (\$300 allowance) and installed as shown on plans*

*Misc. labor and material deliveries are included*

Nails, hardware, and misc. materials are included  
Simpson hardware are provided and installed per plans  
Misc. lumber is included (allowance of \$2,000)

#### **Interior Trim & Finish Carpentry:**

Provide and install mdf casing (2 1/4" flat) and ~~base (3 1/4" flat)-4" rubber base through-out~~  
Provide and install mdf window sills and stoops (head and jambs to be sheetrock wrapped)  
~~Provide and install a fireplace mantel (L&M allowance of \$1,200 included - design TBD)~~  
Provide and install 1/4" AC plywood at all vinyl floors - ONLY

#### **Cabinets & Countertops:**

Lanz Cabinets "Hearthstone" Collection  
Frame Style: Face frame - standard overlay  
Hardwood Face Frame: Alder.  
Case Integrated Finished Ends: match door and drawer face.  
Door Style: Lanz HEARTHSTONE Collection - hardwood stick-and-cope shaker, recessed panel.  
Drawer Grain Direction: Standard (horizontal).  
Maximum Upper Cabinet Height: 42".  
Interiors: 5/8" TXCA VI compliant Plywood, white TFL faced.  
Interior Shelving: 5/8" thick, full depth, case with drilled holes for adjustable spacing. Shelves supported by seismically rated, clear plastic locking clips.  
Hinge: European-style, concealed, 6-way adjustable - soft close.  
Drawer Box: 1/2" Dovetailed natural birch plywood with 1/4" plywood bottom.  
Drawer Guide: Undermount, full extension, soft closed, concealed.  
Decorative Hardware: 96mm Bar pull from Lanz Value Collection Satin Brass standard filler and scribe.  
Includes kitchen island shown on plans  
Counters - field applied plastic laminate, with 4" laminate splash (full height behind kitchen stove)  
~~Delete island cabinet shown on plans~~  
~~Plastic laminate counter top included on counters above fireplace.~~

#### **Roofing, Gutters & Downspouts, Sheetmetal Flashing:**

Roofing - asphalt composition - Owens Corning "Duration TruDefinition" limited lifetime warranty with algae-resistant granules - installed over 30# synthetic felt  
Ice & water shield installed along perimeters and penetrations  
26 gauge Sheetmetal trim flashing at all eaves and gables  
Continuous concealed ridge vent system  
5" K-style gutters and 2"x3" downspouts - pre-painted factory white  
Pre-primed 26 gauge flashing above window & door openings, interior corners, and base of siding

#### **Insulation:**

Install per new Energy Code - R-30 batt at underfloor, R-21 batt at exterior walls, ~~R-38 batt in vaulted ceilings,~~  
and R-49 blown in attics  
R-19 batts added above HVAC ducts in the attic  
Misc. joint sealing included

#### **Doors & Hardware:**

Front Entry Door - Fiberglass 2-panel with upper lite, ~~pre-hung glass sidelite,~~ with a satin nickel threshold, satin nickel peep hole, satin nickel hinges and bored for passage lockset and deadbolt.  
Garage Entry Door - Fiberglass 6-panel door with satin nickel threshold, satin nickel hinges, and board for lockset and deadbolt.  
Interior Doors - 6-panel pre-primed (off-white), prehung, with satin nickel hinges, bored for lockset and 2-1/4" MDF flat stock door trim.

#### **Overhead Door:**

Provide and install (1) 16' x 8' 297 Series "Thermacore" 1" raised panel steel insulated sectional door, ~~Electric Operator, (1) extra remote, (1) outside keypad, and Clear glass option in top section of door~~  
~~Attic Access Ladder: Product allowance of \$220 is included~~ 224



**Windows:**

Vinyl Windows, ~~Milguard Style Line V250-ALPINE~~ white with grids and screens included  
~~6080 6068 Sliding Glass Door, Milguard Trinsic V300-ALPINE~~ with screen included

**Drywall & Painting:**

Supply and install a single layer of 1/2" type x gyp board at all walls and ceilings  
Tape, finish, prime and texture. Texture to be light orange peel using Hamilton's White Line  
~~No drywall or insulation at exterior garage walls, fire tape only at party wall~~  
Interior paint will be one color and sheen for walls, ceilings, trim & interior doors - (2) coats  
Exterior paint - (2) coats over primed siding, trim & doors

**Flooring:**

~~LVP - Mannington Adura-Max (floating floor) at all floor areas except Bathrooms, Laundry, and Bedrooms.~~  
Sheet Vinyl - Bathrooms, laundry, kitchen and entry.  
Carpet - contractor grade with 7# pad at bedrooms, living room, dining room and all other "non-vinyl" areas  
4" Rubber Base through-out

**Closet Shelving:**

Provide and install ~~melamine wire~~ shelving (1) rod and shelf in Bed #2 & #3 and closet organizer in M. Bed

**Bath Accessories:**

An allowance for bath accessories is included ~~(\$400)-(\$250)~~ and will be installed by Meili Construction.

**Kitchen & Laundry Appliances:****Kitchen Appliances**

~~Supply and install (1) Whirlpool (model: WRS571CIHZ) stainless steel 36" wide side-by-side refrigerator - 21 Cubic Feet.~~

~~Supply and install (1) Whirlpool (model: WFG525S0JZ) stainless steel 5.0 Cu. Ft. gas range.~~

~~Supply and install (1) Whirlpool (model: WFC31550JS) stainless steel 4.9 Cu. Ft. electric range with self clean~~

~~Supply and install (1) Whirlpool (model: WMH31017HS) stainless steel 1.7 Cu. Ft. OTR (over the range) microwave hood combination.~~

~~Supply and install (1) Whirlpool (model: WDF330PAHS) stainless steel heavy-duty dishwasher with 1-hour wash cycle.~~

~~Laundry Appliance - NOT INCLUDED in scope of work~~

~~Window Coverings: - NOT INCLUDED in scope of work~~

**HVAC - (Design-Build Subcontractor):**

~~Install high efficiency gas furnace with 14.5 Seer electric air conditioner, & programmable stat with a fully-ducted system (ductwork to be located in the attic & supply vents in the ceilings)~~

~~Install fresh air ventilator - Panasonic WhisperGreen fan at Master Bath and with control damper~~

~~Install natural gas piping to furnace, water heater, range, and exterior BBQ~~

~~Mechanical Permits are NOT included~~

~~Install (1) LIFE BREATH Heat Recovery Ventilator (HRV)~~

~~Provide exhaust ducting for (2) bathrooms, (1) dryer, and (1) range hood~~

**Fireplace - (Design-Build Subcontractor):**

~~Install Heat-n-Glow 25,000 BTU gas direct-vent fireplace with folio black front and fireplace fan~~

**Plumbing - (Design-Build Subcontractor):**

Master Bath - (1) 60" Everfab fiberglass shower, with valve and trim, (2) drop in sinks with faucets, (1) comfort height toilet with seat.

Main Bath - (1) Aquatic 60" x 36" fiberglass tub and shower with backing valves and trim, (1) standard height toilet with seat, (1) drop in sink with faucet.

Kitchen - (1) Elkay/Dayton double bowl 8" deep stainless steel sink with faucet.

Misc. - (1) 40 Gallon Gas water heater, (1) Auto washer box, ~~(1) Ice Box connection~~, (1) dishwasher connection, ~~(1) garbage disposal~~ and (2) outside hose bibbs

Plumbing Permits are NOT included

**Electrical - (Design-Build Subcontractor):**

All wiring to be done in romex.

Electrical utilities are approximately 220' from the home. Comcast/Century Link conduit has been downsized from 3" to 2". Includes (1) EWEB spec'd secondary box to be installed at the end of the driveway by the home. Standard exhaust fans (Nutone AEN80B) at Master Bath and Laundry Closet.

HVAC - Wiring for (1) gas fired furnace and (1) electric A/C outdoor unit.

Wiring for appliances. Dishwasher, ~~disposal~~, and microhood.

Receptacle wiring per plans and NEC requirements.

Switching locations to be confirmed.

Trim out materials budgeted as standard toggle switches and tamper resistant receptacles.

Supply and install (16) can lights (14 standard trim, 2 gimbals for above fireplace).

Supply and install ( 10) ceiling mounted lights to be a combination of 7", 9" and 13" disk lights on the interior and exterior.

Supply and install (2) ceiling fans with lights, (1) in Master and (1) in Great Room.

Low voltage cabling as shown on plans. Home runs for each system to d-marc location in garage.

Supply and install (4) data, (8) phone, and (4) cable locations.

Electrical Permit is NOT included

**ADD: Cadet Heaters and thermostats at all locations in lieu of gas forced air HVAC system**

**Other Provisions:**

Temporary Facilities will be provided for a 6 months period as follows:

(1) jobsite connex storage unit (Meili storage items), (1) flushing toilet, temporary power pole & meter, and trash disposal (allowance of \$2,550

Forklift will be provided for a 3 month period

On-site and off-site coordination and training allowance are included on a T&M basis

Construction contingency of \$10,000 is included for material escalation and unknown conditions

A Professional Cleaning allowance of \$928 is included

**Provide Performance and Material Payment Bonds per owner request**

**Provide Builder's All-Risk Property Insurance per owner request**

**Exclusions:**

Perimeter Fencing

Landscaping - Topsoil, Irrigation, Lawns, Plantings, Mulch

EWEB water meter installation and charges

NW Natural, XFinity, Century Link design and installation charges

Concrete Driveway Apron at Park Ave (surrounding neighbors do not have one either)

Any Masonry or Steel Fabrications

Skylights (none shown on plans)

Ceramic or other Tile Installation

Laundry Appliances

Window Coverings

HVAC, Fireplace, Plumbing & Electrical Permit Fees

**All "stricken" work detailed above**

Please contact me if you have questions and thanks!

Gary W. Meili

# AIA<sup>®</sup> Document A104<sup>™</sup> – 2017

## ***Standard Abbreviated Form of Agreement Between Owner and Contractor***

**AGREEMENT** made as of the 28th day of March in the year 2022  
*(In words, indicate day, month and year.)*

**BETWEEN** the Owner:  
*(Name, legal status, address and other information)*

4J Eugene School District  
200 North Monroe Street  
Eugene, OR 97402  
Contact: Andy Dey, Director Secondary Education

and the Contractor:  
*(Name, legal status, address and other information)*

Meili Construction Co  
10 Van Buren Street  
Eugene OR 97402  
Contact Gary Meili, Vice President

for the following Project:  
*(Name, location and detailed description)*

4J Future Build Low Income House Project  
Park Avenue Site MAP 17042342 TL 06402  
Construct a 1,500 SF wood frame single family dwelling

The Architect:  
*(Name, legal status, address and other information)*

PIVOT Architecture  
44 West Broadway Suite 300  
Eugene OR 97401  
Contact: John Stapleton, Principal

The Owner and Contractor agree as follows.

**ADDITIONS AND DELETIONS:**  
The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

TABLE OF ARTICLES

- 1 THE WORK OF THIS CONTRACT
- 2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION
- 3 CONTRACT SUM
- 4 PAYMENT
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- 18 CORRECTION OF WORK
- 19 MISCELLANEOUS PROVISIONS
- 20 TERMINATION OF THE CONTRACT
- 21 CLAIMS AND DISPUTES

*(Paragraph deleted)*

**ARTICLE 1 THE WORK OF THIS CONTRACT**

The Contractor shall execute the Work described in the Contract Documents, except as specifically indicated in the Contract Documents to be the responsibility of others. The Contractor shall coordinate with the Owner’s teaching staff to incorporate student participation of the work.

**ARTICLE 2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION**

§ 2.1 The date of commencement of the Work shall be:

*(Check one of the following boxes.)*

The date of this Agreement.

Init.

A date set forth in a notice to proceed issued by the Owner.

Established as follows:  
(Insert a date or a means to determine the date of commencement of the Work.)

I Issuance of building permit from the City of Eugene (date that the permit is downloaded by the Contractor)

If a date of commencement of the Work is not selected, then the date of commencement shall be the date of this Agreement.

§ 2.2 The Contract Time shall be measured from the date of commencement.

### § 2.3 Substantial Completion

§ 2.3.1 Subject to adjustments of the Contract Time as provided in the Contract Documents, the Contractor shall achieve Substantial Completion of the entire Work:

(Check the appropriate box and complete the necessary information.)

Not later than 195 ( One Hundred and Ninety Five ) calendar days from the date of commencement of the Work.

By the following date:

§ 2.3.2 Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Contractor shall achieve Substantial Completion of such portions by the following dates:

Portion of Work	Substantial Completion Date
None	

§ 2.3.3 If the Contractor fails to achieve Substantial Completion as provided in this Section 2.3, liquidated damages, if any, shall be assessed as set forth in Section 3.5.

## ARTICLE 3 CONTRACT SUM

§ 3.1 The Owner shall pay the Contractor the Contract Sum in current funds for the Contractor's performance of the Contract. The Contract Sum shall be one of the following:

(Check the appropriate box.)

Stipulated Sum, in accordance with Section 3.2 below

Cost of the Work plus the Contractor's Fee, in accordance with Section 3.3 below

Cost of the Work plus the Contractor's Fee with a Guaranteed Maximum Price, in accordance with Section 3.4 below

(Based on the selection above, complete Section 3.2, 3.3 or 3.4 below.)

### § 3.2

(Paragraphs deleted)

Stipulated Sum – DELETED – N/A (not applicable)

(Table deleted)

(Paragraphs deleted) § 3.3 Cost of the Work Plus Contractor's Fee - DELETED – N/A (not applicable)

### § 3.4 Cost of the Work Plus Contractor's Fee With a Guaranteed Maximum Price

§ 3.4.1 The Cost of the Work is as defined in Exhibit F, 4J Youth Home Build. Meili Cost Breakdown updated with VE 3.02.22

§ 3.4.2 The Contractor's Fee:

Init.

(State a lump sum, percentage of Cost of the Work or other provision for determining the Contractor's Fee and the method of adjustment to the Fee for changes in the Work.)

(Paragraphs deleted)

Contractor's fee will be limited as follows: Overhead and Profit – 8.5% of the direct construction cost; General Liability Insurance – 1% of direct construction cost; Oregon CAT Tax - 0.57% of (total construction cost minus subcontractor costs)

**§ 3. 4.3 Guaranteed Maximum Price (GMP)**

**§ 3.4.3.1** The sum of the Cost of the Work and the Contractor's Fee is guaranteed by the Contractor not to exceed Five Hundred and Eight Thousand Seven Hundred and Twenty Four Dollars and 00/100 (\$ 508,724.00 ), subject to additions and deductions by changes in the Work as provided in the Contract Documents. This maximum sum is referred to in the Contract Documents as the Guaranteed Maximum Price. Costs which would cause the Guaranteed Maximum Price to be exceeded shall be paid by the Contractor without reimbursement by the Owner.  
(Insert specific provisions if the Contractor is to participate in any savings.)

N/A

**§ 3.4.3.2** The Guaranteed Maximum Price is based on the following alternates, if any, which are described in the Contract Documents and are hereby accepted by the Owner:  
(State the numbers or other identification of accepted alternates. If the bidding or proposal documents permit the Owner to accept other alternates subsequent to the execution of this Agreement, attach a schedule of such other alternates showing the amount for each and the date when that amount expires.)

N/A

**§ 3.4.3.3** Unit Prices, if any:  
(Identify the item and state the unit price and the quantity limitations, if any, to which the unit price will be applicable.)

Item	Units and Limitations	Price per Unit (\$0.00)
Meili Construction Wage Rates (based on BOLI book dated 1/01/22, &)		
Laborer		
Carpenter		\$68/hour
Cement Mason		\$85/hour
Ironworker		\$80/hour
Power Equipment Operator (Group 4 & 5)		\$92/hour
Truck Driver (Group 1)		\$85/hour
Superintendent / Foreman		\$65/hour
Project Engineer		\$90/hour
Assistant Project Manager		\$60/hour
Field Controller		\$65/hour
Project Manager / Project Lead		\$90/hour
		\$110/hour

**§ 3.4.3.4** Allowances, if any, included in the Guaranteed Maximum Price (as detailed in Exhibit E – Meili Construction "Estimate and Scope of Work – Updated with VE dated 3/02/22" and Exhibit "F" – Meili Construction – "GMP - Schedule of Values – updated with VE 3/02/22"  
(Identify each allowance.)

Item	Price
Professional Cleaning	\$ 928.00
Site Staking	\$ 780.00
Mud Control around foundations	\$1,645.00
EWEB Utility Fees for Power (only)	\$4,000.00



Misc. Lumber	\$2,000.00
Toilet Accessories	\$ 250.00

§ 3.4.3.5 Assumptions, if any, on which the Guaranteed Maximum Price is based:

See Exhibit A – Project Assumptions

See Exhibit E – Meili Construction – Estimate and Scope of Work Updated with VE 3/02/22

See Exhibit F – Meili Construction – GMP Schedule of Values – Updated with VE 3/02/22

§ 3.4.3.6 To the extent that the Contract Documents are anticipated to require further development, the Guaranteed Maximum Price includes the costs attributable to such further development consistent with the Contract Documents and reasonably inferable therefrom. Such further development does not include changes in scope, systems, kinds and quality of materials, finishes or equipment, all of which, if required, shall be incorporated by Change Order.

§ 3.4.3.7 The Owner shall authorize preparation of revisions to the Contract Documents that incorporate the agreed-upon assumptions contained in Section 3.4.3.5. The Owner shall promptly furnish such revised Contract Documents to the Contractor. The Contractor shall notify the Owner and Architect of any inconsistencies between the agreed-upon assumptions contained in Section 3.4.3.5 and the revised Contract Documents.

§ 3.5 Liquidated damages, if any:

*(Insert terms and conditions for liquidated damages, if any.)*

None

#### ARTICLE 4 PAYMENT

##### § 4.1 Progress Payments

§ 4.1.1 Based upon Applications for Payment submitted to the Architect by the Contractor and Certificates for Payment issued by the Architect, the Owner shall make progress payments on account of the Contract Sum to the Contractor as provided below and elsewhere in the Contract Documents.

§ 4.1.2 The period covered by each Application for Payment shall be one calendar month ending on the last day of the month, or as follows:

§ 4.1.3 Provided that an Application for Payment is received by the Architect not later than the 25th day of a month, the Owner shall make payment of the certified amount to the Contractor not later than the 15th day of the following month. If an Application for Payment is received by the Architect after the date fixed above, payment shall be made by the Owner not later than Twenty ( 20 ) days after the Architect receives the Application for Payment.

*(Federal, state or local laws may require payment within a certain period of time.)*

§ 4.1.4 For each progress payment made prior to Substantial Completion of the Work, the Owner may withhold retainage from the payment otherwise due as follows:

*(Insert a percentage or amount to be withheld as retainage from each Application for Payment and any terms for reduction of retainage during the course of the Work. The amount of retainage may be limited by governing law.)*

2.5%

§ 4.1.5 Payments due and unpaid under the Contract shall bear interest from the date payment is due at the rate stated below, or in the absence thereof, at the legal rate prevailing from time to time at the place where the Project is located.

*(Insert rate of interest agreed upon, if any.)*

0 %

Init.

**§ 4.2 Final Payment**

**§ 4.2.1** Final payment, constituting the entire unpaid balance of the Contract Sum, shall be made by the Owner to the Contractor when

- .1 the Contractor has fully performed the Contract except for the Contractor’s responsibility to correct Work as provided in Section 18.2, and to satisfy other requirements, if any, which extend beyond final payment;
- .2 the Contractor has submitted a final accounting for the Cost of the Work, where payment is on the basis of the Cost of the Work with or without a Guaranteed Maximum Price; and
- .3 a final Certificate for Payment has been issued by the Architect in accordance with Section 15.7.1.

**§ 4.2.2** The Owner’s final payment to the Contractor shall be made no later than 30 days after the issuance of the Architect’s final Certificate for Payment, or as follows:

**ARTICLE 5 DISPUTE RESOLUTION**

**§ 5.1 Binding Dispute Resolution**

For any claim subject to, but not resolved by, mediation pursuant to Section 21.5, the method of binding dispute resolution shall be as follows:

*(Check the appropriate box.)*

- [ X ] Arbitration pursuant to Section 21.6 of this Agreement
- [ ] Litigation in a court of competent jurisdiction
- [ ] Other *(Specify)*

If the Owner and Contractor do not select a method of binding dispute resolution, or do not subsequently agree in writing to a binding dispute resolution method other than litigation, claims will be resolved in a court of competent jurisdiction.

**ARTICLE 6 ENUMERATION OF CONTRACT DOCUMENTS**

**§ 6.1** The Contract Documents are defined in Article 7 and, except for Modifications issued after execution of this Agreement, are enumerated in the sections below.

**§ 6.1.1** The Agreement is this executed AIA Document A104™–2017, Standard Abbreviated Form of Agreement Between Owner and Contractor.

**§ 6.1.2** AIA Document E203™–2013, Building Information Modeling and Digital Data Exhibit, dated as indicated below:

*(Insert the date of the E203–2013 incorporated into this Agreement.)*

N/A

**§ 6.1.3** The Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages
N/A			

**§ 6.1.4** The Specifications:

*(Either list the Specifications here or refer to an exhibit attached to this Agreement.)*

**Exhibit C – Meili Construction Outline Specifications – November 24, 2021 as modified by contract Exhibits "E" and "F"**

Init.



Section	Title	Date	Pages
---------	-------	------	-------

§ 6.1.5 The Drawings:

*(Either list the Drawings here or refer to an exhibit attached to this Agreement.)*

**Exhibit D – Construction Plans – dated 11/22/21** as modified by contract Exhibits "E" and "F"  
**Exhibit G – Additional Site Design Elements – dated 3/02/22**

Number	Title	Date
N/A		

§ 6.1.6 The Addenda, if any:

Number	Date	Pages
N/A		

Portions of Addenda relating to bidding or proposal requirements are not part of the Contract Documents unless the bidding or proposal requirements are enumerated in this Article 6.

§ 6.1.7 Additional documents, if any, forming part of the Contract Documents:

.1 Other Exhibits:  
*(Check all boxes that apply.)*

**Exhibit E - Meili Construction – "Estimate and Scope of Work – Updated with VE – 3/02/22"**  
 **Exhibit F – Meili Construction – "GMP – Schedule of Values – Updated with VE – 3/02/22"**  AIA Document E204™–2017, Sustainable Projects Exhibit, dated as indicated below:  
*(Insert the date of the E204-2017 incorporated into this Agreement.)*

N/A

The Sustainability Plan: N/A

Title	Date	Pages
-------	------	-------

Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages
<b>Exhibit B</b>	<b>Appendix B - General Requirements</b>		<b>5</b>

.2 Other documents, if any, listed below:  
*(List here any additional documents that are intended to form part of the Contract Documents.)*

N/A

**ARTICLE 7 GENERAL PROVISIONS**

**§ 7.1 The Contract Documents**

The Contract Documents are enumerated in Article 6 and consist of this Agreement (including, if applicable, Supplementary and other Conditions of the Contract), Drawings, Specifications, Addenda issued prior to the execution of this Agreement, other documents listed in this Agreement, and Modifications issued after execution of this Agreement. A Modification is (1) a written amendment to the Contract signed by both parties, (2) a Change Order, (3) a Construction Change Directive, or (4) a written order for a minor change in the Work issued by the Architect. The intent of the Contract Documents is to include all items necessary for the proper execution and completion of the Work by the Contractor. The Contract Documents are complementary, and what is required by one shall be as binding as if

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**User Notes:**

(1148349233)

required by all; performance by the Contractor shall be required to the extent consistent with the Contract Documents and reasonably inferable from them as being necessary to produce the indicated results.

## **§ 7.2 The Contract**

The Contract Documents form the Contract for Construction. The Contract represents the entire and integrated agreement between the parties hereto and supersedes prior negotiations, representations, or agreements, either written or oral. The Contract may be amended or modified only by a Modification. The Contract Documents shall not be construed to create a contractual relationship of any kind between any persons or entities other than the Owner and the Contractor.

## **§ 7.3 The Work**

The term "Work" means the construction and services required by the Contract Documents, whether completed or partially completed, and includes all other labor, materials, equipment, and services provided or to be provided by the Contractor to fulfill the Contractor's obligations. The Work may constitute the whole or a part of the Project.

## **§ 7.4 Instruments of Service**

Instruments of Service are representations, in any medium of expression now known or later developed, of the tangible and intangible creative work performed by the Architect and the Architect's consultants under their respective professional services agreements. Instruments of Service may include, without limitation, studies, surveys, models, sketches, drawings, specifications, and other similar materials.

## **§ 7.5 Ownership and use of Drawings, Specifications and Other Instruments of Service**

**§ 7.5.1** The Architect and the Architect's consultants shall be deemed the authors and owners of their respective Instruments of Service, including the Drawings and Specifications, and will retain all common law, statutory and other reserved rights in their Instruments of Service, including copyrights. The Contractor, Subcontractors, Sub-subcontractors, and suppliers shall not own or claim a copyright in the Instruments of Service. Submittal or distribution to meet official regulatory requirements or for other purposes in connection with the Project is not to be construed as publication in derogation of the Architect's or Architect's consultants' reserved rights.

**§ 7.5.2** The Contractor, Subcontractors, Sub-subcontractors and suppliers are authorized to use and reproduce the Instruments of Service provided to them, subject to the protocols established pursuant to Sections 7.6 and 7.7, solely and exclusively for execution of the Work. All copies made under this authorization shall bear the copyright notice, if any, shown on the Instruments of Service. The Contractor, Subcontractors, Sub-subcontractors, and suppliers may not use the Instruments of Service on other projects or for additions to this Project outside the scope of the Work without the specific written consent of the Owner, Architect and the Architect's consultants.

## **§ 7.6 Digital Data Use and Transmission**

The parties shall agree upon protocols governing the transmission and use of Instruments of Service or any other information or documentation in digital form. The parties will use AIA Document E203™–2013, Building Information Modeling and Digital Data Exhibit, to establish the protocols for the development, use, transmission, and exchange of digital data.

## **§ 7.7 Building Information Models Use and Reliance**

Any use of, or reliance on, all or a portion of a building information model without agreement to protocols governing the use of, and reliance on, the information contained in the model and without having those protocols set forth in AIA Document E203™–2013, Building Information Modeling and Digital Data Exhibit, and the requisite AIA Document G202™–2013, Project Building Information Modeling Protocol Form, shall be at the using or relying party's sole risk and without liability to the other party and its contractors or consultants, the authors of, or contributors to, the building information model, and each of their agents and employees.

## **§ 7.8 Severability**

The invalidity of any provision of the Contract Documents shall not invalidate the Contract or its remaining provisions. If it is determined that any provision of the Contract Documents violates any law, or is otherwise invalid or unenforceable, then that provision shall be revised to the extent necessary to make that provision legal and enforceable. In such case the Contract Documents shall be construed, to the fullest extent permitted by law, to give effect to the parties' intentions and purposes in executing the Contract.

## § 7.9 Notice

§ 7.9.1 Except as otherwise provided in Section 7.9.2, where the Contract Documents require one party to notify or give notice to the other party, such notice shall be provided in writing to the designated representative of the party to whom the notice is addressed and shall be deemed to have been duly served if delivered in person, by mail, by courier, or by electronic transmission in accordance with AIA Document E203™–2013, Building Information Modeling and Digital Data Exhibit, if completed, or as otherwise set forth below:

*(If other than in accordance with AIA Document E203–2013, insert requirements for delivering Notice in electronic format such as name, title and email address of the recipient and whether and how the system will be required to generate a read receipt for the transmission.)*

Owner's Reps.

Andy Dey - Primary. [dey\\_a@4j.lane.edu](mailto:dey_a@4j.lane.edu)

Tia Holliday [holliday@4j.lane.edu](mailto:holliday@4j.lane.edu)

Gary Meili - Contractor's Rep [gary@meiliconstruction.com](mailto:gary@meiliconstruction.com)

Both parties (above) may submit electronic notice with a generated "Read Receipt" as a "Written Notice" but a written notice per Article 7.9.2 must follow the electronic notice in order for the requirement for such notice to be fulfilled.

§ 7.9.2 Notice of Claims shall be provided in writing and shall be deemed to have been duly served only if delivered to the designated representative of the party to whom the notice is addressed by certified or registered mail, or by courier providing proof of delivery.

## § 7.10 Relationship of the Parties

Where the Contract is based on the Cost of the Work plus the Contractor's Fee, with or without a Guaranteed Maximum Price, the Contractor accepts the relationship of trust and confidence established by this Agreement and covenants with the Owner to cooperate with the Architect and exercise the Contractor's skill and judgment in furthering the interests of the Owner; to furnish efficient business administration and supervision; to furnish at all times an adequate supply of workers and materials; and to perform the Work in an expeditious and economical manner consistent with the Owner's interests. The Owner agrees to furnish and approve, in a timely manner, information required by the Contractor and to make payments to the Contractor in accordance with the requirements of the Contract Documents.

## ARTICLE 8 OWNER

### § 8.1 Information and Services Required of the Owner

§ 8.1.1 Prior to commencement of the Work, at the written request by the Contractor, the Owner shall furnish to the Contractor reasonable evidence that the Owner has made financial arrangements to fulfill the Owner's obligations under the Contract. The Contractor shall have no obligation to commence the Work until the Owner provides such evidence. If commencement of the Work is delayed under this Section 8.1.1, the Contract Time shall be extended appropriately.

§ 8.1.2 The Owner shall furnish all necessary surveys and a legal description of the site.

§ 8.1.3 The Contractor shall be entitled to rely on the accuracy of information furnished by the Owner but shall exercise proper precautions relating to the safe performance of the Work.

§ 8.1.4 Except for permits and fees that are the responsibility of the Contractor under the Contract Documents, including those required under Section 9.6.1, the Owner shall secure and pay for other necessary approvals, easements, assessments, and charges required for the construction, use, or occupancy of permanent structures or for permanent changes in existing facilities.

### § 8.2 Owner's Right to Stop the Work

If the Contractor fails to correct Work which is not in accordance with the requirements of the Contract Documents, or repeatedly fails to carry out the Work in accordance with the Contract Documents, the Owner may issue a written order to the Contractor to stop the Work, or any portion thereof, until the cause for such order is eliminated; however, the right of the Owner to stop the Work shall not give rise to a duty on the part of the Owner to exercise this right for the benefit of the Contractor or any other person or entity.

Init.

### § 8.3 Owner's Right to Carry Out the Work

If the Contractor defaults or neglects to carry out the Work in accordance with the Contract Documents, and fails within a ten-day period after receipt of notice from the Owner to commence and continue correction of such default or neglect with diligence and promptness, the Owner may, without prejudice to any other remedies the Owner may have, correct such default or neglect. Such action by the Owner and amounts charged to the Contractor are both subject to prior approval of the Architect and the Architect may, pursuant to Section 15.4.3, withhold or nullify a Certificate for Payment in whole or in part, to the extent reasonably necessary to reimburse the Owner for the reasonable cost of correcting such deficiencies, including the Owner's expenses and compensation for the Architect's additional services made necessary by such default, neglect, or failure. If the Contractor disagrees with the actions of the Owner or the Architect, or the amounts claimed as costs to the Owner, the Contractor may file a Claim pursuant to Article 21.

## ARTICLE 9 CONTRACTOR

### § 9.1 Review of Contract Documents and Field Conditions by Contractor

§ 9.1.1 Execution of the Contract by the Contractor is a representation that the Contractor has visited the site, become generally familiar with local conditions under which the Work is to be performed and correlated personal observations with requirements of the Contract Documents.

§ 9.1.2 Because the Contract Documents are complementary, the Contractor shall, before starting each portion of the Work, carefully study and compare the various Contract Documents relative to that portion of the Work, as well as the information furnished by the Owner pursuant to Section 8.1.2, shall take field measurements of any existing conditions related to that portion of the Work and shall observe any conditions at the site affecting it. These obligations are for the purpose of facilitating coordination and construction by the Contractor and are not for the purpose of discovering errors, omissions, or inconsistencies in the Contract Documents; however, the Contractor shall promptly report to the Architect any errors, inconsistencies, or omissions discovered by or made known to the Contractor as a request for information in such form as the Architect may require. It is recognized that the Contractor's review is made in the Contractor's capacity as a contractor and not as a licensed design professional unless otherwise specifically provided in the Contract Documents.

§ 9.1.3 The Contractor is not required to ascertain that the Contract Documents are in accordance with applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of public authorities, but the Contractor shall promptly report to the Architect any nonconformity discovered by or made known to the Contractor as a request for information in such form as the Architect may require.

### § 9.2 Supervision and Construction Procedures

§ 9.2.1 The Contractor shall supervise and direct the Work, using the Contractor's best skill and attention. The Contractor shall be solely responsible for and have control over construction means, methods, techniques, sequences, and procedures, and for coordinating all portions of the Work under the Contract, unless the Contract Documents give other specific instructions concerning these matters.

§ 9.2.2 The Contractor shall be responsible to the Owner for acts and omissions of the Contractor's employees, Subcontractors and their agents and employees, and other persons or entities performing portions of the Work for or on behalf of the Contractor or any of its Subcontractors.

### § 9.3 Labor and Materials

§ 9.3.1 Unless otherwise provided in the Contract Documents, the Contractor shall provide and pay for labor, materials, equipment, tools, construction equipment and machinery, water, heat, utilities, transportation, and other facilities and services necessary for proper execution and completion of the Work whether temporary or permanent and whether or not incorporated or to be incorporated in the Work.

§ 9.3.2 The Contractor shall enforce strict discipline and good order among the Contractor's employees and other persons carrying out the Work. The Contractor shall not permit employment of unfit persons or persons not skilled in tasks assigned to them.

§ 9.3.3 The Contractor may make a substitution only with the consent of the Owner, after evaluation by the Architect and in accordance with a Modification.

Init.



#### § 9.4 Warranty

The Contractor warrants to the Owner and Architect that materials and equipment furnished under the Contract will be of good quality and new unless the Contract Documents require or permit otherwise. The Contractor further warrants that the Work will conform to the requirements of the Contract Documents and will be free from defects, except for those inherent in the quality of the Work the Contract Documents require or permit. Work, materials, or equipment not conforming to these requirements may be considered defective. The Contractor's warranty excludes remedy for damage or defect caused by abuse, alterations to the Work not executed by the Contractor, improper or insufficient maintenance, improper operation or normal wear and tear under normal usage. All other warranties required by the Contract Documents shall be issued in the name of the Owner, or shall be transferable to the Owner, and shall commence in accordance with Section 15.6.3.

#### § 9.5 Taxes

The Contractor shall pay consumer, use, and other similar taxes that are legally enacted when bids are received or negotiations concluded, whether or not yet effective or merely scheduled to go into effect.

##### § 9.5.1 Oregon Corporate Activity (CAT) Tax

The Oregon Corporate Activity Tax levied against the contract amount is included in the contract sum and / or the contractor's fee as outlined in Article 3.3.2. As of the date of this contract, the CAT Tax rate is 0.57% of the total contract sum minus the subcontracted contract amounts. Should the State of Oregon modify the terms of this tax during the course of performing this contract, the contract fee and contract sum will be adjusted to accommodate these terms.

#### § 9.6 Permits, Fees, Notices, and Compliance with Laws

§ 9.6.1 Unless otherwise provided in the Contract Documents, the Owner shall secure and pay for the building permit as well as other permits, fees, licenses, and inspections by government agencies necessary for proper execution and completion of the Work that are customarily secured after execution of the Contract and legally required at the time bids are received or negotiations concluded.

§ 9.6.2 The Contractor shall comply with and give notices required by applicable laws, statutes, ordinances, codes, rules and regulations, and lawful orders of public authorities applicable to performance of the Work. If the Contractor performs Work knowing it to be contrary to applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of public authorities, the Contractor shall assume appropriate responsibility for such Work and shall bear the costs attributable to correction.

#### § 9.7 Allowances

The Contractor shall include in the Contract Sum all allowances stated in the Contract Documents. The Owner shall select materials and equipment under allowances with reasonable promptness. Allowance amounts shall include the costs to the Contractor of materials and equipment delivered at the site and all required taxes, less applicable trade discounts. Contractor's costs for unloading and handling at the site, labor, installation, overhead, profit, and other expenses contemplated for stated allowance amounts shall be included in the Contract Sum but not in the allowance.

#### § 9.8 Contractor's Construction Schedules

§ 9.8.1 The Contractor, promptly after being awarded the Contract, shall submit for the Owner's and Architect's information a Contractor's construction schedule for the Work. The schedule shall not exceed time limits current under the Contract Documents, shall be revised at appropriate intervals as required by the conditions of the Work and Project, shall be related to the entire Project to the extent required by the Contract Documents, and shall provide for expeditious and practicable execution of the Work. Furthermore, all parties agree that students in the owner's program will be engaged in working at the site on part of this contract and as such, hereby agree to work together to keep the construction schedule. All parties further agree to adjust the completion date as needed should delays occur as a result of this condition. Contractor agrees to keep owner promptly informed of any concerns about potential delays resulting from student work as they occur.

§ 9.8.2 The Contractor shall perform the Work in general accordance with the most recent schedule submitted to the Owner and Architect.

Init.

## § 9.9 Submittals

§ 9.9.1 The Contractor shall review for compliance with the Contract Documents and submit to the Architect Shop Drawings, Product Data, Samples, and similar submittals required by the Contract Documents in coordination with the Contractor's construction schedule and in such sequence as to allow the Architect reasonable time for review. By submitting Shop Drawings, Product Data, Samples, and similar submittals, the Contractor represents to the Owner and Architect that the Contractor has (1) reviewed and approved them; (2) determined and verified materials, field measurements, and field construction criteria related thereto, or will do so; and (3) checked and coordinated the information contained within such submittals with the requirements of the Work and of the Contract Documents. The Work shall be in accordance with approved submittals.

§ 9.9.2 Shop Drawings, Product Data, Samples and similar submittals are not Contract Documents.

§ 9.9.3 The Contractor shall not be required to provide professional services that constitute the practice of architecture or engineering unless such services are specifically required by the Contract Documents or unless the Contractor needs to provide such services in order to carry out the Contractor's own responsibilities. If professional design services or certifications by a design professional are specifically required, the Owner and the Architect will specify the performance and design criteria that such services must satisfy. The Contractor shall cause such services or certifications to be provided by an appropriately licensed design professional. If no criteria are specified, the design shall comply with applicable codes and ordinances. Each Party shall be entitled to rely upon the information provided by the other Party. The Architect will review and approve or take other appropriate action on submittals for the limited purpose of checking for conformance with information provided and the design concept expressed in the Contract Documents. The Architect's review of Shop Drawings, Product Data, Samples, and similar submittals shall be for the limited purpose of checking for conformance with information given and the design concept expressed in the Contract Documents. In performing such review, the Architect will approve, or take other appropriate action upon, the Contractor's Shop Drawings, Product Data, Samples, and similar submittals.

## § 9.10 Use of Site

The Contractor shall confine operations at the site to areas permitted by applicable laws, statutes, ordinances, codes, rules and regulations, lawful orders of public authorities, and the Contract Documents and shall not unreasonably encumber the site with materials or equipment.

## § 9.11 Cutting and Patching

The Contractor shall be responsible for cutting, fitting, or patching required to complete the Work or to make its parts fit together properly.

## § 9.12 Cleaning Up

The Contractor shall keep the premises and surrounding area free from accumulation of waste materials and rubbish caused by operations under the Contract. At completion of the Work, the Contractor shall remove waste materials, rubbish, the Contractor's tools, construction equipment, machinery, and surplus material from and about the Project.

## § 9.13 Access to Work

The Contractor shall provide the Owner and Architect with access to the Work in preparation and progress wherever located.

## § 9.14 Royalties, Patents and Copyrights

The Contractor shall pay all royalties and license fees. The Contractor shall defend suits or claims for infringement of copyrights and patent rights and shall hold the Owner and Architect harmless from loss on account thereof, but shall not be responsible for defense or loss when a particular design, process, or product of a particular manufacturer or manufacturers is required by the Contract Documents or where the copyright violations are contained in Drawings, Specifications or other documents prepared by the Owner or Architect. However, if an infringement of a copyright or patent is discovered by, or made known to, the Contractor, the Contractor shall be responsible for the loss unless the information is promptly furnished to the Architect.

## § 9.15 Indemnification

§ 9.15.1 To the fullest extent permitted by law, the Contractor shall indemnify and hold harmless the Owner, Architect, Architect's consultants, and agents and employees of any of them from and against claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of or resulting from performance of the Work,

provided that such claim, damage, loss, or expense is attributable to bodily injury, sickness, disease or death, or to injury to or destruction of tangible property (other than the Work itself), but only to the extent caused by the negligent acts or omissions of the Contractor, a Subcontractor, anyone directly or indirectly employed by them, or anyone for whose acts they may be liable, regardless of whether or not such claim, damage, loss, or expense is caused in part by a party indemnified hereunder. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity which would otherwise exist as to a party or person described in this Section 9.15.1.

§ 9.15.2 In claims against any person or entity indemnified under this Section 9.15 by an employee of the Contractor, a Subcontractor, anyone directly or indirectly employed by them, or anyone for whose acts they may be liable, the indemnification obligation under Section 9.15.1 shall not be limited by a limitation on amount or type of damages, compensation or benefits payable by or for the Contractor or Subcontractor under workers' compensation acts, disability benefit acts or other employee benefit acts.

## ARTICLE 10 ARCHITECT

§ 10.1 The Architect will provide administration of the Contract as described in the Contract Documents and will be an Owner's representative during construction, until the date the Architect issues the final Certificate for Payment. The Architect will have authority to act on behalf of the Owner only to the extent provided in the Contract Documents, unless otherwise modified in writing in accordance with other provisions of the Contract.

§ 10.2 Duties, responsibilities, and limitations of authority of the Architect as set forth in the Contract Documents shall not be restricted, modified, or extended without written consent of the Owner, Contractor, and Architect. Consent shall not be unreasonably withheld.

§ 10.3 The Architect will visit the site at intervals appropriate to the stage of the construction to become generally familiar with the progress and quality of the portion of the Work completed, and to determine in general, if the Work observed is being performed in a manner indicating that the Work, when fully completed, will be in accordance with the Contract Documents. However, the Architect will not be required to make exhaustive or continuous on-site inspections to check the quality or quantity of the Work. The Architect will not have control over, charge of, or responsibility for the construction means, methods, techniques, sequences, or procedures, or for safety precautions and programs in connection with the Work, since these are solely the Contractor's rights and responsibilities under the Contract Documents.

§ 10.4 On the basis of the site visits, the Architect will keep the Owner reasonably informed about the progress and quality of the portion of the Work completed, and promptly report to the Owner (1) known deviations from the Contract Documents, (2) known deviations from the most recent construction schedule submitted by the Contractor, and (3) defects and deficiencies observed in the Work. The Architect will not be responsible for the Contractor's failure to perform the Work in accordance with the requirements of the Contract Documents. The Architect will not have control over or charge of and will not be responsible for acts or omissions of the Contractor, Subcontractors, or their agents or employees, or any other persons or entities performing portions of the Work.

§ 10.5 Based on the Architect's evaluations of the Work and of the Contractor's Applications for Payment, the Architect will review and certify the amounts due the Contractor and will issue Certificates for Payment in such amounts.

§ 10.6 The Architect has authority to reject Work that does not conform to the Contract Documents and to require inspection or testing of the Work.

§ 10.7 The Architect will review and approve or take other appropriate action upon, the Contractor's submittals such as Shop Drawings, Product Data, and Samples, but only for the limited purpose of checking for conformance with information given and the design concept expressed in the Contract Documents.

§ 10.8 The Architect will interpret and decide matters concerning performance under, and requirements of, the Contract Documents on written request of either the Owner or Contractor. The Architect will make initial decisions on all claims, disputes, and other matters in question between the Owner and Contractor but will not be liable for results of any interpretations or decisions rendered in good faith.



§ 10.9 The Architect's decisions on matters relating to aesthetic effect will be final if consistent with the intent expressed in the Contract Documents.

#### ARTICLE 11 SUBCONTRACTORS

§ 11.1 A Subcontractor is a person or entity who has a direct contract with the Contractor to perform a portion of the Work at the site.

§ 11.2 Unless otherwise stated in the Contract Documents, the Contractor, as soon as practicable after award of the Contract, shall notify the Owner and Architect of the Subcontractors or suppliers proposed for each of the principal portions of the Work. The Contractor shall not contract with any Subcontractor or supplier to whom the Owner or Architect has made reasonable written objection within ten days after receipt of the Contractor's list of Subcontractors and suppliers. If the proposed but rejected Subcontractor was reasonably capable of performing the Work, the Contract Sum and Contract Time shall be increased or decreased by the difference, if any, occasioned by such change, and an appropriate Change Order shall be issued before commencement of the substitute Subcontractor's Work. The Contractor shall not be required to contract with anyone to whom the Contractor has made reasonable objection.

§ 11.3 Contracts between the Contractor and Subcontractors shall (1) require each Subcontractor, to the extent of the Work to be performed by the Subcontractor, to be bound to the Contractor by the terms of the Contract Documents, and to assume toward the Contractor all the obligations and responsibilities, including the responsibility for safety of the Subcontractor's Work, which the Contractor, by the Contract Documents, assumes toward the Owner and Architect, and (2) allow the Subcontractor the benefit of all rights, remedies and redress against the Contractor that the Contractor, by these Contract Documents, has against the Owner.

#### ARTICLE 12 CONSTRUCTION BY OWNER OR BY SEPARATE CONTRACTORS

§ 12.1 The term "Separate Contractor(s)" shall mean other contractors retained by the Owner under separate agreements. The Owner reserves the right to perform construction or operations related to the Project with the Owner's own forces, and with Separate Contractors retained under Conditions of the Contract substantially similar to those of this Contract, including those provisions of the Conditions of the Contract related to insurance and waiver of subrogation.

§ 12.2 The Contractor shall afford the Owner and Separate Contractors reasonable opportunity for introduction and storage of their materials and equipment and performance of their activities, and shall connect and coordinate the Contractor's activities with theirs as required by the Contract Documents.

§ 12.3 The Owner shall be reimbursed by the Contractor for costs incurred by the Owner which are payable to a Separate Contractor because of delays, improperly timed activities, or defective construction of the Contractor. The Owner shall be responsible to the Contractor for costs incurred by the Contractor because of delays, improperly timed activities, damage to the Work, or defective construction of a Separate Contractor.

#### ARTICLE 13 CHANGES IN THE WORK

§ 13.1 By appropriate Modification, changes in the Work may be accomplished after execution of the Contract. The Owner, without invalidating the Contract, may order changes in the Work within the general scope of the Contract consisting of additions, deletions, or other revisions, with the Contract Sum and Contract Time being adjusted accordingly. Such changes in the Work shall be authorized by written Change Order signed by the Owner, Contractor, and Architect, or by written Construction Change Directive signed by the Owner and Architect. Upon issuance of the Change Order or Construction Change Directive, the Contractor shall proceed promptly with such changes in the Work, unless otherwise provided in the Change Order or Construction Change Directive.

§ 13.2 Adjustments in the Contract Sum and Contract Time resulting from a change in the Work shall be determined by mutual agreement of the parties or, in the case of a Construction Change Directive signed only by the Owner and Architect, by the Contractor's cost of labor, material, equipment, and reasonable overhead and profit, unless the parties agree on another method for determining the cost or credit. Pending final determination of the total cost of a Construction Change Directive, the Contractor may request payment for Work completed pursuant to the Construction Change Directive. The Architect will make an interim determination of the amount of payment due for purposes of certifying the Contractor's monthly Application for Payment. When the Owner and Contractor agree on adjustments to the Contract Sum and Contract Time arising from a Construction Change Directive, the Architect will prepare a Change Order.



§ 13.3 The Architect will have authority to order minor changes in the Work not involving adjustment in the Contract Sum or extension of the Contract Time and not inconsistent with the intent of the Contract Documents. Such changes shall be effected by written order and shall be binding on the Owner and Contractor. The Contractor shall carry out such written orders promptly. If the Contractor believes that the proposed minor change in the Work will affect the Contract Sum or Contract Time, the Contractor shall notify the Architect and shall not proceed to implement the change in the Work.

§ 13.4 If concealed or unknown physical conditions are encountered at the site that differ materially from those indicated in the Contract Documents or from those conditions ordinarily found to exist, the Contract Sum and Contract Time shall be equitably adjusted as mutually agreed between the Owner and Contractor; provided that the Contractor provides notice to the Owner and Architect promptly and before conditions are disturbed.

§ 13.5 **The Contractor shall be entitled to an increase in the Contract Sum for its additional General Conditions and increased costs of labor and materials that are attributable to one or more of the following Impacts:** (1) an act or neglect of the Owner or Architect, of an employee of either, or of a Separate Contractor; (2) by changes ordered in the Work; (3) by labor shortages and/or disputes, fire, unusual delay in deliveries, unavoidable casualties; (4) **disruptions in labor or materials resulting from a health crisis regardless of whether an infectious disease, epidemic, pandemic or isolated to areas from which such labor and materials are supplied;** (5) by delay authorized by the Owner pending mediation and binding dispute resolution; (6) by abnormal weather conditions; (7) by other causes beyond the Contractor's control that justify delay; (8) by adverse government actions, including but not limited to tariffs and embargoes; and/or (9) by any Act of God rendering performance of the Contract impossible or impractical. Any time gained by the Contractor on the Project Schedule shall not be offset against any delays as described herein. The Contractor will provide a starting baseline for General Conditions based on the current construction schedule.

§ 13.6 **Material Escalation:** If, during the performance of this contract, the price of construction materials significantly increases, through no fault of contractor, the price of said materials shall be equitably adjusted by an amount reasonably necessary to cover any such significant price increases. As used herein, a significant price increase shall mean any increase in price on each individual material type exceeding 3% or an amount of \$2000, whichever is less, experienced by contractor from the date of the contract signing. Such price increases shall be documented through quotes, invoices, or receipts. The Contractor, upon request of the Owner, will provide starting baseline cost information on the major product and materials.

#### ARTICLE 14 TIME

§ 14.1 Time limits stated in the Contract Documents are of the essence of the Contract. By executing this Agreement the Contractor confirms that the Contract Time is a reasonable period for performing the Work.

§ 14.2 Unless otherwise provided, Contract Time is the period of time, including authorized adjustments, allotted in the Contract Documents for Substantial Completion of the Work.

§ 14.3 The term "day" as used in the Contract Documents shall mean calendar day unless otherwise specifically defined.

§ 14.4 The date of Substantial Completion is the date certified by the Architect in accordance with Section 15.6.3.

§ 14.5 **The Contract Time shall be extended and Contractor shall be entitled to an increase in the Contract Sum for its additional General Conditions that are attributable to one or more of the following Impacts:** (1) an act or neglect of the Owner or Architect, of an employee of either, or of a Separate Contractor; (2) by changes ordered in the Work; (3) by labor shortages and/or disputes, fire, unusual delay in deliveries, unavoidable casualties; (4) **disruptions in labor or materials resulting from a health crisis regardless of whether an infectious disease, epidemic, pandemic or isolated to areas from which such labor and materials are supplied;** (5) by delay authorized by the Owner pending mediation and binding dispute resolution; (6) by abnormal weather conditions; (7) by other causes beyond the Contractor's control that justify delay; (8) by adverse government actions, including but not limited to tariffs and embargoes; (9) by any Act of God rendering performance of the Contract impossible or impractical. Any time gained by the Contractor on the Project Schedule shall not be offset against any delays as

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described herein and/or (10) delays caused by the student work force that directly affect the construction schedule and cannot be reasonably recovered through collaboration by all parties.

**§ 14.6 Supply-Chain Disruption:** If, during the performance of this contract, the delivery of materials is delayed, through no fault of contractor, as a result of a shortage or unavailability of construction components and/or materials, contractor shall not be liable for any additional costs or damages associated with such delay(s).

## **ARTICLE 15 PAYMENTS AND COMPLETION**

### **§ 15.1 Schedule of Values**

**§ 15.1.1** The Contractor has provided a Schedule of Values (Exhibit F to this contract.) This schedule of values shall be used as a basis for reviewing the Contractor's Applications for Payment.

**§ 15.1.2** The allocation of the Guaranteed Maximum Price under this Section 15.1 shall not constitute a guaranteed maximum price for each individual line item in the schedule of values.

### **§ 15.2 Control Estimate – This section has been deleted in its entirety**

*(Paragraphs deleted)*

### **§ 15.3 Applications for Payment**

**§ 15.3.1** At least ten days before the date established for each progress payment, the Contractor shall submit to the Architect an itemized Application for Payment prepared in accordance with the schedule of values, if required under Section 15.1, for completed portions of the Work. The application shall be notarized, if required; be supported by all data substantiating the Contractor's right to payment that the Owner or Architect require; shall reflect retainage if provided for in the Contract Documents; and include any revised cost control information required by Section 15.2.4. Applications for Payment shall not include requests for payment for portions of the Work for which the Contractor does not intend to pay a Subcontractor or supplier, unless such Work has been performed by others whom the Contractor intends to pay.

**§ 15.3.2** With each Application for Payment where the Contract Sum is based upon the Cost of the Work, or the Cost of the Work with a Guaranteed Maximum Price, the Contractor shall submit a labor summary, petty cash accounts, receipted invoices or invoices with check vouchers attached, and any other evidence required by the Owner to demonstrate that cash disbursements already made by the Contractor on account of the Cost of the Work equal or exceed progress payments already received by the Contractor plus payrolls for the period covered by the present Application for Payment, less that portion of the progress payments attributable to the Contractor's Fee.

**§ 15.3.3** Payments shall be made on account of materials and equipment delivered and suitably stored at the site for subsequent incorporation in the Work. If approved in advance by the Owner, payment may similarly be made for materials and equipment stored, and protected from damage, off the site at a location agreed upon in writing.

**§ 15.3.4** The Contractor warrants that title to all Work covered by an Application for Payment will pass to the Owner no later than the time of payment. The Contractor further warrants that upon submittal of an Application for Payment all Work for which Certificates for Payment have been previously issued and payments received from the Owner shall, to the best of the Contractor's knowledge, information and belief, be free and clear of liens, claims, security interests or other encumbrances adverse to the Owner's interests.

### **§ 15.4 Certificates for Payment**

**§ 15.4.1** The Architect will, within seven days after receipt of the Contractor's Application for Payment, either issue to the Owner a Certificate for Payment, with a copy to the Contractor, for such amount as the Architect determines is properly due, or notify the Contractor and Owner of the Architect's reasons for withholding certification in whole or in part as provided in Section 15.4.3.

**§ 15.4.2** The issuance of a Certificate for Payment will constitute a representation by the Architect to the Owner, based on the Architect's evaluations of the Work and the data in the Application for Payment, that, to the best of the Architect's knowledge, information, and belief, the Work has progressed to the point indicated, the quality of the Work is in accordance with the Contract Documents, and the Contractor is entitled to payment in the amount certified. The foregoing representations are subject to an evaluation of the Work for conformance with the Contract Documents upon Substantial Completion, to results of subsequent tests and inspections, to correction of minor deviations from the Contract Documents prior to completion and to specific qualifications expressed by the Architect. However, the

issuance of a Certificate for Payment will not be a representation that the Architect has (1) made exhaustive or continuous on-site inspections to check the quality or quantity of the Work; (2) reviewed construction means, methods, techniques, sequences, or procedures; (3) reviewed copies of requisitions received from Subcontractors and suppliers and other data requested by the Owner to substantiate the Contractor's right to payment; or (4) made examination to ascertain how or for what purpose the Contractor has used money previously paid on account of the Contract Sum.

§ 15.4.3 The Architect may withhold a Certificate for Payment in whole or in part, to the extent reasonably necessary to protect the Owner, if in the Architect's opinion the representations to the Owner required by Section 15.4.2 cannot be made. If the Architect is unable to certify payment in the amount of the Application, the Architect will notify the Contractor and Owner as provided in Section 15.4.1. If the Contractor and the Architect cannot agree on a revised amount, the Architect will promptly issue a Certificate for Payment for the amount for which the Architect is able to make such representations to the Owner. The Architect may also withhold a Certificate for Payment or, because of subsequently discovered evidence, may nullify the whole or a part of a Certificate for Payment previously issued, to such extent as may be necessary in the Architect's opinion to protect the Owner from loss for which the Contractor is responsible, including loss resulting from acts and omissions described in Section 9.2.2, because of

- .1 defective Work (performed by the contractor or their subcontractors) not remedied;
- .2 third-party claims filed or reasonable evidence indicating probable filing of such claims unless security acceptable to the Owner is provided by the Contractor;
- .3 failure of the Contractor to make payments properly to Subcontractors or suppliers for labor, materials or equipment;
- .4 reasonable evidence that the Work cannot be completed for the unpaid balance of the Contract Sum;
- .5 damage to the Owner or a Separate Contractor;
- .6 reasonable evidence that the Work will not be completed within the Contract Time and that the unpaid balance would not be adequate to cover actual or liquidated damages for the anticipated delay; or
- .7 repeated failure to carry out the Work in accordance with the Contract Documents.

§ 15.4.4 When either party disputes the Architect's decision regarding a Certificate for Payment under Section 15.4.3, in whole or in part, that party may submit a Claim in accordance with Article 21.

### § 15.5 Progress Payments

§ 15.5.1 The Contractor shall pay each Subcontractor, no later than seven days after receipt of payment from the Owner, the amount to which the Subcontractor is entitled, reflecting percentages actually retained from payments to the Contractor on account of the Subcontractor's portion of the Work. The Contractor shall, by appropriate agreement with each Subcontractor, require each Subcontractor to make payments to sub-subcontractors in a similar manner.

§ 15.5.2 Neither the Owner nor Architect shall have an obligation to pay or see to the payment of money to a Subcontractor or supplier except as may otherwise be required by law.

§ 15.5.3 A Certificate for Payment, a progress payment, or partial or entire use or occupancy of the Project by the Owner shall not constitute acceptance of Work not in accordance with the Contract Documents.

§ 15.5.4 Provided the Owner has fulfilled its payment obligations under the Contract Documents, the Contractor shall defend and indemnify the Owner from all loss, liability, damage or expense, including reasonable attorney's fees and litigation expenses, arising out of any lien claim or other claim for payment by any Subcontractor or supplier of any tier. Upon receipt of notice of a lien claim or other claim for payment, the Owner shall notify the Contractor. If approved by the applicable court, when required, the Contractor may substitute a surety bond for the property against which the lien or other claim for payment has been asserted.

### § 15.6 Substantial Completion

§ 15.6.1 Substantial Completion is the stage in the progress of the Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so that the Owner can occupy or utilize the Work for its intended use.

§ 15.6.2 When the Contractor considers that the Work, or a portion thereof which the Owner agrees to accept separately, is substantially complete, the Contractor shall prepare and submit to the Architect a comprehensive list of



items to be completed or corrected prior to final payment. Failure to include an item on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

§ 15.6.3 Upon receipt of the Contractor's list, the Architect will make an inspection to determine whether the Work or designated portion thereof is substantially complete. When the Architect determines that the Work or designated portion thereof is substantially complete, the Architect will issue a Certificate of Substantial Completion which shall establish the date of Substantial Completion; establish responsibilities of the Owner and Contractor for security, maintenance, heat, utilities, damage to the Work and insurance; and fix the time within which the Contractor shall finish all items on the list accompanying the Certificate. Warranties required by the Contract Documents shall commence on the date of Substantial Completion of the Work or designated portion thereof unless otherwise provided in the Certificate of Substantial Completion.

§ 15.6.4 The Certificate of Substantial Completion shall be submitted to the Owner and Contractor for their written acceptance of responsibilities assigned to them in the Certificate. Upon such acceptance and consent of surety, if any, the Owner shall make payment of retainage applying to the Work or designated portion thereof. Such payment shall be adjusted for Work that is incomplete or not in accordance with the requirements of the Contract Documents.

### § 15.7 Final Completion and Final Payment

§ 15.7.1 Upon receipt of the Contractor's notice that the Work is ready for final inspection and acceptance and upon receipt of a final Application for Payment, the Architect will promptly make such inspection and, when the Architect finds the Work acceptable under the Contract Documents and the Contract fully performed, the Architect will promptly issue a final Certificate for Payment stating that to the best of the Architect's knowledge, information and belief, and on the basis of the Architect's on-site visits and inspections, the Work has been completed in accordance with the Contract Documents and that the entire balance found to be due the Contractor and noted in the final Certificate is due and payable. The Architect's final Certificate for Payment will constitute a further representation that conditions stated in Section 15.7.2 as precedent to the Contractor's being entitled to final payment have been fulfilled.

§ 15.7.2 The Contractor will provide "Conditional Upon Payment" lien waivers to the Owner with their Final Application for Payment and "Unconditional Lien Waivers" upon receipt of Final Payment by the Owner. If such lien remains unsatisfied after payments are made, the Contractor shall refund to the Owner all money that the Owner may be compelled to pay in discharging such lien, including costs and reasonable attorneys' fees.

§ 15.7.3 The making of final payment shall constitute a waiver of claims by the Owner except those arising from

- .1 liens, claims, security interests or encumbrances arising out of the Contract and unsettled;
- .2 failure of the Work to comply with the requirements of the Contract Documents;
- .3 terms of special warranties required by the Contract Documents; or
- .4 audits performed by the Owner, if permitted by the Contract Documents, after final payment.

§ 15.7.4 Acceptance of final payment by the Contractor, a Subcontractor or supplier shall constitute a waiver of claims by that payee except those previously made in writing and identified by that payee as unsettled at the time of the final Application for Payment.

## ARTICLE 16 PROTECTION OF PERSONS AND PROPERTY

### § 16.1 Safety Precautions and Programs

The Contractor shall be responsible for initiating, maintaining, and supervising all safety precautions and programs in connection with the performance of the Contract. The Contractor shall take reasonable precautions for safety of, and shall provide reasonable protection to prevent damage, injury, or loss to

- .1 employees on the Work and other persons who may be affected thereby;
- .2 the Work and materials and equipment to be incorporated therein, whether in storage on or off the site, under care, custody, or control of the Contractor, a Subcontractor, or a Sub-subcontractor; and
- .3 other property at the site or adjacent thereto, such as trees, shrubs, lawns, walks, pavements, roadways, structures and utilities not designated for removal, relocation, or replacement in the course of construction.

The Contractor shall comply with, and give notices required by, applicable laws, statutes, ordinances, codes, rules and regulations, and lawful orders of public authorities bearing on safety of persons and property and their protection from

damage, injury, or loss. The Contractor shall promptly remedy damage and loss to property caused in whole or in part by the Contractor, a Subcontractor, a sub-subcontractor, or anyone directly or indirectly employed by any of them, or by anyone for whose acts they may be liable and for which the Contractor is responsible under Sections 16.1.2 and 16.1.3. The Contractor may make a claim for the cost to remedy the damage or loss to the extent such damage or loss is attributable to acts or omissions of the Owner or Architect or by anyone for whose acts either of them may be liable, and not attributable to the fault or negligence of the Contractor. The foregoing obligations of the Contractor are in addition to the Contractor's obligations under Section 9.15.

## § 16.2 Hazardous Materials and Substances

§ 16.2.1 The Contractor is responsible for compliance with the requirements of the Contract Documents regarding hazardous materials or substances. If the Contractor encounters a hazardous material or substance not addressed in the Contract Documents, and if reasonable precautions will be inadequate to prevent foreseeable bodily injury or death to persons resulting from a material or substance, including but not limited to asbestos or polychlorinated biphenyl (PCB), encountered on the site by the Contractor, the Contractor shall, upon recognizing the condition, immediately stop Work in the affected area and notify the Owner and Architect of the condition. When the material or substance has been rendered harmless, Work in the affected area shall resume upon written agreement of the Owner and Contractor. By Change Order, the Contract Time shall be extended appropriately and the Contract Sum shall be increased in the amount of the Contractor's reasonable additional costs of shutdown, delay, and start-up.

§ 16.2.2 To the fullest extent permitted by law, the Owner shall indemnify and hold harmless the Contractor, Subcontractors, Architect, Architect's consultants, and agents and employees of any of them from and against claims, damages, losses, and expenses, including but not limited to attorneys' fees, arising out of or resulting from performance of the Work in the affected area, if in fact, the material or substance presents the risk of bodily injury or death as described in Section 16.2.1 and has not been rendered harmless, provided that such claim, damage, loss, or expense is attributable to bodily injury, sickness, disease or death, or to injury to or destruction of tangible property (other than the Work itself), except to the extent that such damage, loss, or expense is due to the fault or negligence of the party seeking indemnity.

§ 16.2.3 If, without negligence on the part of the Contractor, the Contractor is held liable by a government agency for the cost of remediation of a hazardous material or substance solely by reason of performing Work as required by the Contract Documents, the Owner shall indemnify the Contractor for all cost and expense thereby incurred.

## ARTICLE 17 INSURANCE AND BONDS

### § 17.1 Contractor's Insurance

§ 17.1.1 The Contractor shall purchase and maintain insurance of the types and limits of liability, containing the endorsements, and subject to the terms and conditions, as described in this Section 17.1 or elsewhere in the Contract Documents. The Contractor shall purchase and maintain the insurance required by this Agreement from an insurance company or insurance companies lawfully authorized to issue insurance in the jurisdiction where the Project is located. The Contractor shall maintain the required insurance until the expiration of the period for correction of Work as set forth in Section 18.4, unless a different duration is stated below:

§ 17.1.2 Commercial General Liability insurance for the Project written on an occurrence form with policy limits of not less than One Million (\$ 1,000,000.00 ) each occurrence, Two Million Dollars (\$ 2,000,000.00 ) general aggregate, and ( \$ ) aggregate for products-completed operations hazard, providing coverage for claims including

- .1 damages because of bodily injury, sickness or disease, including occupational sickness or disease, and death of any person;
- .2 personal and advertising injury;
- .3 damages because of physical damage to or destruction of tangible property, including the loss of use of such property;
- .4 bodily injury or property damage arising out of completed operations; and
- .5 the Contractor's indemnity obligations under Section 9.15.

§ 17.1.3 Automobile Liability covering vehicles owned by the Contractor and non-owned vehicles used by the Contractor, with policy limits of not less than One Million Dollars ( \$ 1,000,000.00 ) per accident, for bodily injury,

death of any person, and property damage arising out of the ownership, maintenance, and use of those motor vehicles along with any other statutorily required automobile coverage.

§ 17.1.4 The Contractor may achieve the required limits and coverage for Commercial General Liability and Automobile Liability through a combination of primary and excess or umbrella liability insurance, provided such primary and excess or umbrella insurance policies result in the same or greater coverage as those required under Section 17.1.2 and 17.1.3, and in no event shall any excess or umbrella liability insurance provide narrower coverage than the primary policy. The excess policy shall not require the exhaustion of the underlying limits only through the actual payment by the underlying insurers.

§ 17.1.5 Workers' Compensation at statutory limits.

§ 17.1.6 Employers' Liability with policy limits not less than (\$ ) each accident, (\$ ) each employee, and (\$ ) policy limit. N/A

§ 17.1.7 If the Contractor is required to furnish professional services as part of the Work, the Contractor shall procure Professional Liability insurance covering performance of the professional services, with policy limits of not less than (\$ ) per claim and (\$ ) in the aggregate. N/A

§ 17.1.8 If the Work involves the transport, dissemination, use, or release of pollutants, the Contractor shall procure Pollution Liability insurance, with policy limits of not less than (\$ ) per claim and (\$ ) in the aggregate. N/A

§ 17.1.9 Coverage under Sections 17.1.7 and 17.1.8 may be procured through a Combined Professional Liability and Pollution Liability insurance policy, with combined policy limits of not less than (\$ ) per claim and (\$ ) in the aggregate. N/A

§ 17.1.10 The Contractor shall provide certificates of insurance acceptable to the Owner evidencing compliance with the requirements in this Section 17.1 at the following times: (1) prior to commencement of the Work; (2) upon renewal or replacement of each required policy of insurance; and (3) upon the Owner's written request. An additional certificate evidencing continuation of liability coverage, including coverage for completed operations, shall be submitted with the final Application for Payment and thereafter upon renewal or replacement of such coverage until the expiration of the period required by Section 17.1.1. The certificates will show the Owner as an additional insured on the Contractor's Commercial General Liability and excess or umbrella liability policy.

§ 17.1.11 The Contractor shall disclose to the Owner any deductible or self-insured retentions applicable to any insurance required to be provided by the Contractor.

§ 17.1.12 To the fullest extent permitted by law, the Contractor shall cause the commercial liability coverage required by this Section 17.1 to include (1) the Owner, the Architect, and the Architect's Consultants as additional insureds for claims caused in whole or in part by the Contractor's negligent acts or omissions during the Contractor's operations; and (2) the Owner as an additional insured for claims caused in whole or in part by the Contractor's negligent acts or omissions for which loss occurs during completed operations. The additional insured coverage shall be primary and non-contributory to any of the Owner's general liability insurance policies and shall apply to both ongoing and completed operations. To the extent commercially available, the additional insured coverage shall be no less than that provided by Insurance Services Office, Inc. (ISO) forms CG 20 10 07 04, CG 20 37 07 04, and, with respect to the Architect and the Architect's Consultants, CG 20 32 07 04.

§ 17.1.13 Within three (3) business days of the date the Contractor becomes aware of an impending or actual cancellation or expiration of any insurance required by this Section 17.1, the Contractor shall provide notice to the Owner of such impending or actual cancellation or expiration. Upon receipt of notice from the Contractor, the Owner shall, unless the lapse in coverage arises from an act or omission of the Owner, have the right to stop the Work until the lapse in coverage has been cured by the procurement of replacement coverage by the Contractor. The furnishing of notice by the Contractor shall not relieve the Contractor of any contractual obligation to provide any required coverage.

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**§ 17.1.14 Other Insurance Provided by the Contractor N/A**

*(List below any other insurance coverage to be provided by the Contractor and any applicable limits.)*

Coverage	Limits
Builder's All-Risk (Property) Insurance	\$500,000.00

**§ 17.1.15 Property Insurance**

**§ 17.1.15.1** The Contractor shall purchase and maintain, from an insurance company or insurance companies lawfully authorized to issue insurance in the jurisdiction where the Project is located, property insurance written on a builder's risk "all-risks" completed value or equivalent policy form and sufficient to cover the total value of the entire Project on a replacement cost basis. The Contractor's property insurance coverage shall be no less than the amount of the initial Contract Sum, plus the value of subsequent Modifications and labor performed or materials or equipment supplied by others. The property insurance shall be maintained until Substantial Completion and thereafter as provided in Section 17.1.15.2, unless otherwise provided in the Contract Documents or otherwise agreed in writing by the parties to this Agreement. This insurance shall include the interests of the Owner, Contractor, Subcontractors, and Sub-subcontractors in the Project as insureds. This insurance shall include the interests of mortgagees as loss payees.

**§ 17.1.15.2** Unless the parties agree otherwise, this policy will terminate 30 day after Substantial Completion.

**§ 17.1.15.3** If the insurance required by this Section 17.1.15 is subject to deductibles or self-insured retentions, the Owner shall be responsible for all loss not covered because of such deductibles or retentions by reimbursement to the Contractor by an appropriate Change Order.

**§ 17.1.15.4** Prior to commencement of the Work, the Contractor shall secure the insurance, and provide evidence of the coverage, required under this Section 17.1.15 and, upon the Owner's request, provide a copy of the property insurance policy or policies required by this Section 17.1.15. The copy of the policy or policies provided shall contain all applicable conditions, definitions, exclusions, and endorsements.

**§ 17.1.15.5** Within three (3) business days of the date the Contractor becomes aware of an impending or actual cancellation or expiration of any insurance required by this Section - 17.1.15, the Contractor shall provide notice to the Owner of such impending or actual cancellation or expiration. Unless the lapse in coverage arises from an act or omission of the Owner: (1) the Owner, upon receipt of notice from the Contractor, shall have the right to stop the Work until the lapse in coverage has been cured by the procurement of replacement coverage by either the Owner or the Contractor; (2) the Contract Time and Contract Sum shall be equitably adjusted; and (3) the Owner waives all rights against the Contractor, Subcontractors, and Sub-subcontractors to the extent any loss to the Owner would have been covered by the insurance had it not expired or been cancelled. If the Contractor purchases replacement coverage, the cost of the insurance shall be charged to the Owner by an appropriate Change Order. The furnishing of notice by the Owner shall not relieve the Owner of any contractual obligation to provide required insurance.

**§ 17.2 Owner's Insurance**

**§ 17.2.1 Owner's Liability Insurance**

The Owner shall be responsible for purchasing and maintaining the Owner's usual liability insurance.

**§ 17.2.2 Waiver of Subrogation**

*(Paragraphs deleted)*

**§ 17.2.2.1** The Owner and Contractor waive all rights against (1) each other and any of their subcontractors, sub-subcontractors, agents, and employees, each of the other; (2) the Architect and Architect's consultants; and (3) Separate Contractors, if any, and any of their subcontractors, sub-subcontractors, agents, and employees, for damages caused by fire, or other causes of loss, to the extent those losses are covered by property insurance required by this Agreement or other property insurance applicable to the Project, except such rights as they have to proceeds of such insurance. The Owner or Contractor, as appropriate, shall require similar written waivers in favor of the individuals and entities identified above from the Architect, Architect's consultants, Separate Contractors, subcontractors, and sub-subcontractors. The policies of insurance purchased and maintained by each person or entity agreeing to waive claims pursuant to this Section 17.2.2.7 shall not prohibit this waiver of subrogation. This waiver of subrogation shall be effective as to a person or entity (1) even though that person or entity would otherwise have a duty of

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indemnification, contractual or otherwise, (2) even though that person or entity did not pay the insurance premium directly or indirectly, or (3) whether or not the person or entity had an insurable interest in the damaged property.

§ 17.2.2.2 If during the Project construction period the Owner insures properties, real or personal or both, at or adjacent to the site by property insurance under policies separate from those insuring the Project, or if after final payment property insurance is to be provided on the completed Project through a policy or policies other than those insuring the Project during the construction period, to the extent permissible by such policies, the Owner waives all rights in accordance with the terms of Section 17.2.2.7.1 for damages caused by fire or other causes of loss covered by this separate property insurance.

§ 17.2.2.3 A loss insured under the Owner's property insurance shall be adjusted by the Owner as fiduciary and made payable to the Owner as fiduciary for the insureds, as their interests may appear, subject to requirements of any applicable mortgagee clause. The Owner shall pay the Architect and Contractor their just shares of insurance proceeds received by the Owner, and by appropriate agreements, written where legally required for validity, the Architect and Contractor shall make payments to their consultants and Subcontractors in similar manner.

*(Paragraphs deleted)*

**§ 17.2.3 Other Insurance Provided by the Owner**

*(List below any other insurance coverage to be provided by the Owner and any applicable limits.)*

The Owner will provide insurance and hold the contractor harmless from liability for negligent or wrongful acts by district students, staff, or volunteers causing property damages, injuries, and damages resulting from their activities on Project. Owner will provide policies for review and acceptance by the Contractor as a condition of this agreement. Notwithstanding the foregoing, under no circumstances shall the Owner be liable for sole negligence of contractor.

**Coverage**

**Limits**

**§ 17.3 Performance Bond and Payment Bond**

§ 17.3.1 The Owner shall have the right to require the Contractor to furnish bonds covering faithful performance of the Contract and payment of obligations arising thereunder as stipulated in the Contract Documents on the date of execution of the Contract. Bonds are required in the performance of this contract and shall be included in the Contractor's Schedule of Values and Contract Sum.

§ 17.3.2 Upon the request of any person or entity appearing to be a potential beneficiary of bonds covering payment of obligations arising under the Contract, the Contractor shall promptly furnish a copy of the bonds or shall authorize a copy to be furnished.

**ARTICLE 18 CORRECTION OF WORK**

§ 18.1 The Contractor shall promptly correct Work rejected by the Architect or failing to conform to the requirements of the Contract Documents, whether discovered before or after Substantial Completion and whether or not fabricated, installed, or completed. Costs of correcting such rejected Work, including additional testing and inspections, the cost of uncovering and replacement, and compensation for the Architect's services and expenses made necessary thereby, shall be at the Contractor's expense.

§ 18.2 In addition to the Contractor's obligations under Section 9.4, if, within one year after the date of Substantial Completion of the Work or designated portion thereof or after the date for commencement of warranties established under Section 15.6.3, or by terms of an applicable special warranty required by the Contract Documents, any of the Work is found to be not in accordance with the requirements of the Contract Documents, the Contractor shall correct it promptly after receipt of notice from the Owner to do so unless the Owner has previously given the Contractor a written acceptance of such condition. The Owner shall give such notice promptly after discovery of the condition. During the one-year period for correction of Work, if the Owner fails to notify the Contractor and give the Contractor an opportunity to make the correction, the Owner waives the rights to require correction by the Contractor and to make a claim for breach of warranty.

§ 18.3 If the Contractor fails to correct nonconforming Work within a reasonable time, the Owner may correct it in accordance with Section 8.3.

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§ 18.4 The one-year period for correction of Work shall be extended with respect to portions of Work first performed after Substantial Completion by the period of time between Substantial Completion and the actual completion of that portion of the Work.

§ 18.5 The one-year period for correction of Work shall not be extended by corrective Work performed by the Contractor pursuant to this Article 18.

## ARTICLE 19 MISCELLANEOUS PROVISIONS

### § 19.1 Assignment of Contract

Neither party to the Contract shall assign the Contract without written consent of the other, except that the Owner may, without consent of the Contractor, assign the Contract to a lender providing construction financing for the Project if the lender assumes the Owner's rights and obligations under the Contract Documents. The Contractor shall execute all consents reasonably required to facilitate such assignment.

### § 19.2 Governing Law

The Contract shall be governed by the law of the place where the Project is located, excluding that jurisdiction's choice of law rules. If the parties have selected arbitration as the method of binding dispute resolution, the Federal Arbitration Act shall govern Section 21.6.

### § 19.3 Tests and Inspections

Tests, inspections, and approvals of portions of the Work required by the Contract Documents or by applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of public authorities shall be made at an appropriate time. Unless otherwise provided, the Owner shall make arrangements for such tests, inspections, and approvals with an independent testing laboratory or entity acceptable to the Owner, or with the appropriate public authority, and shall bear all related costs of tests, inspections, and approvals. The Contractor shall give the Architect timely notice of when and where tests and inspections are to be made so that the Architect may be present for such procedures. The Owner shall bear costs of tests, inspections, or approvals that do not become requirements until after bids are received or negotiations concluded. The Owner shall directly arrange and pay for tests, inspections, or approvals where building codes or applicable laws or regulations so require.

### § 19.4 The Owner's representative(s):

*(Name, address, email address and other information)*

4J Eugene School District  
200 North Monroe Street  
Eugene, OR 97402

Contact: Andy Dey, Director of Secondary Education  
deyt\_a@4j.lane.edu Contact: Tia Holliday,  
holliday@4j.lane.edu  
Contact: Brooke Wagner, Assistant Superintendent of Instruction  
wagner\_b@4j.lane.edu

### § 19.5 The Contractor's representative:

*(Name, address, email address and other information)*

Meili Construction Co  
10 Van Buren Street  
Eugene, OR 97402  
Contact: Gary Meili, Vice President  
gary@meiliconstruction.com

§ 19.6 Neither the Owner's nor the Contractor's representative shall be changed without ten days' prior notice to the other party.

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## ARTICLE 20 TERMINATION OF THE CONTRACT

### § 20.1 Termination by the Contractor

If the Architect fails to certify payment as provided in Section 15.4.1 for a period of 30 days through no fault of the Contractor, or if the Owner fails to make payment as provided in Section 4.1.3 for a period of 30 days, the Contractor may, upon seven additional days' notice to the Owner and the Architect, terminate the Contract and recover from the Owner payment for Work executed, including reasonable overhead and profit, costs incurred by reason of such termination, and damages.

### § 20.2 Termination by the Owner for Cause

#### § 20.2.1 The Owner may terminate the Contract if the Contractor

- .1 repeatedly refuses or fails to supply enough properly skilled workers or proper materials;
- .2 fails to make payment to Subcontractors for materials or labor in accordance with the respective agreements between the Contractor and the Subcontractors;
- .3 repeatedly disregards applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of a public authority; or
- .4 otherwise is guilty of substantial breach of a provision of the Contract Documents.

§ 20.2.2 When any of the reasons described in Section 20.2.1 exists, the Owner, upon certification by the Architect that sufficient cause exists to justify such action, may, without prejudice to any other remedy the Owner may have and after giving the Contractor seven days' notice, terminate the Contract and take possession of the site and of all materials, equipment, tools, and construction equipment and machinery thereon owned by the Contractor and may finish the Work by whatever reasonable method the Owner may deem expedient. Upon request of the Contractor, the Owner shall furnish to the Contractor a detailed accounting of the costs incurred by the Owner in finishing the Work.

§ 20.2.3 When the Owner terminates the Contract for one of the reasons stated in Section 20.2.1, the Contractor shall not be entitled to receive further payment until the Work is finished.

§ 20.2.4 If the unpaid balance of the Contract Sum exceeds costs of finishing the Work, including compensation for the Architect's services and expenses made necessary thereby, and other damages incurred by the Owner and not expressly waived, such excess shall be paid to the Contractor. If such costs and damages exceed the unpaid balance, the Contractor shall pay the difference to the Owner. The amount to be paid to the Contractor or Owner, as the case may be, shall be certified by the Architect, upon application, and this obligation for payment shall survive termination of the Contract.

### § 20.3 Termination by the Owner for Convenience

The Owner may, at any time, terminate the Contract for the Owner's convenience and without cause. The Owner shall pay the Contractor for Work executed; and costs incurred by reason of such termination, including costs attributable to termination of Subcontracts; and a termination fee, if any, as follows:

*(Insert the amount of or method for determining the fee payable to the Contractor by the Owner following a termination for the Owner's convenience, if any.)*

## ARTICLE 21 CLAIMS AND DISPUTES

§ 21.1 Claims, disputes, and other matters in question arising out of or relating to this Contract, including those alleging an error or omission by the Architect but excluding those arising under Section 16.2, shall be referred initially to the Architect for decision. Such matters, except those waived as provided for in Section 21.11 and Sections 15.7.3 and 15.7.4, shall, after initial decision by the Architect or 30 days after submission of the matter to the Architect, be subject to mediation as a condition precedent to binding dispute resolution.

### § 21.2 Notice of Claims

§ 21.2.1 Claims by either the Owner or Contractor, where the condition giving rise to the Claim is first discovered prior to expiration of the period for correction of the Work set forth in Section 18.2, shall be initiated by notice to the Architect within 21 days after occurrence of the event giving rise to such Claim or within 21 days after the claimant first recognizes the condition giving rise to the Claim, whichever is later.

§ 21.2.2 Claims by either the Owner or Contractor, where the condition giving rise to the Claim is first discovered after expiration of the period for correction of the Work set forth in Section 18.2, shall be initiated by notice to the other party.

### § 21.3 Time Limits on Claims

The Owner and Contractor shall commence all claims and causes of action against the other and arising out of or related to the Contract in accordance with the requirements of the final dispute resolution method selected in this Agreement whether in contract, tort, breach of warranty, or otherwise, within the period specified by applicable law, but in any case not more than 10 years after the date of Substantial Completion of the Work. The Owner and Contractor waive all claims and causes of action not commenced in accordance with this Section 21.3.

§ 21.4 If a claim, dispute or other matter in question relates to or is the subject of a mechanic's lien, the party asserting such matter may proceed in accordance with applicable law to comply with the lien notice or filing deadlines.

§ 21.5 The parties shall endeavor to resolve their disputes by mediation which, unless the parties mutually agree otherwise, shall be administered by the American Arbitration Association in accordance with their Construction Industry Mediation Procedures in effect on the date of this Agreement. A request for mediation shall be made in writing, delivered to the other party to this Agreement, and filed with the person or entity administering the mediation. The request may be made concurrently with the binding dispute resolution but, in such event, mediation shall proceed in advance of binding dispute resolution proceedings, which shall be stayed pending mediation for a period of 60 days from the date of filing, unless stayed for a longer period by agreement of the parties or court order. If an arbitration is stayed pursuant to this Section, the parties may nonetheless proceed to the selection of the arbitrator(s) and agree upon a schedule for later proceedings.

§ 21.6 If the parties have selected arbitration as the method for binding dispute resolution in this Agreement, any claim, subject to, but not resolved by, mediation shall be subject to arbitration which, unless the parties mutually agree otherwise, shall be administered by the American Arbitration Association, in accordance with the Construction Industry Arbitration Rules in effect on the date of this Agreement. Demand for arbitration shall be made in writing, delivered to the other party to the Contract, and filed with the person or entity administering the arbitration. The award rendered by the arbitrator or arbitrators shall be final, and judgment may be entered upon it in accordance with applicable law in any court having jurisdiction thereof.

§ 21.7 Subject to the rules of the American Arbitration Association or other applicable arbitration rules, either party, at its sole discretion, may consolidate an arbitration conducted under this Agreement with any other arbitration to which it is a party provided that (1) the arbitration agreement governing the other arbitration permits consolidation; (2) the arbitrations to be consolidated substantially involve common questions of law or fact; and (3) the arbitrations employ materially similar procedural rules and methods for selecting arbitrator(s).

§ 21.8 Subject to the rules of the American Arbitration Association or other applicable arbitration rules, any party to an arbitration may include by joinder persons or entities substantially involved in a common question of law or fact whose presence is required if complete relief is to be accorded in arbitration provided that the party sought to be joined consents in writing to such joinder. Consent to arbitration involving an additional person or entity shall not constitute consent to arbitration of a Claim not described in the written Consent.

§ 21.9 The foregoing agreement to arbitrate and other agreements to arbitrate with an additional person or entity duly consented to by parties to this Agreement, shall be specifically enforceable under applicable law in any court having jurisdiction thereof.

### § 21.10 Continuing Contract Performance

Pending final resolution of a Claim, except as otherwise agreed in writing, the Contractor shall proceed diligently with performance of the Contract and the Owner shall continue to make payments in accordance with the Contract Documents.

### § 21.11 Waiver of Claims for Consequential Damages

The Contractor and Owner waive claims against each other for consequential damages arising out of or relating to this Contract. This mutual waiver includes

Init.

- .1 damages incurred by the Owner for rental expenses, for losses of use, income, profit, financing, business and reputation, and for loss of management or employee productivity or of the services of such persons; and
- .2 damages incurred by the Contractor for principal office expenses including the compensation of personnel stationed there, for losses of financing, business and reputation, and for loss of profit except anticipated profit arising directly from the Work.

This mutual waiver is applicable, without limitation, to all consequential damages due to either party's termination in accordance with Article 20. Nothing contained in this Section 21.11 shall be deemed to preclude an award of liquidated damages, when applicable, in accordance with the requirements of the Contract Documents.

This Agreement entered into as of the day and year first written above.

\_\_\_\_\_  
**OWNER** *(Signature)*

Cydney Vandercar Interim Superintendent  
*(Printed name and title)*

\_\_\_\_\_  
**CONTRACTOR** *(Signature)*

Gary W. Meili Corporate President  
*(Printed name and title)*

# Additions and Deletions Report for AIA<sup>®</sup> Document A104<sup>™</sup> – 2017

This Additions and Deletions Report, as defined on page 1 of the associated document, reproduces below all text the author has added to the standard form AIA document in order to complete it, as well as any text the author may have added to or deleted from the original AIA text. Added text is shown underlined. Deleted text is indicated with a horizontal line through the original AIA text.

Note: This Additions and Deletions Report is provided for information purposes only and is not incorporated into or constitute any part of the associated AIA document. This Additions and Deletions Report and its associated document were generated simultaneously by AIA software at 19:27:51 ET on 03/28/2022.

## PAGE 1

**AGREEMENT** made as of the 28th day of March in the year 2022

...

4J Eugene School District  
200 North Monroe Street  
Eugene, OR 97402  
Contact: Andy Dey, Director Secondary Education

...

Meili Construction Co  
10 Van Buren Street  
Eugene OR 97402  
Contact Gary Meili, Vice President

...

4J Future Build Low Income House Project  
Park Avenue Site MAP 17042342 TL 06402  
Construct a 1,500 SF wood frame single family dwelling

...

PIVOT Architecture  
44 West Broadway Suite 300  
Eugene OR 97401  
Contact: John Stapleton, Principal

## PAGE 2

### **EXHIBIT A – DETERMINATION OF THE COST OF THE WORK**

.

...

The Contractor shall execute the Work described in the Contract Documents, except as specifically indicated in the Contract Documents to be the responsibility of others. The Contractor shall coordinate with the Owner's teaching staff to incorporate student participation of the work.

## PAGE 3

[  ] Established as follows:



...

I Issuance of building permit from the City of Eugene (date that the permit is downloaded by the Contractor)

...

[  ] Not later than 195 ( One Hundred and Ninety Five ) calendar days from the date of commencement of the Work.

...

None

...

[  ] Cost of the Work plus the Contractor's Fee with a Guaranteed Maximum Price, in accordance with Section 3.4 below

...

~~§ 3.2 The Stipulated Sum shall be—(\$ —), subject to additions and deductions as provided in the Contract Documents.~~

~~§ 3.2.1 The Stipulated Sum is based upon the following alternates, if any, which are described in the Contract Documents and are hereby accepted by the Owner:  
(State the numbers or other identification of accepted alternates. If the bidding or proposal documents permit the Owner to accept other alternates subsequent to the execution of this Agreement, attach a schedule of such other alternates showing the amount for each and the date when that amount expires.)~~

~~§ 3.2.2 Unit prices, if any:  
(Identify the item and state the unit price and the quantity limitations, if any, to which the unit price will be applicable.)~~

~~Stipulated Sum – DELETED – N/A (not applicable)~~

Item	Units and Limitations	Price per Unit (\$0.00)
------	-----------------------	-------------------------

~~§ 3.2.3 Allowances, if any, included in the stipulated sum:  
(Identify each allowance.)~~

Item	Price
------	-------

~~§ 3.3 Cost of the Work Plus Contractor's Fee~~ **§ 3.3 Cost of the Work Plus Contractor's Fee - DELETED – N/A (not applicable)**

~~§ 3.3.1 The Cost of the Work is as defined in Exhibit A, Determination of the Cost of the Work.~~ **§ 3.4**

**Cost of the Work Plus Contractor's Fee With a Guaranteed Maximum Price**

**§ 3.4.1** The Cost of the Work is as defined in Exhibit F, 4J Youth Home Build. Meili Cost Breakdown updated with VE 3.02.22

~~§ 3.3.2 The Contractor's Fee:~~ **§ 3.4.2 The Contractor's Fee:**

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~~§ 3.4 Cost of the Work Plus Contractor's Fee With a Guaranteed Maximum Price~~

~~§ 3.4.1 The Cost of the Work is as defined in Exhibit A, Determination of the Cost of the Work.~~

~~§ 3.4.2 The Contractor's Fee:~~

~~(State a lump sum, percentage of Cost of the Work or other provision for determining the Contractor's Fee and the method of adjustment to the Fee for changes in the Work.) Contractor's fee will be limited as follows: Overhead and Profit – 8.5% of the direct construction cost; General Liability Insurance – 1% of direct construction cost; Oregon CAT Tax - 0.57% of (total construction cost minus subcontractor costs)~~

§ 3.4.3 Guaranteed Maximum Price (GMP)

~~§ 3.4.3 Guaranteed Maximum Price~~

§ 3.4.3.1 The sum of the Cost of the Work and the Contractor's Fee is guaranteed by the Contractor not to exceed Five Hundred and Eight Thousand Seven Hundred and Twenty Four Dollars and 00/100 (\$ 508,724.00 ), subject to additions and deductions by changes in the Work as provided in the Contract Documents. This maximum sum is referred to in the Contract Documents as the Guaranteed Maximum Price. Costs which would cause the Guaranteed Maximum Price to be exceeded shall be paid by the Contractor without reimbursement by the Owner.

...

N/A

...

N/A

...

Meili Construction Wage Rates (based on BOLI book dated 1/01/22, &)

<u>Laborer</u>	<u>\$68/hour</u>
<u>Carpenter</u>	<u>\$85/hour</u>
<u>Cement Mason</u>	<u>\$85/hour</u>
<u>Ironworker</u>	<u>\$80/hour</u>
<u>Power Equipment Operator (Group 4 &amp; 5)</u>	<u>\$92/hour</u>
<u>Truck Driver (Group 1)</u>	<u>\$85/hour</u>
<u>Superintendent / Foreman</u>	<u>\$65/hour</u>
<u>Project Engineer</u>	<u>\$90/hour</u>
<u>Assistant Project Manager</u>	<u>\$60/hour</u>
<u>Field Controller</u>	<u>\$65/hour</u>
<u>Project Manager / Project Lead</u>	<u>\$90/hour</u>
	<u>\$110/hour</u>

§ 3.4.3.4 Allowances, if any, included in the Guaranteed Maximum Price: Price (as detailed in Exhibit E – Meili Construction "Estimate and Scope of Work – Updated with VE dated 3/02/22" and Exhibit "F" – Meili Construction – "GMP - Schedule of Values – updated with VE 3/02/22")

...

<u>Professional Cleaning</u>	<u>\$ 928.00</u>
<u>Site Staking</u>	<u>\$ 780.00</u>
<u>Mud Control around foundations</u>	<u>\$1,645.00</u>
<u>EWEB Utility Fees for Power (only)</u>	<u>\$4,000.00</u>
<u>Misc. Lumber</u>	<u>\$2,000.00</u>
<u>Toilet Accessories</u>	<u>\$ 250.00</u>

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See Exhibit A – Project Assumptions

See Exhibit E – Meili Construction – Estimate and Scope of Work Updated with VE 3/02/22

See Exhibit F – Meili Construction – GMP Schedule of Values – Updated with VE 3/02/22

...

None

...

§ 4.1.3 Provided that an Application for Payment is received by the Architect not later than the 25th day of a month, the Owner shall make payment of the certified amount to the Contractor not later than the 15th day of the following month. If an Application for Payment is received by the Architect after the date fixed above, payment shall be made by the Owner not later than Twenty (20) days after the Architect receives the Application for Payment.

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[  ] Arbitration pursuant to Section 21.6 of this Agreement

...

N/A

...

N/A

...

Exhibit C – Meili Construction Outline Specifications – November 24, 2021 as modified by contract Exhibits "E" and "F"

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Exhibit D – Construction Plans – dated 11/22/21 as modified by contract Exhibits "E" and "F"

Exhibit G – Additional Site Design Elements – dated 3/02/22

...

N/A

...

N/A

...

[ ] ~~Exhibit A, Determination of the Cost of the Work.~~

[  ] Exhibit E - Meili Construction – "Estimate and Scope of Work – Updated with VE – 3/02/22"

Exhibit F – Meili Construction – "GMP – Schedule of Values – Updated with VE – 3/02/22" [ ] AIA Document E204™–2017, Sustainable Projects Exhibit, dated as indicated below:



...

N/A

[ ] The Sustainability Plan: N/A

...

Exhibit B

Appendix B - General Requirements

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...

N/A

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Owner's Reps.

Andy Dey - Primary: [dey\\_a@4j.lane.edu](mailto:dey_a@4j.lane.edu)

Tia Holliday [holliday@4j.lane.edu](mailto:holliday@4j.lane.edu)

Gary Meili - Contractor's Rep [gary@meiliconstruction.com](mailto:gary@meiliconstruction.com)

Both parties (above) may submit electronic notice with a generated "Read Receipt" as a "Written Notice" but a written notice per Article 7.9.2 must follow the electronic notice in order for the requirement for such notice to be fulfilled.

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The Contractor shall pay sales, consumer, use, and other similar taxes that are legally enacted when bids are received or negotiations concluded, whether or not yet effective or merely scheduled to go into effect.

**§ 9.5.1 Oregon Corporate Activity (CAT) Tax**

The Oregon Corporate Activity Tax levied against the contract amount is included in the contract sum and / or the contractor's fee as outlined in Article 3.3.2. As of the date of this contract, the CAT Tax rate is 0.57% of the total contract sum minus the subcontracted contract amounts. Should the State of Oregon modify the terms of this tax during the course of performing this contract, the contract fee and contract sum will be adjusted to accommodate these terms.

...

**§ 9.6.1** Unless otherwise provided in the Contract Documents, the ~~Contractor-Owner~~ shall secure and pay for the building permit as well as other permits, fees, licenses, and inspections by government agencies necessary for proper execution and completion of the Work that are customarily secured after execution of the Contract and legally required at the time bids are received or negotiations concluded.

...

**§ 9.8.1** The Contractor, promptly after being awarded the Contract, shall submit for the Owner's and Architect's information a Contractor's construction schedule for the Work. The schedule shall not exceed time limits current under the Contract Documents, shall be revised at appropriate intervals as required by the conditions of the Work and Project, shall be related to the entire Project to the extent required by the Contract Documents, and shall provide for expeditious and practicable execution of the Work. Furthermore, all parties agree that students in the owner's program will be engaged in working at the site on part of this contract and as such, hereby agree to work together to keep the construction schedule. All parties further agree to adjust the completion date as needed should delays occur as a result of this condition. Contractor agrees to keep owner promptly informed of any concerns about potential delays resulting from student work as they occur.

PAGE 15

**§ 13.5** The Contractor shall be entitled to an increase in the Contract Sum for its additional General Conditions and increased costs of labor and materials that are attributable to one or more of the following Impacts: (1) an act or neglect of the Owner or Architect, of an employee of either, or of a Separate Contractor; (2) by changes ordered in the Work; (3) by labor shortages and/or disputes, fire, unusual delay in deliveries, unavoidable casualties; (4) disruptions in labor or materials resulting from a health crisis regardless of whether an infectious disease, epidemic, pandemic or isolated to areas from which such labor and materials are supplied; (5) by delay authorized by the Owner pending mediation and binding dispute resolution; (6) by abnormal weather conditions; (7) by other causes beyond the Contractor's control that justify delay; (8) by adverse government actions, including but not limited to tariffs and embargoes; and/or (9) by any Act of God rendering performance of the Contract impossible or impractical. Any time gained by the Contractor on the Project Schedule shall not be offset against any delays as described herein. The Contractor will provide a starting baseline for General Conditions based on the current construction schedule.

**§ 13.6 Material Escalation:** If, during the performance of this contract, the price of construction materials significantly increases, through no fault of contractor, the price of said materials shall be equitably adjusted by an amount reasonably necessary to cover any such significant price increases. As used herein, a significant price increase shall mean any increase in price on each individual material type exceeding 3% or an amount of \$2000, whichever is less, experienced by contractor from the date of the contract signing. Such price increases shall be documented through quotes, invoices, or receipts. The Contractor, upon request of the Owner, will provide starting baseline cost information on the major product and materials.

...

**§ 14.5** If the Contractor is delayed at any time in the commencement or progress of the Work by (1) changes ordered in the Work; (2) by labor ~~The Contract Time shall be extended and Contractor shall be entitled to an increase in the Contract Sum for its additional General Conditions that are attributable to one or more of the following~~ Impacts: (1) an act or neglect of the Owner or Architect, of an employee of either, or of a Separate Contractor; (2) by changes ordered in the Work; (3) by labor shortages and/or disputes, fire, unusual delay in deliveries, ~~abnormal~~ adverse weather conditions not reasonably anticipatable, unavoidable casualties, or any causes beyond the Contractor's control; or (3) by other causes that the Contractor asserts, and the Architect determines, justify delay, then the Contract Time shall be extended for such reasonable time as the Architect may determine, subject to the provisions of Article 21-unavoidable casualties; (4) disruptions in labor or materials resulting from a health crisis regardless of whether an infectious disease, epidemic, pandemic or isolated to areas from which such labor and materials are supplied; (5) by delay authorized by the Owner pending mediation and binding dispute resolution; (6) by abnormal weather conditions; (7) by other causes beyond the Contractor's control that justify delay; (8) by adverse government actions, including but not limited to tariffs and embargoes; (9) by any Act of God rendering performance of the Contract impossible or impractical. Any time gained by the Contractor on the Project Schedule shall not be offset against any delays as described herein and/or (10) delays caused by the student work force that directly affect the construction schedule and cannot be reasonably recovered through collaboration by all parties.

**§ 14.6 Supply-Chain Disruption:** If, during the performance of this contract, the delivery of materials is delayed, through no fault of contractor, as a result of a shortage or unavailability of construction components and/or materials, contractor shall not be liable for any additional costs or damages associated with such delay(s).

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**§ 15.1.1** Where the Contract is based on a Stipulated Sum or the Cost of the Work with a Guaranteed Maximum Price pursuant to Section 3.2 or 3.4, the Contractor shall submit a schedule of values to the Architect before the first Application for Payment, allocating the entire Stipulated Sum or Guaranteed Maximum Price to the various portions of the Work. The schedule of values shall be prepared in the form, and supported by the data to substantiate its accuracy required by the Architect. The Contractor has provided a Schedule of Values (Exhibit F to this contract.) This schedule of values shall be used as a basis for reviewing the Contractor's Applications for Payment.

**§ 15.1.2** The allocation of the Stipulated Sum or Guaranteed Maximum Price under this Section 15.1 shall not constitute a separate stipulated sum or guaranteed maximum price for each individual line item in the schedule of values.

**§ 15.2 Control Estimate – This section has been deleted in its entirety**

~~§ 15.2.1 Where the Contract Sum is the Cost of the Work, plus the Contractor's Fee without a Guaranteed Maximum Price pursuant to Section 3.3, the Contractor shall prepare and submit to the Owner a Control Estimate within 14 days of executing this Agreement. The Control Estimate shall include the estimated Cost of the Work plus the Contractor's Fee.~~

~~§ 15.2.2 The Control Estimate shall include:~~

- ~~.1 — the documents enumerated in Article 6, including all Modifications thereto;~~
- ~~.2 — a list of the assumptions made by the Contractor in the preparation of the Control Estimate to supplement the information provided by the Owner and contained in the Contract Documents;~~
- ~~.3 — a statement of the estimated Cost of the Work organized by trade categories or systems and the Contractor's Fee;~~
- ~~.4 — a project schedule upon which the Control Estimate is based, indicating proposed Subcontractors, activity sequences and durations, milestone dates for receipt and approval of pertinent information, schedule of shop drawings and samples, procurement and delivery of materials or equipment the Owner's occupancy requirements, and the date of Substantial Completion; and~~
- ~~.5 — a list of any contingency amounts included in the Control Estimate for further development of design and construction.~~

~~§ 15.2.3 When the Control Estimate is acceptable to the Owner and Architect, the Owner shall acknowledge it in writing. The Owner's acceptance of the Control Estimate does not imply that the Control Estimate constitutes a Guaranteed Maximum Price.~~

~~§ 15.2.4 The Contractor shall develop and implement a detailed system of cost control that will provide the Owner and Architect with timely information as to the anticipated total Cost of the Work. The cost control system shall compare the Control Estimate with the actual cost for activities in progress and estimates for uncompleted tasks and proposed changes. This information shall be reported to the Owner, in writing, no later than the Contractor's first Application for Payment and shall be revised and submitted with each Application for Payment.~~

~~§ 15.2.5 The Owner shall authorize preparation of revisions to the Contract Documents that incorporate the agreed-upon assumptions contained in the Control Estimate. The Owner shall promptly furnish such revised Contract Documents to the Contractor. The Contractor shall notify the Owner and Architect of any inconsistencies between the Control Estimate and the revised Contract Documents.~~

...

~~§ 15.3.2 With each Application for Payment where the Contract Sum is based upon the Cost of the Work, or the Cost of the Work with a Guaranteed Maximum Price, the Contractor shall submit payrolls, a labor summary, petty cash accounts, receipted invoices or invoices with check vouchers attached, and any other evidence required by the Owner to demonstrate that cash disbursements already made by the Contractor on account of the Cost of the Work equal or exceed progress payments already received by the Contractor plus payrolls for the period covered by the present Application for Payment, less that portion of the progress payments attributable to the Contractor's Fee.~~

~~PAGE 17~~

- ~~.1 defective Work (performed by the contractor or their subcontractors) not remedied;~~

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~~§ 15.7.2 Final payment shall not become due until the Contractor has delivered to the Owner a complete release of all liens arising out of this Contract or receipts in full covering all labor, materials and equipment for which a lien could be filed, or a bond satisfactory to the Owner to indemnify the Owner against such lien. The Contractor will provide "Conditional Upon Payment" lien waivers to the Owner with their Final Application for Payment and "Unconditional Lien Waivers" upon receipt of Final Payment by the Owner. If such lien remains unsatisfied after payments are made, the Contractor shall refund to the Owner all money that the Owner may be compelled to pay in discharging such lien, including costs and reasonable attorneys' fees.~~



§ 17.1.2 Commercial General Liability insurance for the Project written on an occurrence form with policy limits of not less than One Million (\$ 1,000,000.00 ) each occurrence, Two Million Dollars (\$ 2,000,000.00 ) general aggregate, and ( \$ ) aggregate for products-completed operations hazard, providing coverage for claims including

...

§ 17.1.3 Automobile Liability covering vehicles owned by the Contractor and non-owned vehicles used by the Contractor, with policy limits of not less than One Million Dollars (\$ 1,000,000.00 ) per accident, for bodily injury, death of any person, and property damage arising out of the ownership, maintenance, and use of those motor vehicles along with any other statutorily required automobile coverage.

§ 17.1.6 Employers' Liability with policy limits not less than ( \$ ) each accident, ( \$ ) each employee, and ( \$ ) policy limit. N/A

§ 17.1.7 If the Contractor is required to furnish professional services as part of the Work, the Contractor shall procure Professional Liability insurance covering performance of the professional services, with policy limits of not less than ( \$ ) per claim and ( \$ ) in the aggregate. N/A

...

N/A

§ 17.1.9 Coverage under Sections 17.1.7 and 17.1.8 may be procured through a Combined Professional Liability and Pollution Liability insurance policy, with combined policy limits of not less than ( \$ ) per claim and ( \$ ) in the aggregate. N/A

§ 17.1.14 Other Insurance Provided by the Contractor N/A

...

Builder's All-Risk (Property) Insurance     \$500,000.00

**§ 17.1.15 Property Insurance**

§ 17.1.15.1 The Contractor shall purchase and maintain, from an insurance company or insurance companies lawfully authorized to issue insurance in the jurisdiction where the Project is located, property insurance written on a builder's risk "all-risks" completed value or equivalent policy form and sufficient to cover the total value of the entire Project on a replacement cost basis. The Contractor's property insurance coverage shall be no less than the amount of the initial Contract Sum, plus the value of subsequent Modifications and labor performed or materials or equipment supplied by others. The property insurance shall be maintained until Substantial Completion and thereafter as provided in Section 17.1.15.2, unless otherwise provided in the Contract Documents or otherwise agreed in writing by the parties to this Agreement. This insurance shall include the interests of the Owner, Contractor, Subcontractors, and Sub-subcontractors in the Project as insureds. This insurance shall include the interests of mortgagees as loss payees.

§ 17.1.15.2 Unless the parties agree otherwise, this policy will terminate 30 day after Substantial Completion.

§ 17.1.15.3 If the insurance required by this Section 17.1.15 is subject to deductibles or self-insured retentions, the Owner shall be responsible for all loss not covered because of such deductibles or retentions by reimbursement to the Contractor by an appropriate Change Order.

§ 17.1.15.4 Prior to commencement of the Work, the Contractor shall secure the insurance, and provide evidence of the coverage, required under this Section 17.1.15 and, upon the Owner's request, provide a copy of the property insurance policy or policies required by this Section 17.1.15. The copy of the policy or policies provided shall contain all applicable conditions, definitions, exclusions, and endorsements.

§ 17.1.15.5 Within three (3) business days of the date the Contractor becomes aware of an impending or actual cancellation or expiration of any insurance required by this Section - 17.1.15, the Contractor shall provide notice to the Owner of such impending or actual cancellation or expiration. Unless the lapse in coverage arises from an act or omission of the Owner: (1) the Owner, upon receipt of notice from the Contractor, shall have the right to stop the Work until the lapse in coverage has been cured by the procurement of replacement coverage by either the Owner or the Contractor; (2) the Contract Time and Contract Sum shall be equitably adjusted; and (3) the Owner waives all rights against the Contractor, Subcontractors, and Sub-subcontractors to the extent any loss to the Owner would have been covered by the insurance had it not expired or been cancelled. If the Contractor purchases replacement coverage, the cost of the insurance shall be charged to the Owner by an appropriate Change Order. The furnishing of notice by the Owner shall not relieve the Owner of any contractual obligation to provide required insurance.

...

### § 17.2.2 Property Insurance Waiver of Subrogation

§ 17.2.2.1 The Owner shall purchase and maintain, from an insurance company or insurance companies lawfully authorized to issue insurance in the jurisdiction where the Project is located, property insurance written on a builder's risk "all risks" completed value or equivalent policy form and sufficient to cover the total value of the entire Project on a replacement cost basis. The Owner's property insurance coverage shall be no less than the amount of the initial Contract Sum, plus the value of subsequent Modifications and labor performed or materials or equipment supplied by others. The property insurance shall be maintained until Substantial Completion and thereafter as provided in Section 17.2.2.2, unless otherwise provided in the Contract Documents or otherwise agreed in writing by the parties to this Agreement. This insurance shall include the interests of the Owner, Contractor, Subcontractors, and Sub-subcontractors in the Project as insureds. This insurance shall include the interests of mortgagees as loss payees.

§ 17.2.2.2 Unless the parties agree otherwise, upon Substantial Completion, the Owner shall continue the insurance required by Section 17.2.2.1 or, if necessary, replace the insurance policy required under Section 17.2.2.1 with property insurance written for the total value of the Project that shall remain in effect until expiration of the period for correction of the Work set forth in Section 18.4.

§ 17.2.2.1 The Owner and Contractor waive all rights against (1) each other and any of their subcontractors, sub-subcontractors, agents, and employees, each of the other; (2) the Architect and Architect's consultants; and (3) Separate Contractors, if any, and any of their subcontractors, sub-subcontractors, agents, and employees, for damages caused by fire, or other causes of loss, to the extent those losses are covered by property insurance required by this Agreement or other property insurance applicable to the Project, except such rights as they have to proceeds of such insurance. The Owner or Contractor, as appropriate, shall require similar written waivers in favor of the individuals and entities identified above from the Architect, Architect's consultants, Separate Contractors, subcontractors, and sub-subcontractors. The policies of insurance purchased and maintained by each person or entity agreeing to waive claims pursuant to this Section 17.2.2.7 shall not prohibit this waiver of subrogation. This waiver of subrogation shall be effective as to a person or entity (1) even though that person or entity would otherwise have a duty of indemnification, contractual or otherwise, (2) even though that person or entity did not pay the insurance premium directly or indirectly, or (3) whether or not the person or entity had an insurable interest in the damaged property.

§ 17.2.2.2 If during the Project construction period the Owner insures properties, real or personal or both, at or adjacent to the site by property insurance under policies separate from those insuring the Project, or if after final payment property insurance is to be provided on the completed Project through a policy or policies other than those insuring the Project during the construction period, to the extent permissible by such policies, the Owner waives all rights in accordance with the terms of Section 17.2.2.7.1 for damages caused by fire or other causes of loss covered by this separate property insurance.

§ 17.2.2.3 If the insurance required by this Section 17.2.2 is subject to deductibles or self-insured retentions, the Owner shall be responsible for all loss not covered because of such deductibles or retentions. A loss insured under the Owner's property insurance shall be adjusted by the Owner as fiduciary and made payable to the Owner as fiduciary for the insureds, as their interests may appear, subject to requirements of any applicable mortgagee clause. The Owner shall pay the Architect and Contractor their just shares of insurance proceeds received by the Owner, and by

appropriate agreements, written where legally required for validity, the Architect and Contractor shall make payments to their consultants and Subcontractors in similar manner.

~~§ 17.2.2.4 If the Work involves remodeling an existing structure or constructing an addition to an existing structure, the Owner shall purchase and maintain, until the expiration of the period for correction of Work as set forth in Section 18.4, "all risks" property insurance, on a replacement cost basis, protecting the existing structure against direct physical loss or damage, notwithstanding the undertaking of the Work. The Owner shall be responsible for all co-insurance penalties.~~

~~§ 17.2.2.5 Prior to commencement of the Work, the Owner shall secure the insurance, and provide evidence of the coverage, required under this Section 17.2.2 and, upon the Contractor's request, provide a copy of the property insurance policy or policies required by this Section 17.2.2. The copy of the policy or policies provided shall contain all applicable conditions, definitions, exclusions, and endorsements.~~

~~§ 17.2.2.6 Within three (3) business days of the date the Owner becomes aware of an impending or actual cancellation or expiration of any insurance required by this Section 17.2.2, the Owner shall provide notice to the Contractor of such impending or actual cancellation or expiration. Unless the lapse in coverage arises from an act or omission of the Contractor: (1) the Contractor, upon receipt of notice from the Owner, shall have the right to stop the Work until the lapse in coverage has been cured by the procurement of replacement coverage by either the Owner or the Contractor; (2) the Contract Time and Contract Sum shall be equitably adjusted; and (3) the Owner waives all rights against the Contractor, Subcontractors, and Sub-subcontractors to the extent any loss to the Owner would have been covered by the insurance had it not expired or been cancelled. If the Contractor purchases replacement coverage, the cost of the insurance shall be charged to the Owner by an appropriate Change Order. The furnishing of notice by the Owner shall not relieve the Owner of any contractual obligation to provide required insurance.~~

#### ~~§ 17.2.2.7 Waiver of Subrogation~~

~~§ 17.2.2.7.1 The Owner and Contractor waive all rights against (1) each other and any of their subcontractors, sub-subcontractors, agents, and employees, each of the other; (2) the Architect and Architect's consultants; and (3) Separate Contractors, if any, and any of their subcontractors, sub-subcontractors, agents, and employees, for damages caused by fire, or other causes of loss, to the extent those losses are covered by property insurance required by this Agreement or other property insurance applicable to the Project, except such rights as they have to proceeds of such insurance. The Owner or Contractor, as appropriate, shall require similar written waivers in favor of the individuals and entities identified above from the Architect, Architect's consultants, Separate Contractors, subcontractors, and sub-subcontractors. The policies of insurance purchased and maintained by each person or entity agreeing to waive claims pursuant to this Section 17.2.2.7 shall not prohibit this waiver of subrogation. This waiver of subrogation shall be effective as to a person or entity (1) even though that person or entity would otherwise have a duty of indemnification, contractual or otherwise, (2) even though that person or entity did not pay the insurance premium directly or indirectly, or (3) whether or not the person or entity had an insurable interest in the damaged property.~~

~~§ 17.2.2.7.2 If during the Project construction period the Owner insures properties, real or personal or both, at or adjacent to the site by property insurance under policies separate from those insuring the Project, or if after final payment property insurance is to be provided on the completed Project through a policy or policies other than those insuring the Project during the construction period, to the extent permissible by such policies, the Owner waives all rights in accordance with the terms of Section 17.2.2.7.1 for damages caused by fire or other causes of loss covered by this separate property insurance.~~

~~§ 17.2.2.8 A loss insured under the Owner's property insurance shall be adjusted by the Owner as fiduciary and made payable to the Owner as fiduciary for the insureds, as their interests may appear, subject to requirements of any applicable mortgagee clause. The Owner shall pay the Architect and Contractor their just shares of insurance proceeds received by the Owner, and by appropriate agreements, written where legally required for validity, the Architect and Contractor shall make payments to their consultants and Subcontractors in similar manner.~~

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The Owner will provide insurance and hold the contractor harmless from liability for negligent or wrongful acts by district students, staff, or volunteers causing property damages, injuries, and damages resulting from their activities on



Project. Owner will provide policies for review and acceptance by the Contractor as a condition of this agreement. Notwithstanding the foregoing, under no circumstances shall the Owner be liable for sole negligence of contractor.

...

**§ 17.3.1** The Owner shall have the right to require the Contractor to furnish bonds covering faithful performance of the Contract and payment of obligations arising thereunder as stipulated in the Contract Documents on the date of execution of the Contract. Bonds are required in the performance of this contract and shall be included in the Contractor's Schedule of Values and Contract Sum.

...

**§ 18.1** The Contractor shall promptly correct Work rejected by the Architect or failing to conform to the requirements of the Contract Documents, whether discovered before or after Substantial Completion and whether or not fabricated, installed, or completed. Costs of correcting such rejected Work, including additional testing and inspections, the cost of uncovering and replacement, and compensation for the Architect's services and expenses made necessary thereby, shall be at the Contractor's expense, ~~unless compensable under Section A.1.7.3 in Exhibit A, Determination of the Cost of the Work expense.~~

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Tests, inspections, and approvals of portions of the Work required by the Contract Documents or by applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of public authorities shall be made at an appropriate time. Unless otherwise provided, the ~~Contractor~~ Owner shall make arrangements for such tests, inspections, and approvals with an independent testing laboratory or entity acceptable to the Owner, or with the appropriate public authority, and shall bear all related costs of tests, inspections, and approvals. The Contractor shall give the Architect timely notice of when and where tests and inspections are to be made so that the Architect may be present for such procedures. The Owner shall bear costs of tests, inspections, or approvals that do not become requirements until after bids are received or negotiations concluded. The Owner shall directly arrange and pay for tests, inspections, or approvals where building codes or applicable laws or regulations so require.

**§ 19.4** The Owner's ~~representative~~ representative(s):  
(Name, address, email address and other information)

4J Eugene School District  
200 North Monroe Street  
Eugene, OR 97402

...

Contact: Andy Dey, Director of Secondary Education  
deyt\_a@4j.lane.edu Contact: Tia Holliday,  
holliday@4j.lane.edu  
Contact: Brooke Wagner, Assistant Superintendent of Instruction  
wagner\_b@4j.lane.edu

...

Meili Construction Co  
10 Van Buren Street  
Eugene, OR 97402  
Contact: Gary Meili, Vice President  
gary@meiliconstruction.com

**PAGE 26**

Cydney Vandercar Interim Superintendent

Gary W. Meili Corporate President



## **Certification of Document's Authenticity**

**AIA® Document D401™ – 2003**

I, Gary W Meili, hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with its associated Additions and Deletions Report and this certification at 19:27:51 ET on 03/28/2022 under Order No. 2114245137 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document A104™ – 2017, Standard Abbreviated Form of Agreement Between Owner and Contractor, as published by the AIA in its software, other than those additions and deletions shown in the associated Additions and Deletions Report.

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*(Signed)*

---

*(Title)*

---

*(Dated)*

## EXHIBIT A – PROJECT ASSUMPTIONS

### Project Background

The District has created a new program for the Construction CTE pathway where the students will construct a single family housing unit intended to be sold as affordable housing to a family transitioning out of the supportive housing system. The program is modelled on a number of successful similar programs both here in Oregon and nationwide. The District will work with a local Contractor to teach students the fundamentals of home construction, along with earning course credits toward graduation.

### Project Description

The project consists of an approximately 1500 SF wood framed single family dwelling located in west Eugene. The District has purchased the property, procured a complete set of architectural plans, and begun the permitting process with the City of Eugene. The project also includes site development elements such as landscaping, hardscaping, and utility connections. Some of the project work will be completed by the students; the Contractor is expected to coordinate with the teaching staff and industry mentors regarding the participation of the students and the student work schedule.

### Scope of Work

The Scope of Work for the Contractor will include the following tasks:

- Site Development. The Contractor will grade the site, trench and connect the utilities to the dwelling, install the paved driveway, and coordinate the landscape installation.
- Construct the dwelling per the attached plans EXCEPTING the work to be completed by the students, see “Student Work” below.
- Sub contract with the Mechanical, Electrical, and Plumbing Contractor to provide systems, fixtures, and all other elements required by the Plans and to meet current Code.
- Student work coordination. It is anticipated that the students will work at the project site at least three days a week for a half day; likely from 8AM to noon. The Contractor will coordinate other work such that the site is available for the students when they are working. If a block of time is needed to complete a larger task by the Contractor, that will be coordinated at the beginning of the project and noted on the project schedule.
- Weekly coordination meetings. The Contractor is expected to hold a weekly coordination meeting with the teaching staff lead to coordinate the work and plan.

### Student Work

Students are anticipated to complete the following areas of the work:

- Floor and wall framing and sheathing
- Exterior cladding and envelope
- Exterior landscape planting
- Interior casework. Installation of trim, cabinets, and doors.
- Interior finishes. Priming and painting.

Since this is a pilot project, some variations from this scope may occur – students may do more or less of the scope noted above. In these cases, the Contractor will coordinate additional or reduced scope through a change order process with the District.

Project schedule. Since the project will have a large component of student work, there is a significantly longer schedule allowance than a project of this size would need if constructed by professional crews. In general, the project will follow the schedule noted in the Schedule Appendix. The Contractor is not expected to have personnel on the site outside of the times identified for contractor activities.

#### Owner Provided Elements

Unless stated otherwise in contract Exhibit E - "Meili Construction - Estimate and Scope of Work - Updated with VE 3/02/22" or Exhibit F - "Meili Construction - GMP Schedule of Values - Updated with VE 3/02/22", all elements of the the project scope of work will be provided by the contractor.

## **Exhibit B**

### APPENDIX B – General Requirements

#### **GENERAL REQUIREMENTS**

All proposers are required to comply with the provisions of Oregon Attorney General's Model Public Contract Rules (ORS 279A.065), and the District's Board Policy. The District reserves the right to reject any and all submittals received as a result of this request for submittals, or to negotiate separately with any source whatsoever in any manner necessary to serve the best interest of the District. The contents of the successful submittal will become the contractual obligation, if a contract ensues. Failure of the successful submitter to accept these obligations may result in cancellation of the award. The selected submitter will be required to assume responsibility for all services offered in their submittal whether or not produced by them. Further, the submitter will notify the District of the designated person who will be the sole point of contact with regard to contractual matters, including payment of any and all charges resulting from the contract.

#### **1.1 Ordinances, Permits, Licenses**

The submitter shall keep fully informed of local ordinances, state and federal laws in any manner affecting the work herein specified. The submitter shall comply with said ordinances, laws, regulations, and protect and indemnify the District, its officers, and agents against any claim or liability arising from, or based upon, the violations of any such laws, ordinances, or regulations.

#### **1.2 Waiver of Provisions**

Submitter agrees that the waiver, acceptance, or failure by the District to enforce any provisions, terms or conditions of the contract shall not operate or be construed as a waiver of prior or subsequent breaches or the right of the District to thereafter enforce such provisions.

#### **1.3 Contract Breach**

In the event of a breach by the submitter of any of the provisions of this contract, the District reserves the right to cancel and terminate the contract forthwith upon giving written notice to the contractor.

#### **1.4 Damages**

The submitter shall be liable for any damage to the District resulting from a refusal or failure to complete the work under the contract. Damages shall be those actually incurred and include the cost to obtain the contracted work elsewhere.

#### **1.5 Copyrights**

The submitter agrees to protect the District against all claims, suits, or proceedings for patent, trademark, copyright, or franchise infringement arising from the services herein. The proposer further agrees to assume all expenses and damages arising from such claims, suits, or proceedings.

#### **1.6 Right to Audit**

The District reserves the right to audit, at reasonable times and places, the books and records of any proposer who has submitted cost or pricing data according to the terms of a contract, to the

extent that such books and records relate to such cost or pricing data. Any proposer who receives a contract, for which cost or pricing data are required, shall maintain such books and records that relate to such cost or pricing data for three (3) years from the date of final payment under the contract.

### **1.7 District Personnel**

No officer, agent, consultant, or employee of the District shall be permitted any interest in the contract.

### **1.8 Contract Alterations**

No alteration in any of the terms, conditions, time, delivery, price, quality, quantities, or specifications will be effective without the prior WRITTEN consent.

### **1.9 Order of Precedent**

In the event of ambiguity, preference shall be in this order: Statement of Work, General Terms and Conditions as provided herein, AIA A133 - 2009 Edition, the solicitation document, then the RFP document. For discrepancies between this contract and the Oregon Attorney General's Model Public Contract Rules Manual, preference shall be given first to Board Policy then the Rules Manual.

### **1.10 Non-Discrimination Clause**

The Proposer agrees not to discriminate against any client, employee or applicant for employment or for services, because of race, color, religion, sex, national origin, physical or mental handicap, sexual orientation or age unless based upon bona fide occupational qualifications with regard to, but not limited to, the following: employment up-grading, demotion or transfer; recruitment or recruitment advertising; layoffs or termination; rates of pay or other forms of compensation; selection for training; and/or rendition of services. It is further understood that any vendor who is in violation of this clause shall be barred forthwith from receiving awards of any purchase order from the District, unless a satisfactory showing is made that discriminatory practices have terminated and that a recurrence of such acts is unlikely.

### **1.11 Background Check / Fingerprinting**

This clause does not apply to new construction projects on sites that are physically separated from operating 4J facilities or project sites that are wholly fenced and secured with controlled access. Otherwise all individuals with whom a Contractor/Business contracts, or any employee, agent or subcontractor of a Contractor must undergo a preliminary background check with the District. Individuals who may have direct, unsupervised contact with students shall also be required to submit fingerprints and to undergo a state and nationwide fingerprinting and criminal history records check pursuant to ORS 326.603 and ORS 326.607. The Oregon Department of Education provides such fingerprinting services for Contractors. Individuals, or the Contractor, and not the District, shall be responsible for the fees associated with fingerprinting and the criminal history records check, not to exceed the actual costs (ODE \$59.00 and outside fingerprinting vendor \$12.50). Individuals contracting with the District will be required to fill out and submit a

background check by logging on the following site:  
<https://www.4j.lane.edu/hr/icbackgroundprocess/> and follow the process.

### **1.12 Use of Tobacco Products**

Smoking and the other use of tobacco products is prohibited on all District property, pursuant to OAR 581- 021- 0110.

### **1.13 Independent Contractor**

The Proposer is an independent contractor, not an agent of the District, and nothing in this relationship shall be construed as creating a partnership, joint venture, franchise, agency, or employment relationship between the Proposer and the District. Neither the Proposer nor the District shall have the authority to make any statements, representations, nor commitments of any kind or to take any action binding the other except as provided for herein or authorized in writing by the party being bound.

### **1.14 Debarment Certification**

The proposer certifies that the proposer is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in the Contract by any Federal department or agency. If requested by the School District, the Proposer shall complete a Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion form. Any such form completed by the Proposer for the Contract shall be incorporated into the Contract by reference.

### **1.15 Taxes**

The District is tax exempt. All taxes shall be the responsibility of the Proposer.

### **4.14 Non-Appropriation of Funds**

If the District's legislative body or other funding authority does not appropriate funds for contract payment for contract year or any subsequent appropriation period and District does not otherwise have funds available to lawfully pay the contract payments ("Non-Appropriation Event") District may, subject to the conditions herein and upon prior written notice to Proposer ("Non-Appropriation Notice"), effective 60 days after the later of Proposer's receipt of same or the end of the District's appropriation period ("Non-Appropriation Date"), terminate the contract and be released of its obligation to make all contract payments due after the Non- Appropriation Date. As a condition to exercising its right under this addendum, District shall: (1) provide in the Non-Appropriation Notice a certification of responsible official that the Non-Appropriation Event has occurred, and (2) pay Proposer all sums payable to Proposer under the contract for services received, excluding termination fees, up to the Non-Appropriation Date.

### **Part 2 – Prevailing Wage Requirements**

**THE PREVAILING WAGE RATES DATED JANUARY 1, 2022, INCLUDING ANY SUBSEQUENT CORRECTIONS OR AMENDMENTS ISSUED BY THE OREGON BUREAU OF LABOR AND INDUSTRIES, ARE INCLUDED AS A PORTION OF THE CONTRACT DOCUMENTS BY REFERENCE. COPIES ARE AVAILABLE FOR REVIEW AT THE OFFICE**

**OF FACILITIES MANAGEMENT, SCHOOL DISTRICT 4J, AND CAN BE VIEWED ONLINE AT  
HTTPS://WWW.OREGON.GOV/BOLI/WHI/PWR/PAGES/INDEX.ASPX. CLICK ON  
PREVAILING WAGE RATES, THEN PWR RATES - 2020.**



**Part 3 CERTIFICATIONS**

**LANE COUNTY SCHOOL DISTRICT 4J  
COMPLETE BOTH SECTIONS I AND II ON THIS PAGE**

**I. NON-DISCRIMINATION CLAUSE**

Proposer agrees not to discriminate against any client, employee or applicant for employment or for services because of race, color, religion, sex, national origin, physical or mental handicap, sexual orientation or age unless based upon bona fide occupational qualifications with regard to, but not limited to, the following: employment upgrading; demotion or transfer; recruitment or recruitment advertising; layoffs or termination; rates of pay or other forms of compensation; selection for training; and/or rendition of services. It is further understood that any Proposer who is in violation of this clause shall be barred from receiving awards of any Purchase Order from the District, unless a satisfactory showing is made that discriminatory practices have terminated and that a recurrence of such acts is unlikely.

Legal Name of Proposer: \_\_\_\_\_

Doing Business As (if applicable) \_\_\_\_\_

Address: \_\_\_\_\_

Officer's Signature: \_\_\_\_\_

Print Officer's Name and Title: \_\_\_\_\_

\*\*\*\*\*

**II. RESIDENT CERTIFICATE**

Please Check One:

Resident Proposer: Proposer has paid unemployment taxes or income taxes in this state during the last twelve calendar months immediately preceding the submission of this submittal, has a business address in this state and has stated in this submittal whether Proposer is a "resident bidder" under ORS 279A.120(1)(b).

OR

Non-Resident Proposer: Proposer does not qualify under requirements stated above.

Please specify your state of residence: \_\_\_\_\_

Officer's Signature: \_\_\_\_\_

Print Officer's Name and Title: \_\_\_\_\_

## Exhibit C



Ph. # 541-485-1417; Fax # 541-484-0524; CCB # 63771

4J Youth Home  
1466 Park Ave.  
Eugene, Oregon

**Note: This document has been modified per Meili Construction Exhibits "E" and "F" dated 3/02/22 for VE items accepted by the Owner and Architect.**

### Building Outline Specifications – November 24, 2021

#### Foundations & Flatwork

- Footing and stem wall lay-out per foundation plan
- Foundation - 3000 psi concrete with grade 60 rebar
- 6 mil black visqueen at crawl space vapor barrier – tape seams
- Plastic foundation vents with louvers
- Interior foundation access per plans
- Slabs - 3500 psi concrete with fiber mesh
- Foundation Drains – 3” perf with sock and round rock backfill
- Roof Drains – 4” schedule 40

#### Framing

- TJI floor joists per manufacturer size and spacing (in lieu of 2x10's) – installed with top flange hangers
- Cripple walls – 2x6 KD DF #2&Bet
- Floor ply - 1 ¼"x4x8 T&G Edgegold decking
- 2x6 p.t. sill plates
- 2x6x103¼" KD DF #2 & Bet wall framing with ½" cdx plywood (shear nailing as required)
- Exterior headers – 4x8 KD DF #2&Bet U.N.O.
- Exterior (exposed) Posts and Beams – 4x p.t. non-incised #2&Bet
- Interior headers – 2x or 4x KD #2&Bet
- Roof Trusses – manufactured trusses and truss blocking per the Truss Co lay-out and truss submittals dated 11/02/21 – revised slopes to 6:12 and 4:12.
- Roof Plywood – 5/8"x4x8 plywood
- Sub-facia – 2x6 KD DF #2&Bet
- Backing for drywall lids, wall door stops, tv mounts, bathroom hardware, window drapes, closets and as needed

#### Envelope and Siding

- Weather Resistive Barrier (WRB) / Rainscreen – Tyvek Commercial Drain Wrap
- Self-Adhered Membrane (SAM) flashing at windows and other openings – Tyvek Flex Wrap and Straight Flash

## Exhibit C

- Quickflash pre-manufactured plastic flashings at all pipes and electrical boxes
- OPTIONAL: Dupont rainscreen battens
- Exterior Corner Trim – 5/4 nominal (1" net) finger-jointed r/s primed cedar or Hardi-trim (depending on Hardie supply options)
- Exterior Window & Door Trim – 1x nominal (3/4" net) finger-jointed r/s primed cedar or Hardi-trim (depending on Hardie supply options)
- Exterior Battens – 1x nominal (3/4" net) finger-jointed r/s primed cedar or Hardi-trim (depending on Hardie supply options)
- Garage Overhead Door Jambs – 2x8 finger-jointed r/s primed cedar or 5/4 nominal Hardi-trim (depending on Hardie supply options)
- Facia – 6 ¼" or 8 ¼" Hardi-lap siding
- Soffits – boxed soffit with Hardisoffit panels (cut in metal vents for eave ventilation)
- Siding – 4'x9' HardiPanel
- Siding caulked at all seams, windows and doors with OSI-QuadMax sealant
- 26 ga primed sheet metal flashing at siding base vertical panel seams, inside corners and window & door heads (as needed)
- Shutters – premanufactured, plastic, non-operable per plan sizes & dimensions

### Windows & Sliding Glass Door

- Vinyl – white, with integral grids – to code (Milgard or equal)

### Exterior Doors

- Front Entry door – Fiberglass 2-panel (Jeld-Wen or equal) with upper lite, pre-hung with sidelite, satin nickel threshold, satin nickel peep hole, satin nickel hinges and bored for passage lockset and deadbolt.
- Garage Entry door – Fiberglass 6-panel door w/ satin nickel threshold, satin nickel hinges, and bored for lockset and deadbolt.

### Overhead Garage Door

- Paneled insulated overhead door with operator, keypad and (2) remotes
- OPTION: Glass window row

### Gutters & downspouts

- 5" - "K" shaped aluminum gutters with .032inch material - continuous
- Downspouts – 2"x 3" aluminum downspouts
- Pre-painted factory finish - white

### Roofing

- Owens Corning Duration Tru-Definition Limited Lifetime Onyx Black shingles, with algae resistant granules, or equivalent shingle, over 30# synthetic felt.
- California weaved valleys, if any
- Install 26ga, 3"x 1-1/2" trim flashing on all eaves.
- Install 26ga, 1-1/2"x 1-1/2" trim flashing on all gables to cover exposed edge of sheathing
- Install Ice and Water Shield protective membrane around perimeter and around vents and pipe flashings, prior to shingle installation.
- Venting – Ridge venting

## Exhibit C

- Material List:
  - Owens Corning ProArmor Synthetic Roof Underlayment
  - Owens Corning Weatherlock Flex Ice & Water Shield
  - Owens Corning starter shingles
  - Owens Corning Pro Edge hip and ridge
  - Fanaco hot dipped galvanized coil roofing nails

### Exterior Painting

- Base coat – off color – flat finish
- Top coat – selected color – semi-gloss finish
- Two top coat colors and one trim color
- Exterior doors – semi-gloss

### Insulation

- Exterior walls – R-21 - batt
- Ceiling – R-38 (blown-in) or to code
- Floors – R-30 batt or to code
- Fully insulated garage
- Option for higher efficiency floors, walls, & ceilings

### Sheetrock

- Walls and Ceilings – to minimum code for sound and fire
- Fully finished garage
- Prime before texture
- Finish - orange peel finish
- Windows – drywall wrapped (MDF sills & skirts)

### Interior Painting

- Prime coat all walls after base prime and texture
- Top coat ceilings – off white – semi-gloss
- Top coat walls – off white – semi- gloss
- Interior trim – pre-finished - off white

### Door Hardware

- Balboa Single Passage Door Lever with oil rubbed bronze finish, as shown



- Entry Dead Bolts
- Exterior lockets un-keyed
- Interior bath & bedrooms locksets – privacy
- All other interior lockets – passage
- Door stops – spring hinge – match finish

### Interior Doors & Trim

- All interior doors – 6 panel– pre-primed (off-white), prehung, with satin nickel hinges, bored for lockset and 2 ¼” mdf flat stock door trim as shown below.

## Exhibit C

- Baseboard MDF – 3 ¼" baseboard – pre-finished (off white) nailed and top and joints caulked.
- Window sills – 1" stock trim – pre-finished (off white) nailed in place, caulked to walls and window with same door trim below (paint touchup as required)
- Closet shelving – pre-finished melamine shelving with painted wood cleats and metal brackets & rods (oil rubbed bronze) at bedroom closets, linen/broom closets, and entry closet. Include (2) 24' adjustable closet stacks (4 shelves each) in Master walk-in closet

### Cabinets

- Cabinets to be prefinished per Lanz Cabinets or equal
- Amerock - 3 3/4" Centers Pull in oil rubbed bronze
- Keep dimension modular – 3" increments
- Basic APC box design at kitchen and bath sinks, melamine boxes at all other locations
- Hardwood facing and doors
- DRAWER GLIDE: STANDARD FULL EXT. SOFT CLOSE DRAWER AND SOFT CLOSE ON DOORS.
- DRAWER BOX: ¾ thick all-wood Dovetail
- HINGE: 6-way Adjustable Soft Close



with



### Kitchen and Bath Countertops

- Plastic laminate – field applied
- 4" std plastic laminate with full height splash behind kitchen stove
- Plastic laminate counter-top above fireplace – field applied

### Bath Hardware

- Toilet paper holder, 24" towel bar and towel ring – oil rubbed bronze finish
- Plate mirror 36" high x the length of the bath counter – mirror clips
- Curved shower rod and flange set – oil rubbed bronze finish

### Flooring

- LVP: Mannington Adura-Max (floating floor) at all floor areas except bathrooms, laundry & bedrooms
- Sheet vinyl – Mannington builder grade at bathrooms & stacking laundry closet
- Carpet (builder grade) & 7# pad at bedrooms

### Appliances – Base Bid (Whirlpool brand)

- 18 c.f. side-by-side refrigerator – stainless steel finish
- 24" built-in Dishwasher – stainless steel finish
- 30" gas range/oven – stainless steel
- 30" Microwave/Hood unit – stainless steel - vented to exterior
- Full Size Washer/Dryer – stackable – stainless

## Exhibit C

### Plumbing

- Design-build plans as needed
- Kitchen sink – Elkay Stainless Steel
- Bathroom sinks – American Standard - Oval porcelain surface mounted
- Faucets – Moen “chrome”
- Toilets - American Standard – elongated
- Tub/shower and shower only units – 1-piece fiberglass units – 36” wide – Aquatic or Everfab with backing for future grab bars
- Laundry shutoff/drain – Woodford
- (2) Hose-bibs - Woodford
- Water heaters - 40 gal gas-fired w/ 24” drip pan with pedestal anchoring at garage

### HVAC

- Design-build by HVAC contractor
- Heating to be fully ducted forced-air gas-fired furnace with electric outdoor AC unit
- Kitchen range hood to be vented and sealed to exterior
- Bathroom fans to be vented and sealed to exterior
- Dryer vent to be vented and sealed to exterior
- Gas piping for water heater, furnace, stove, fireplace & BBQ hook-up in HVAC scope
- Fireplace – gas fired, direct-vent, builder grade – with remote control

### Electrical / Lighting

- Outlets, light locations, switching as per plans. Design-build additional components as needed
- Low voltage (Xfinity / Century Link) plugs per plans
- Wiring for gas-fired furnace and electric AC unit per HVAC contractor recommendation
- Light Fixtures – LED per electrical contractor recommendation
- Panasonic Whisper Green fan – motion activated (30 cfm all-time, then goes to 80 cfm when motion activated) – at main bathroom
- Standard bath fan at Master Bath
- Ceiling fans at Great Room and Master Bedroom

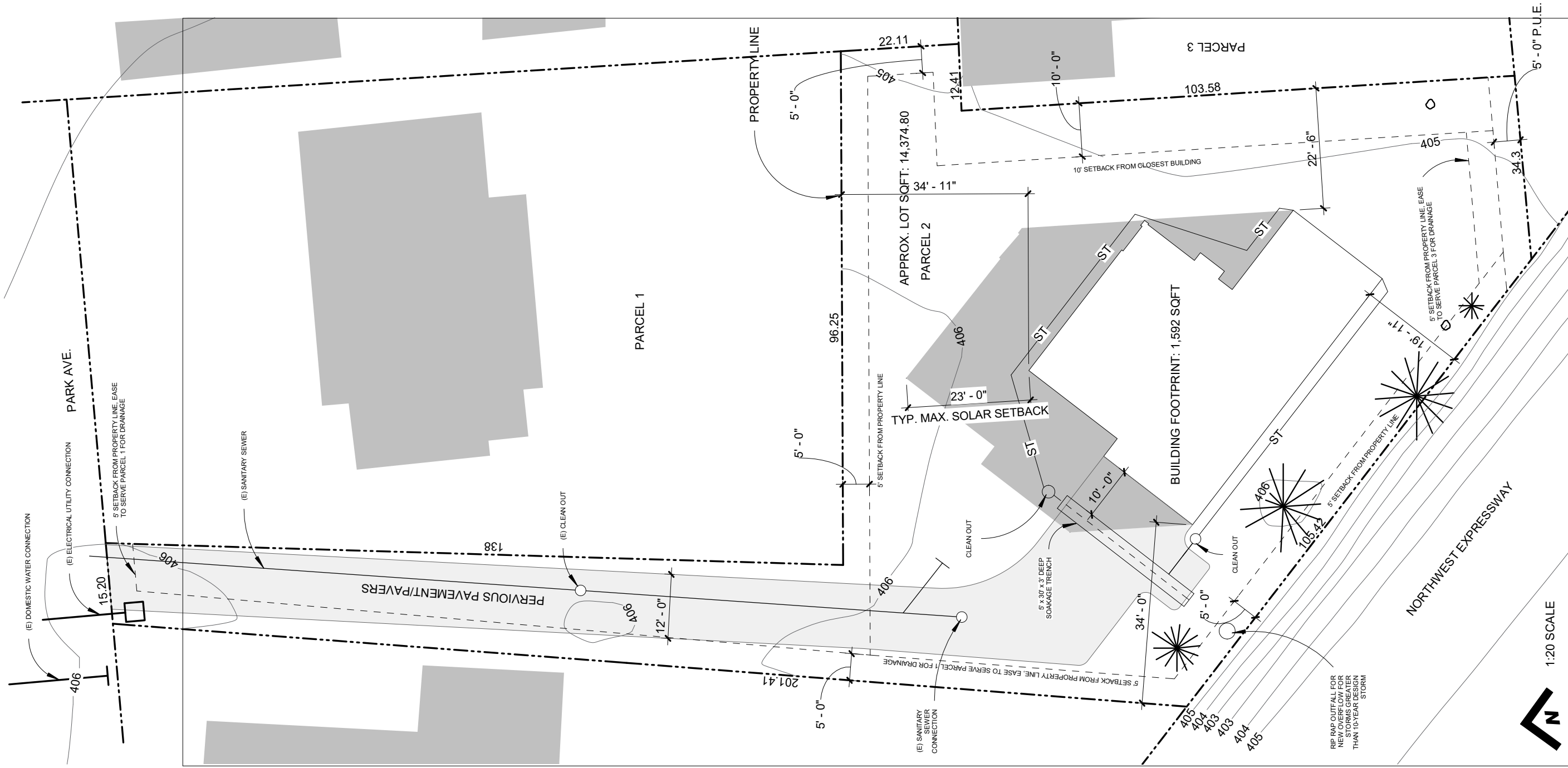
### Site Work

- Crawl-space foundation pad - 3” to 4” rock base under foundation footings
- Slab-on-grade at garage slab
- Install storm system per site plan
- Install domestic water to EWEB provided water tap and meter
- Install sanitary sewer to existing (assumed) sanitary sewer stub at property line per site plan
- Install electrical power from existing utility connection point per site plan
- Install (2) additional 3” conduits from Xfinity and Century Link from existing utility connection point per site plan
- Construct driveway subgrade X-section per civil engineer (TBD)
- Install 4” thick 20’x20’ concrete driveway apron
- Install 7’x20’ concrete front porch with short connector walk to drive apron
- Install 6’-6” x 7’-6” concrete back patio stoop
- Install 3” Pervious Pavement driveway (or as recommended by paving contractor)

### Site Fencing, Topsoil, Irrigation & Landscaping – by Owner / Tenant

# Exhibit D - Construction Plans - dated 11/22/21

Note: This document has been modified per Meili Construction Exhibits "E" and "F" dated 3/02/22 for VE items accepted by the Owner and Architect.



## SITE PLAN 4J YOUTH HOME - 1466 PARK AVE



DISCLAIMER

THESE PLANS HAVE BEEN LICENSED TO THE CUSTOMER FOR USE IN THE CONSTRUCTION OF ONE BUILDING ONLY AND ARE SUBJECT TO THE CONDITIONS OF LICENSE ACCEPTED BY THE CUSTOMER. MULTIPLE BUILDING LICENSES ARE AVAILABLE. USE OF ANY PART OF THE PLANS BY ANY PARTY OTHER THAN THE CUSTOMER EXCEPT ON LOAN BY THE CUSTOMER TO THIRD PARTIES NECESSARY TO ASSIST THE CUSTOMER IN USING THE PLANS, SUCH AS CONTRACTORS AND SUBCONTRACTORS, IS STRICTLY PROHIBITED. THE PLANS MAY NOT BE REPRODUCED, COPIED, IN WHOLE OR IN PART, WITHOUT WRITTEN PERMISSION FROM ALAN MASCORD DESIGN ASSOCIATES, INC. (MASCORD), WHICH RETAINS COPYRIGHTS TO A OWNERSHIP OF THE PLANS.

MASCORD PREPARES ITS PLANS CAREFULLY FOR USE BY ITS CUSTOMERS. HOWEVER, ADAPTATION OF THE PLANS TO MEET SPECIFIC STATE AND LOCAL BUILDING CODES AND REGULATIONS, AND SPECIFIC SITE CONDITIONS, IS THE RESPONSIBILITY OF THE CONTRACTOR. IN ADDITION, MASCORD WILL NOT BE RESPONSIBLE FOR ANY DAMAGES RESULTING FROM THE ACCURACY OR OVERALL INTEGRITY OF THE PLANS IN EXCESS OF THE LICENSE FEE PAID FOR THEIR USE. THE CONTRACTOR THEREFORE, MUST CAREFULLY INSPECT ALL DIMENSIONS AND DETAILS IN THE PLANS FOR ERRORS OR OMISSIONS.

UNAUTHORIZED USE OR COPYING OF THESE PLANS, OR THE DESIGN THEY DEPICT, INFRINGES RIGHTS UNDER THE COPYRIGHT ACT. INFRINGERS FACE LIABILITIES THAT INCLUDE PENALTIES UP TO \$20,000 PER WORK INFRINGED, AND UP TO \$100,000 PER WORK INFRINGED WILLFULLY.

GENERAL NOTES:

1. ALL WORK IS TO COMPLY WITH THE LATEST ADOPTED VERSION OF THE 2018 INTERNATIONAL RESIDENTIAL CODE (IRC) AND/OR ANY APPLICABLE STATE, COUNTY OR LOCAL JURISDICTION.

2. THE CONTRACTOR IS RESPONSIBLE TO CHECK THE PLANS AND IS TO NOTIFY THE DESIGNER OF ANY ERRORS OR OMISSIONS PRIOR TO THE START OF CONSTRUCTION. OWNER/CONTRACTOR SHALL VERIFY WITH LOCAL BLDG. DEPT. WHICH CLIMATE ZONE THE PROJECT WILL BE BUILT IN.

3. WRITTEN DIMENSIONS SHALL HAVE PRECEDENCE OVER SCALED DIMENSIONS. DO NOT SCALE THE DRAWINGS.

Table with 5 columns: USE, LL, DL, and 2 unlabeled columns. It lists various building components like UNINHAB. ATTIC VENT STORAGE, HABITABLE ATTICS, BALCONIES, etc. with corresponding load ratings.

(IF YOUR LOCAL AREA REQUIRES DIFFERENT DESIGN LOADS CONSULT WITH A LOCAL QUALIFIED PROFESSIONAL TO DETERMINE THE APPROPRIATE REVISIONS.)

5. INSULATION AND FENESTRATION REQUIREMENTS BY COMPONENT.

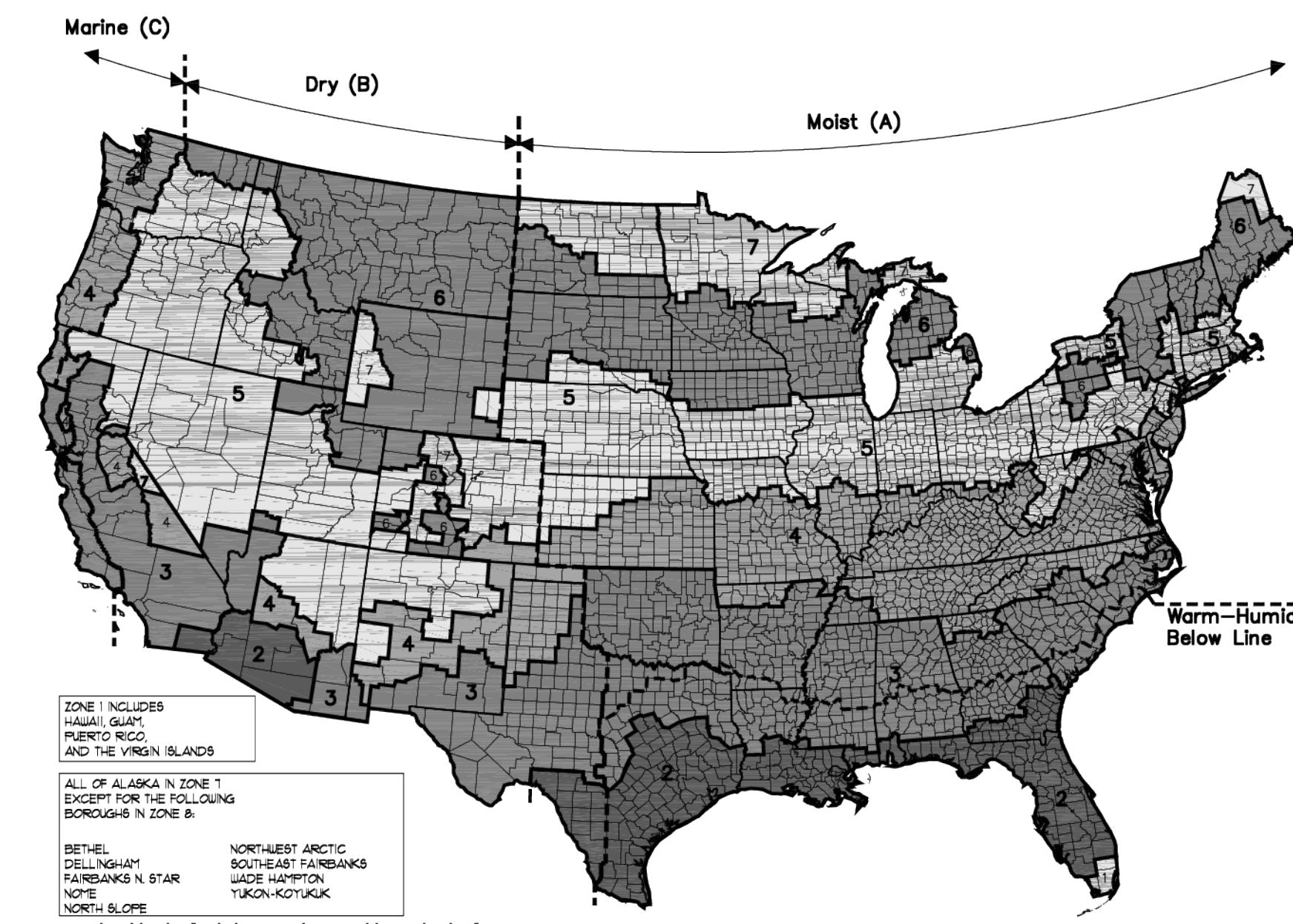
Table showing climate zone designations (1-8) and corresponding requirements for U-Factor, SHGC, and R-Value for various building components like Fenestration, Skylight, and Wall/Floor/Ceiling.

- a. R-values are minimum U-factors and SHGC are maximums when insul. installed in a cavity which is less than the total depth of the insul. in the immediate vicinity of the insul. wall but not less than the R-value specified in the table.
b. The fenestration U-factor column excludes skylights. The SHGC column applies to all glazed fenestration. Exception: Skylights may be excluded from glazed fenestration SHGC reqmts. in Climate Zones 1 thru 3 where the SHGC for such skylights does not exceed 0.30.

2. AIR BARRIER: CONT. AIR BARRIER SHALL BE INSTALLED IN THE BLDG. ENVELOPE. BREAKPOINTS IN THE AIR BARRIER SHALL BE SEALED. AIR PERMEABLE INSUL. SHALL NOT BE USED AS A SEALING MATERIAL. INSUL. SHALL BE INSTALLED PER MANUFACTURER'S INSTRUCTIONS.

3. INFILTRATION: THE SEALING METHODS BETWEEN 2x8-FLOOR MATERIALS SHALL ALLOW FOR DIFFERENTIAL EXPANSION AND CONTRACTION. THE FOLLOWING SHALL BE CALKED, GASKETED, LEATHERSTRIPPED OR OTHERWISE SEALED WITH AN AIR BARRIER MATERIAL, BUTYLENE FILM OR SOLID MATERIAL.

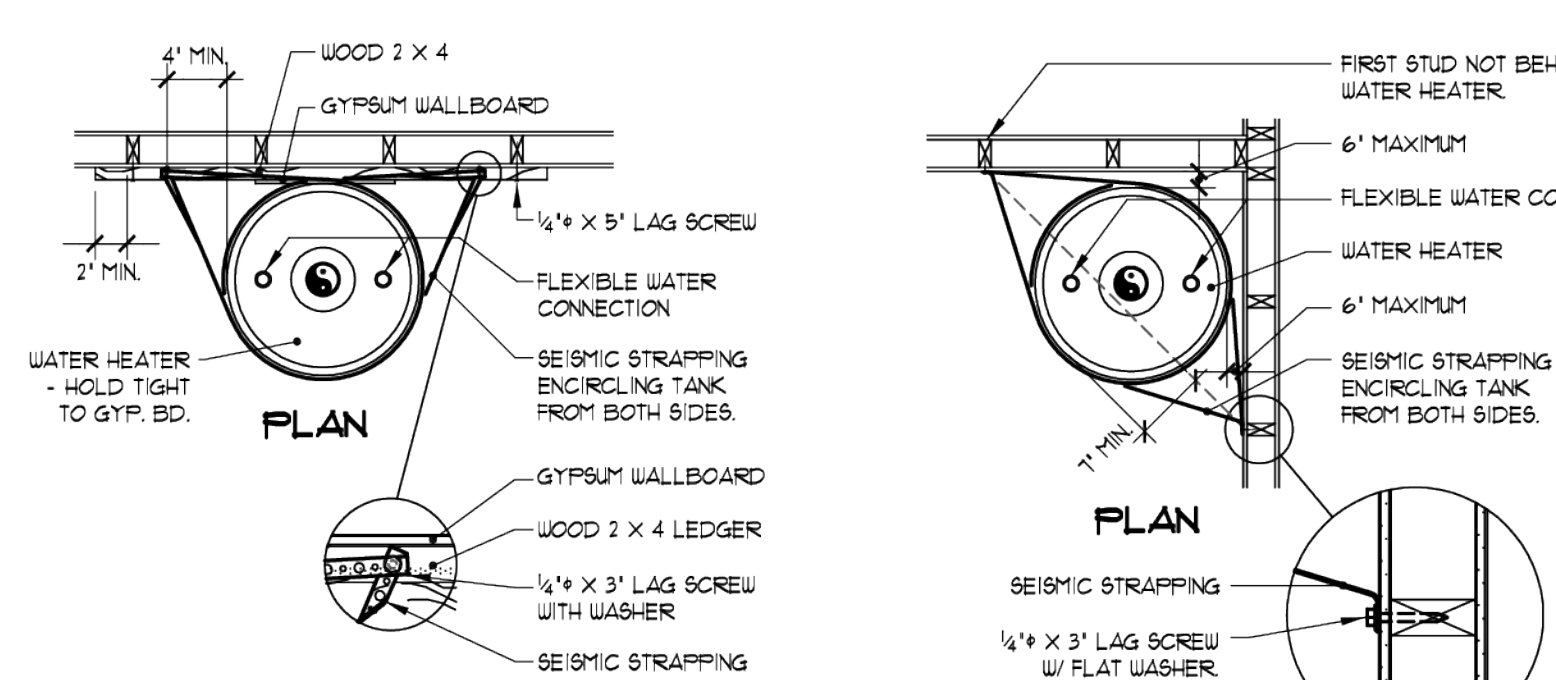
TESTING: DWELLING SHALL BE TESTED TO VERIFY LEAKAGE RATE DOES NOT EXCEED AIR CHANGES PER HOUR IN ZONES 1, 2, AND 3 AIR CHANGES PER HOUR IN ZONES 3-8 BY BLOWER DOOR TEST AT A PRESSURE OF 62 IN. WG. PASSENGER VEHICLE LEAKAGE TESTING SHALL BE CONDUCTED BY AN APPROVED THIRD PARTY. SEE NIB02.412 (1642.4.1.2) FOR TESTING PROCEDURES AND DOCUMENTATION REQUIREMENTS.



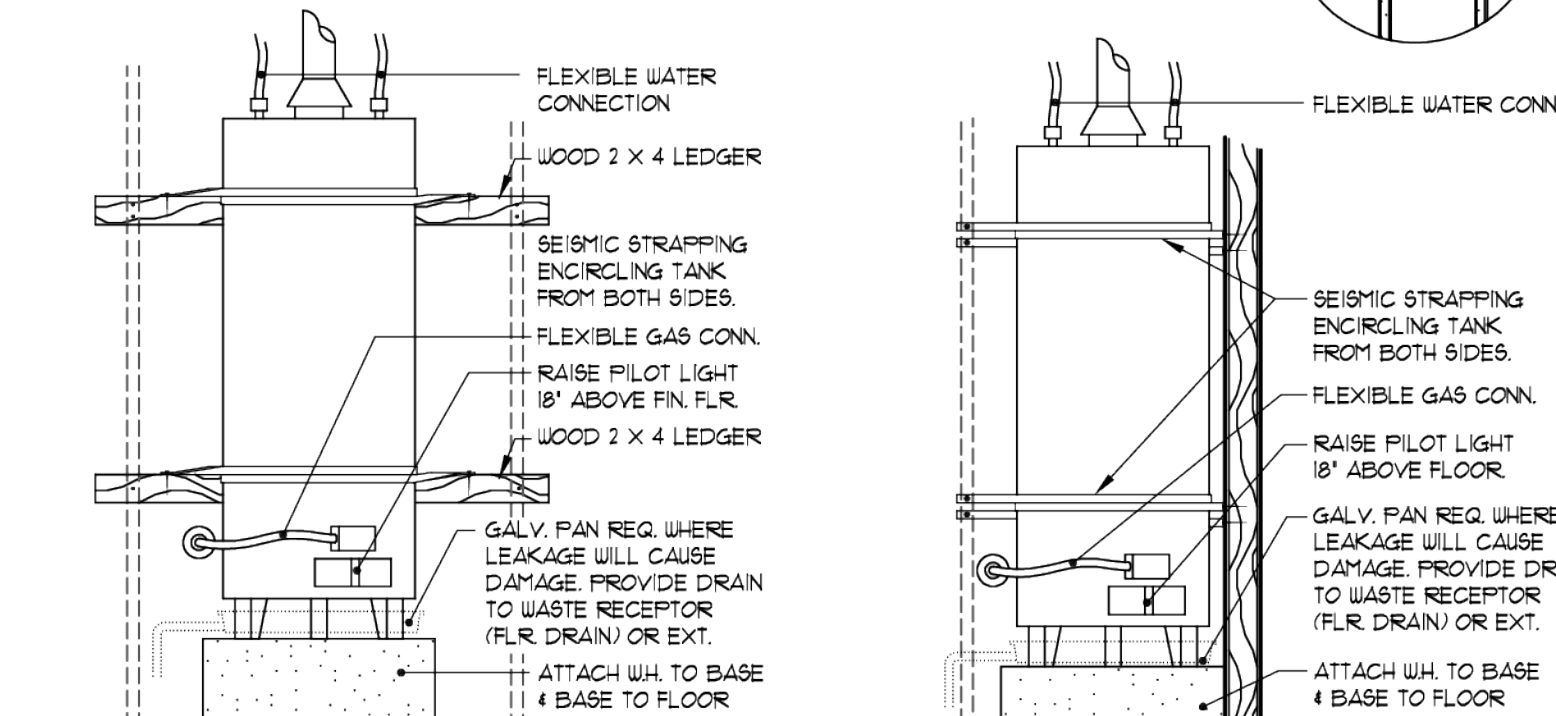
CLIMATE ZONE MAP

FOUNDATION NOTES:

- 1. FOOTINGS ARE TO BEAR ON UNDISTURBED LEVEL SOIL DEVOID OF ANY ORGANIC MATERIAL AND STIFFED AS REQUIRED TO MAINTAIN THE DESIGNED DEPTH BELOW THE FINAL GRADE.
2. CONTINUOUS FOOTINGS ARE DESIGNED PER 2018 IRC TABLE R403.1(1) - SOIL BEARING VALUE OF 1500 PSF.
3. MAX. SLOPE OF CUTS AND FILLS TO BE TWO (2) HORIZ. TO ONE (1) VERT. FOR BLDG. STRUCTURES AND FOUND.



- 6. GARAGE FLOORS TO BE FLOOR JOIST/CEILING (SEE BUILDING SECTIONS). CONCRETE SLABS TO HAVE CONTROL JOINTS AT 20 FT. MAX. INTERVALS EA. WAY. SLABS ARE TO BE 9" THK. AIR ENTRAINED.
7. CONCRETE 9" DEWALLS TO HAVE 3/4" IN. COOLED JOINTS AT 9 FT. (MIN) O.C.
8. REINFORCING STEEL TO BE A-605 GRADE 60. OPTIONAL WELDED WIRE MESH TO BE A-185.

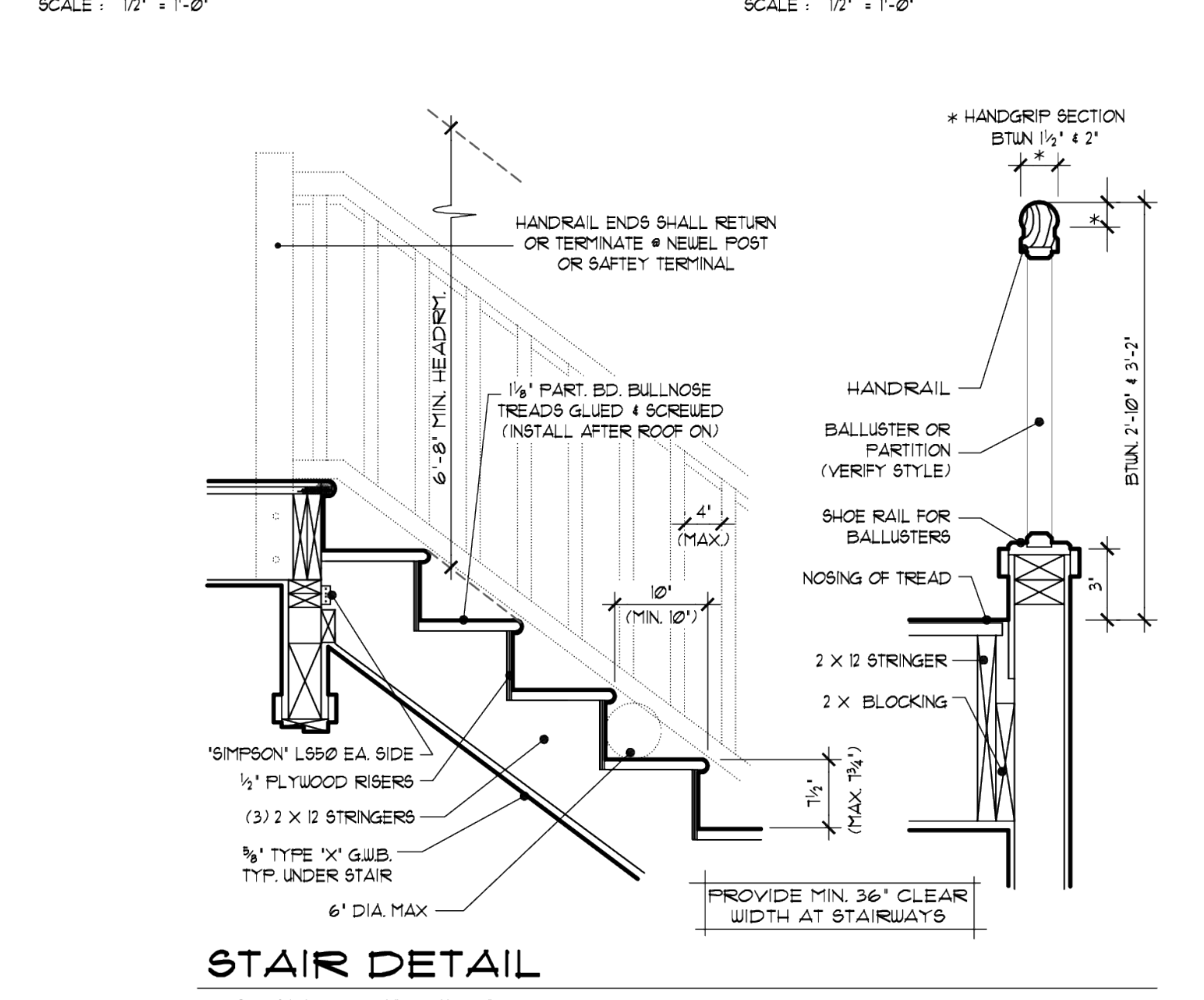


FRAMING NOTES:

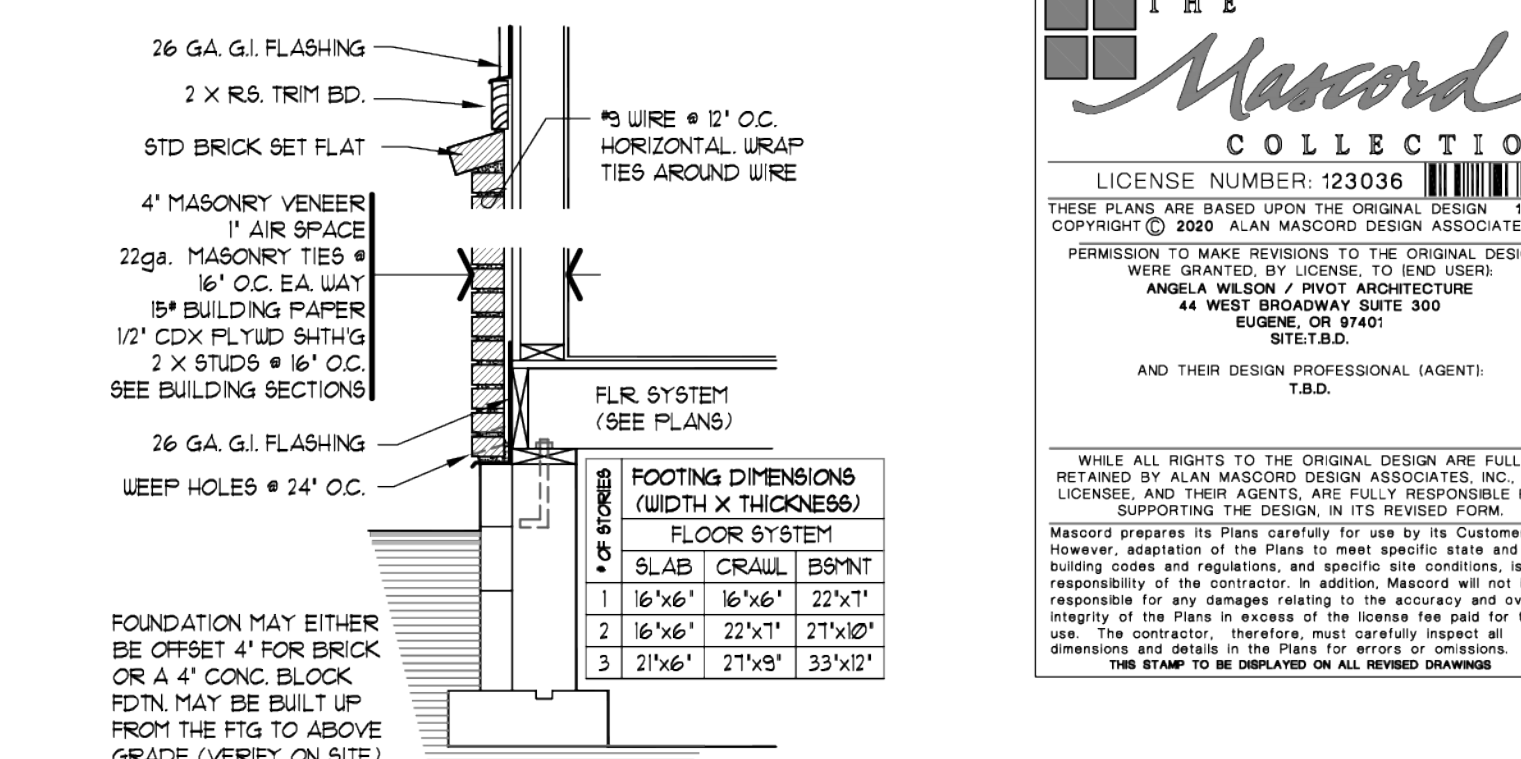
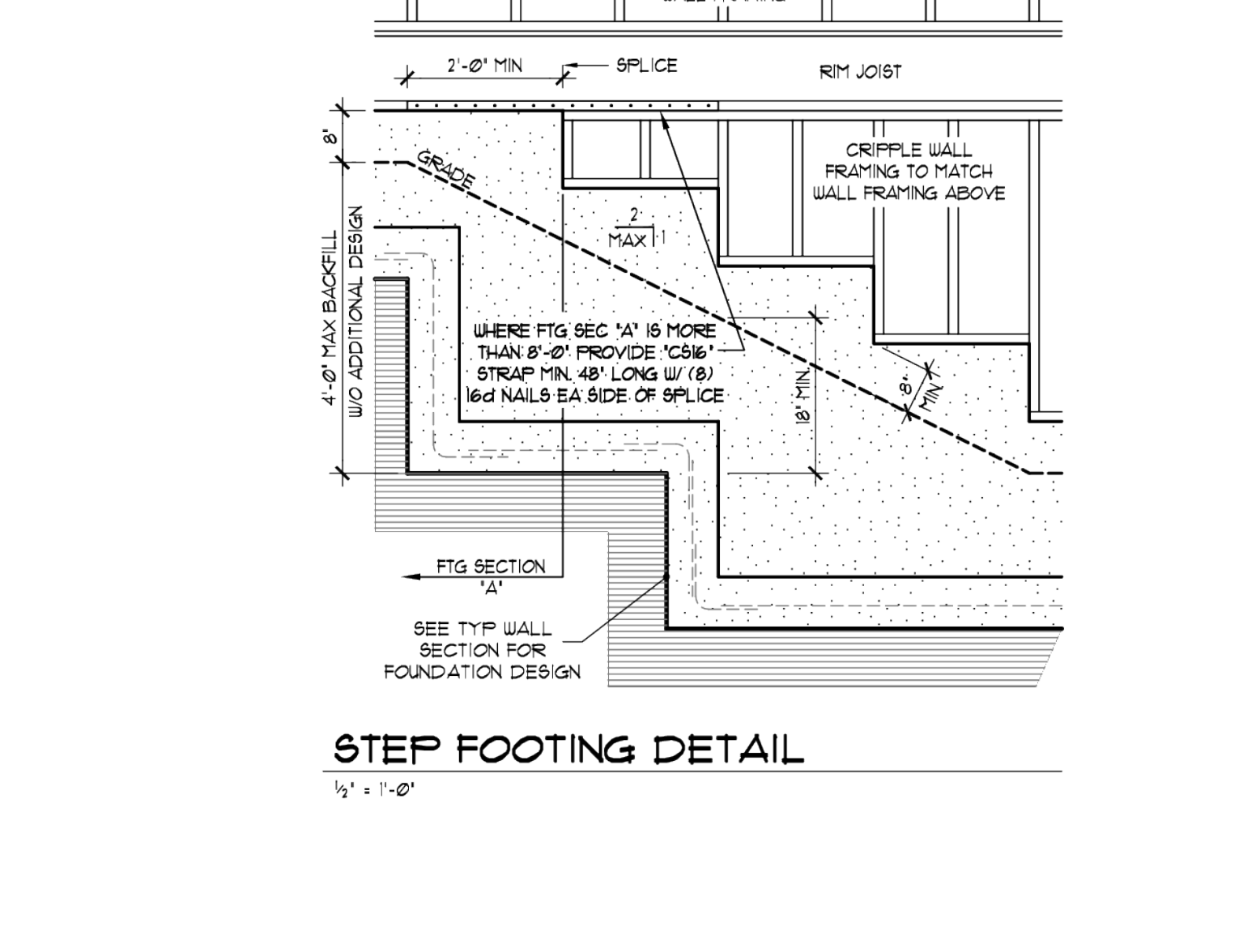
- 1. ALL EXTERIOR WALL OPENINGS & BEARING WALL OPENINGS TO HAVE 4 X 4 HEADERS UNLESS OTHERWISE NOTED ON THE PLAN.
2. ALL EXTERIOR WALLS TO BE BUILT OF 2 X 4 STUDS @ 16" O.C. TYPICALLY UNLESS NOTED OTHERWISE. ALL INTERIOR WALLS ARE TO BE BUILT OF 2 X 4 STUDS @ 16" O.C. TYPICALLY UNLESS NOTED OTHERWISE.
3. ALL METAL CONNECTORS TO BE 'SIMPSON' OR EQUIVALENT. UNDO JOISTS HANG ON FLUSH BEAMS TO BE ATTACHED WITH U10 OR EQUIVALENT. MULTIPLE JOISTS USE U10-2A/10-3 AS REQUIRED.

FASTENING SCHEDULE table listing requirements for various framing elements like Blkg between joists, Cell joints, Rafter/Truss to B, etc., with specific fastener types and spacings.

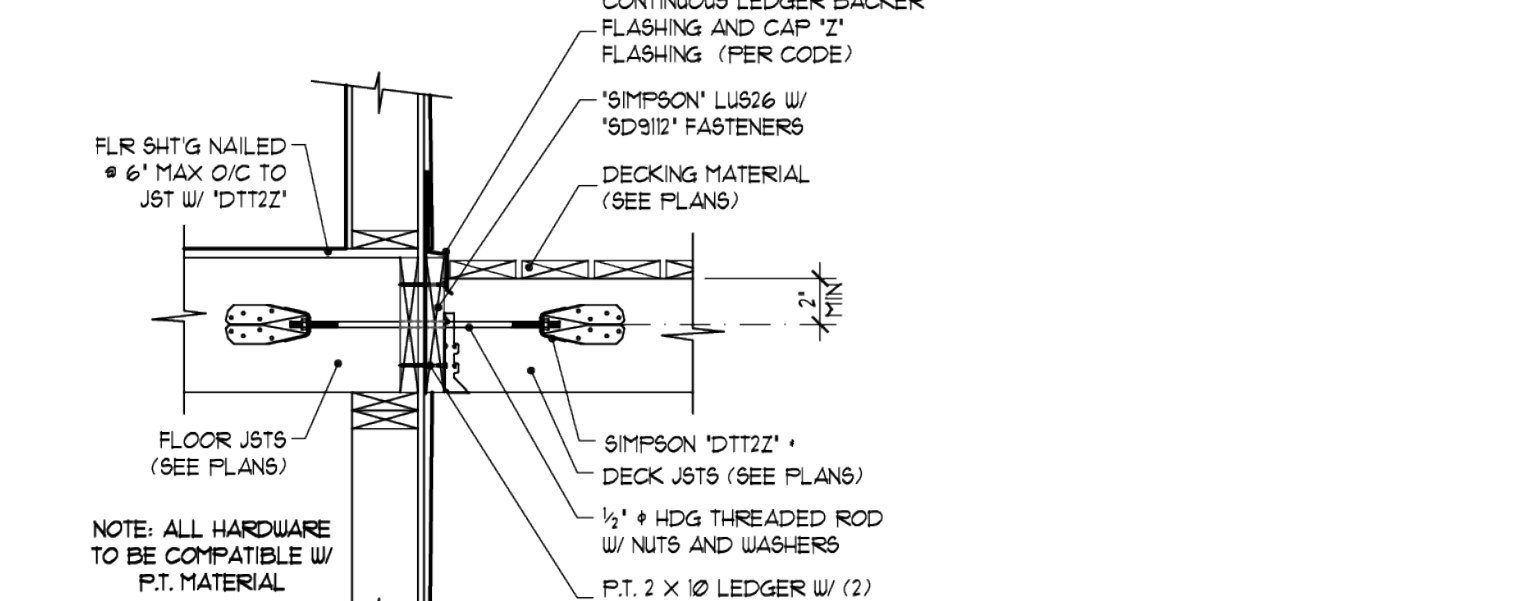
SPAN TABLES based on 2018 IRC TABLE R602.1(1) (R602.1.1) (R602.1.2) (R602.1.3) AND R602.1(2). Includes tables for Joists (Floor, Ceiling) and Ceiling (Floor, Ceiling) with span limits for various materials and grades.



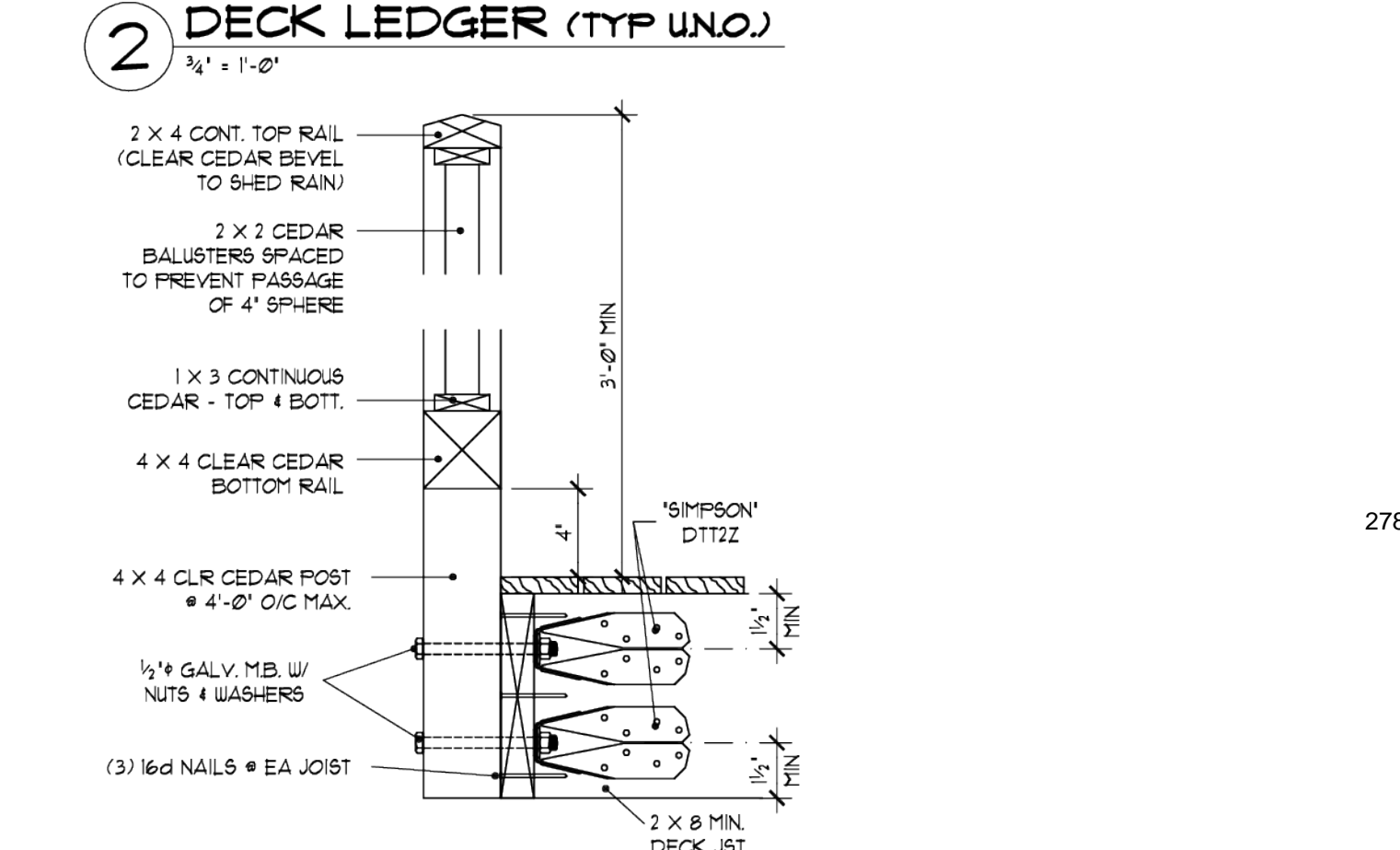
STEP FOOTING DETAIL



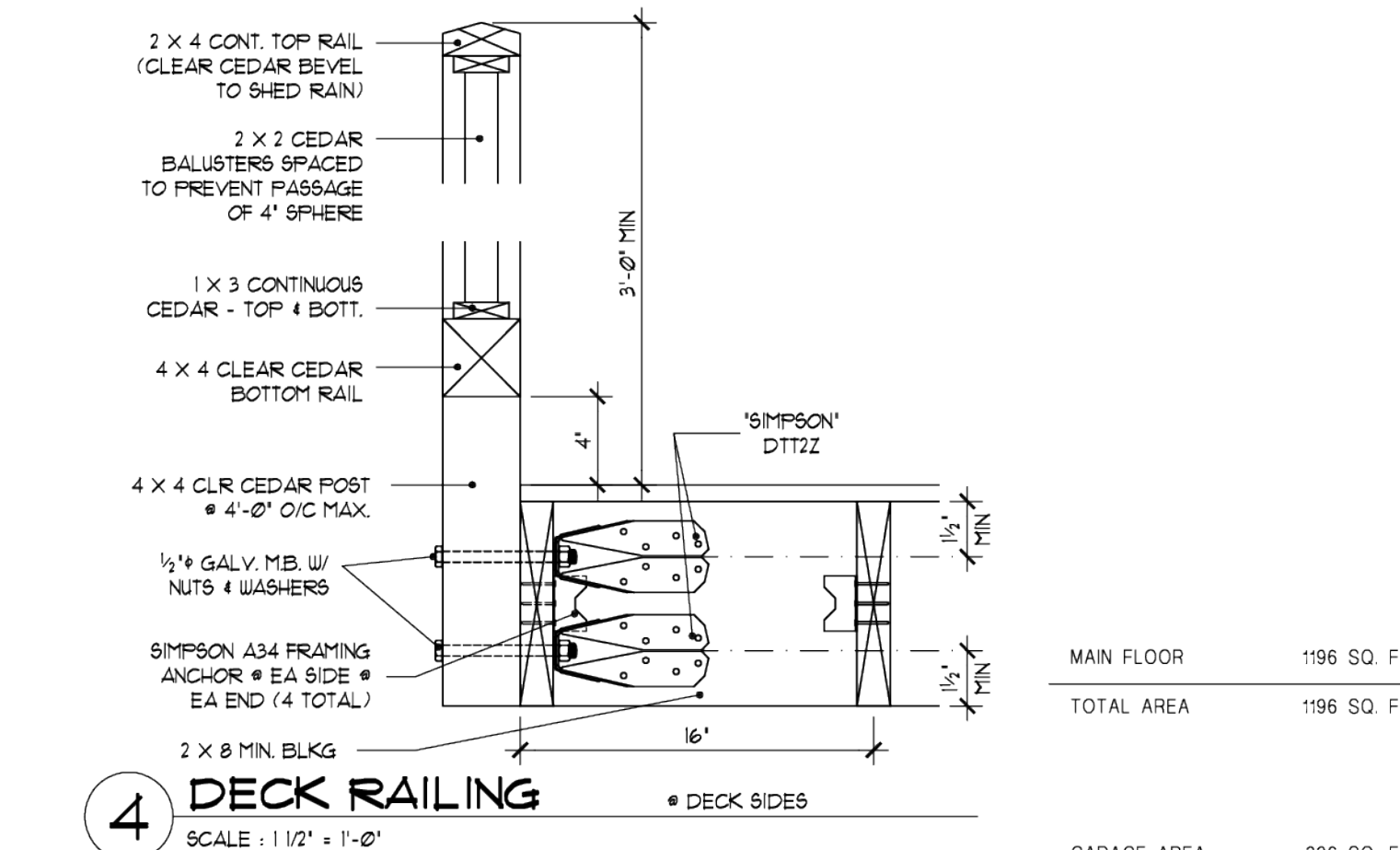
1 MASONRY VENEER DTL



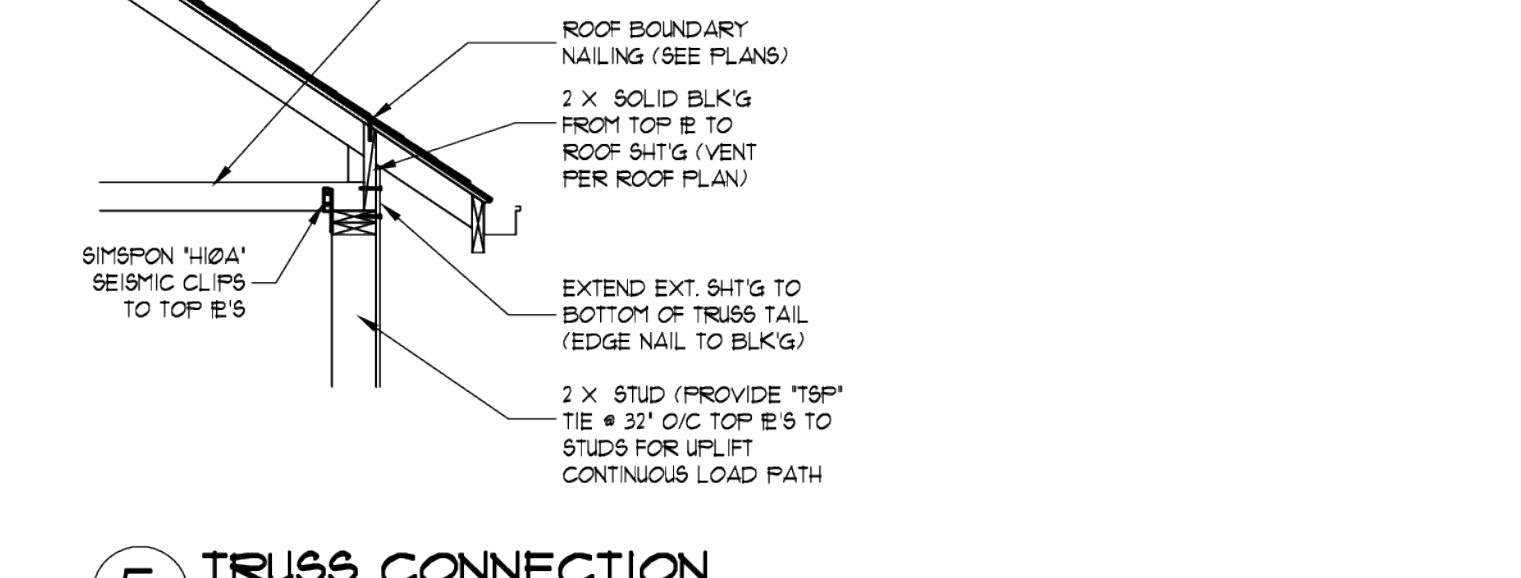
2 DECK LEDGER (TYP UNO)



3 DECK RAILING



4 DECK RAILING

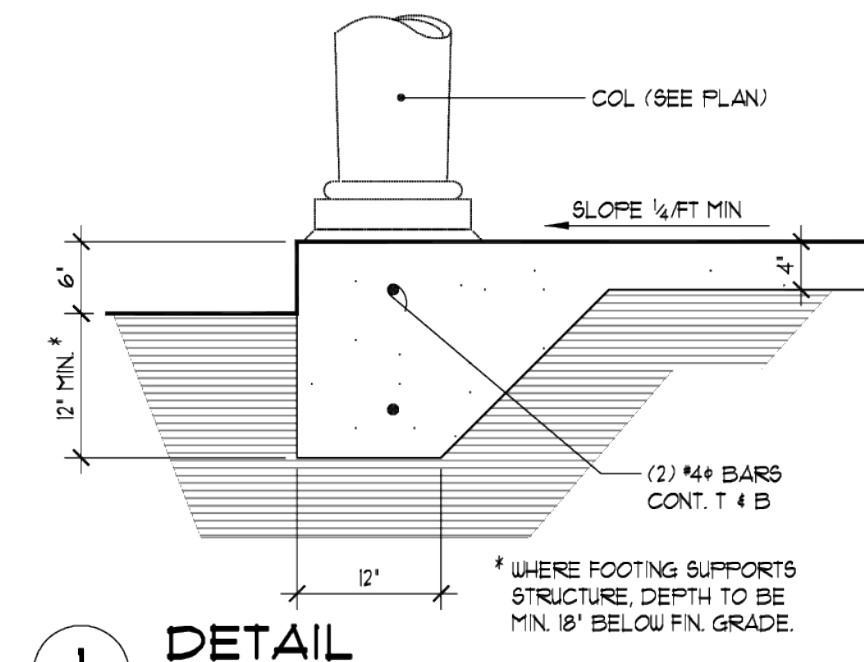


5 TRUSS CONNECTION

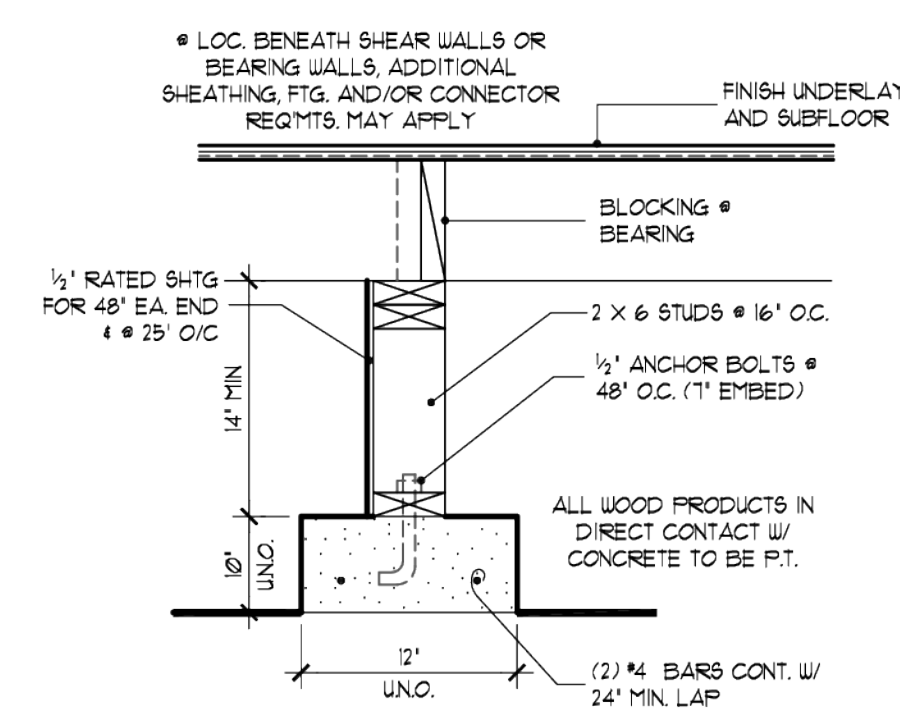
MASCORD COLLECTION LICENSE NUMBER: 123036. THESE PLANS ARE BASED UPON THE ORIGINAL DESIGN AND CONSTRUCTION PERMITS. WHILE ALL RIGHTS TO THE ORIGINAL DESIGN ARE FULLY RETAINED BY ALAN MASCORD DESIGN ASSOCIATES, INC., THE DESIGNER AND HIS AGENTS ARE FULLY RESPONSIBLE FOR THE ACCURACY AND OVERALL INTEGRITY OF THE PLANS. THE CONTRACTOR SHALL VERIFY WITH LOCAL BLDG. DEPT. WHICH CLIMATE ZONE THE PROJECT WILL BE BUILT IN. COPYRIGHT © 2018 ALAN MASCORD DESIGN ASSOCIATES, INC. AND THEIR DESIGN PROFESSIONAL AGENTS T.B.D.







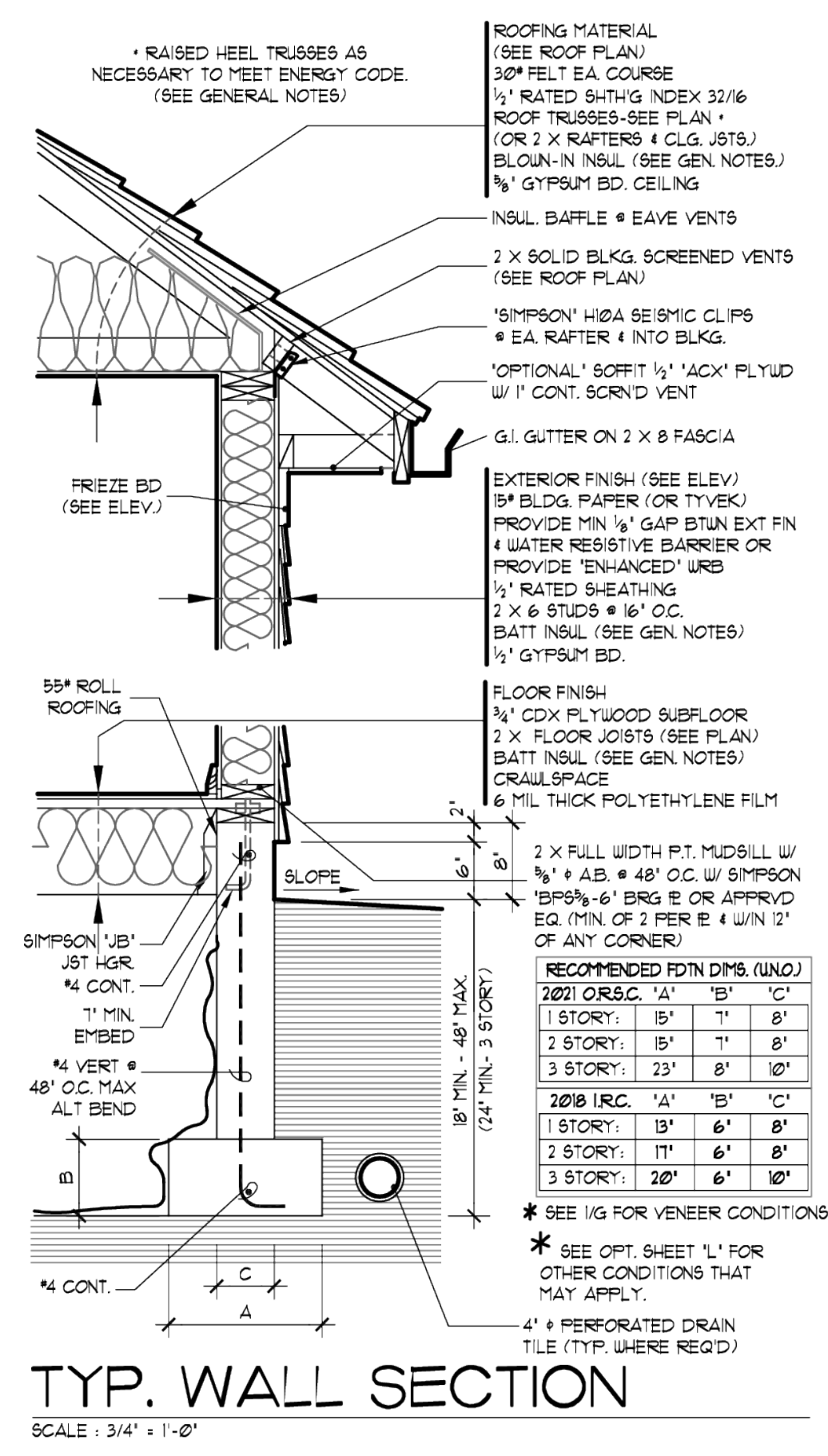
**1 DETAIL**  
SCALE: 3/4" = 1'-0"



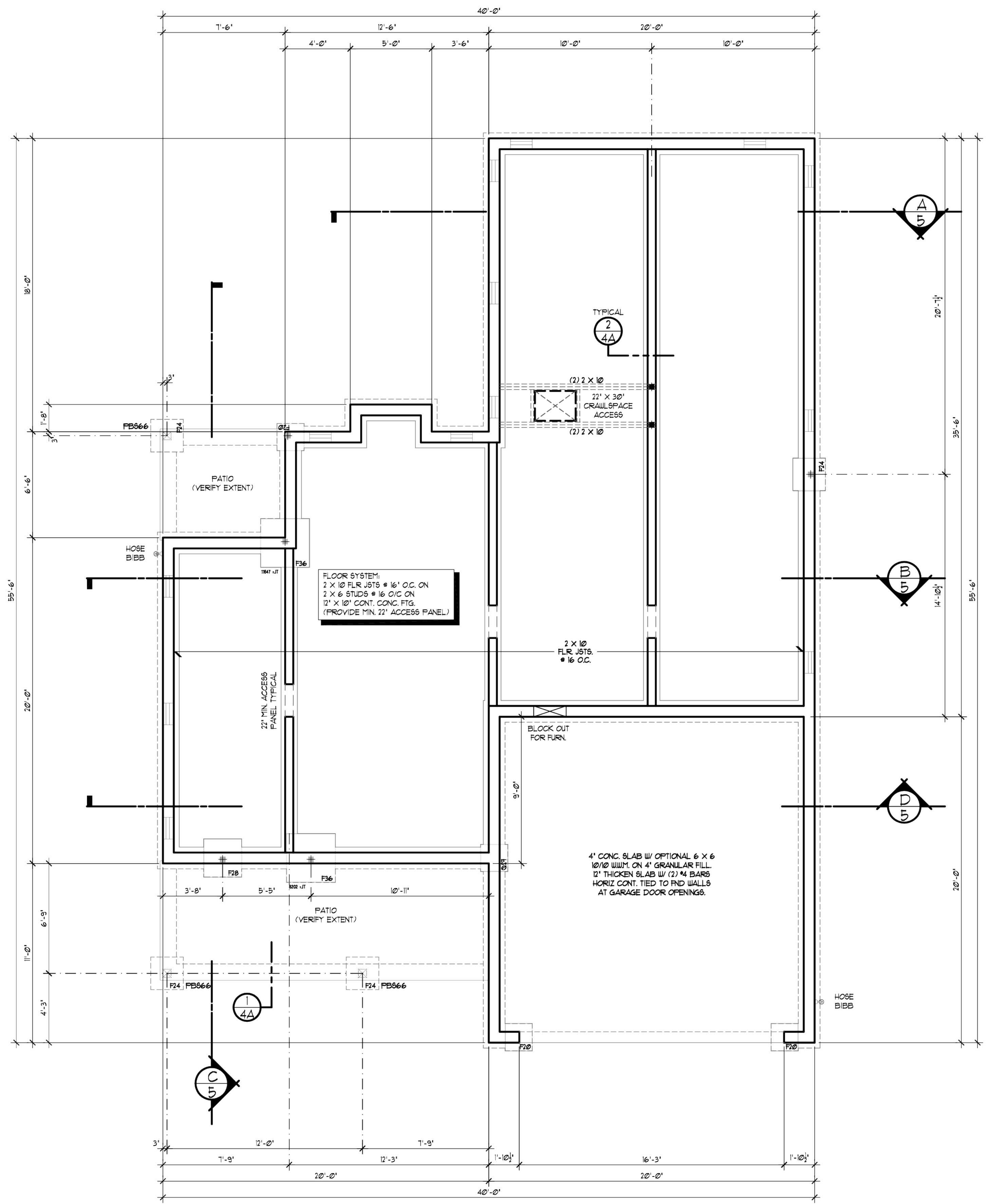
**2 FLOOR BEARING CONN.**  
SCALE: 3/4" = 1'-0"

TAG	PIED SIZE	REINFORCING	MAX. BRG.
F20	18" DIA x 1'	N.A.	2,474*
F21	20" x 20" x 1'	N.A.	3,819*
F24	24" x 24" x 1'	N.A.	5,400*
F28	28" x 28" x 1'	N.A.	7,211*
F30	30" x 30" x 1'	N.A.	8,203*
F36	36" x 36" x 1'	(4) #4 BARS @ 1' O.C. E/W	12,021*
F42	42" x 42" x 1'	(5) #4 BARS @ 8" O.C. E/W	16,531*
F48	48" x 48" x 1'	(6) #4 BARS @ 6" O.C. E/W	21,600*
F54	54" x 54" x 1'	(6) #4 BARS @ 5" O.C. E/W	21,321*
F60	60" x 60" x 1'	(7) #4 BARS @ 9" O.C. E/W	33,750*

ASSUMED MIN. 4x4 D.F. COLUMN (UNO. - SEE PLANS)  
 \* 6x6 D.F. COLUMN FOR MAX. BRG.  
 # 3 1/2 x 3 1/2" PSL COLUMN FOR MAX. BRG. (OR 6x6 TO 1851)  
 ## 5 1/4 x 5 1/4" PSL COLUMN FOR MAX. BRG. (SEE FOOT-CONN. DETAIL) SOIL BR. 1:1500 P5F



**TYP. WALL SECTION**  
SCALE: 3/4" = 1'-0"

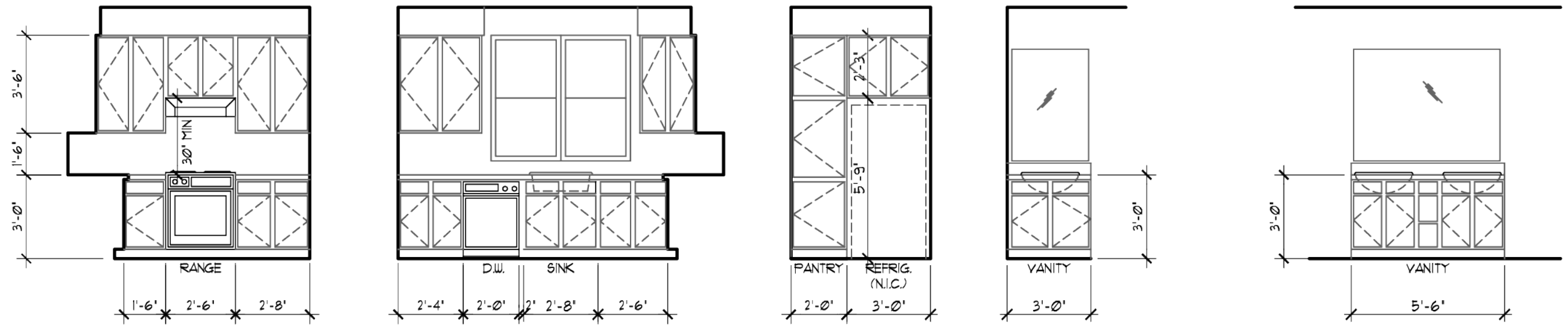


**FOUNDATION PLAN**  
SCALE: 1/4" = 1'-0"

IF LATERAL ENGINEERING IS REQUIRED, REFER TO ENGINEERING SHEETS FOR LATERAL SPECIFICATIONS

MAIN FLOOR	1196 SQ. FT.
TOTAL AREA	1196 SQ. FT.
GARAGE AREA	396 SQ. FT.





**KITCHEN  
CABINET ELEVATIONS**

SCALE: 1/4" = 1'-0"

**HALL  
BATH**

**MASTER  
BATH**

**LEGEND**

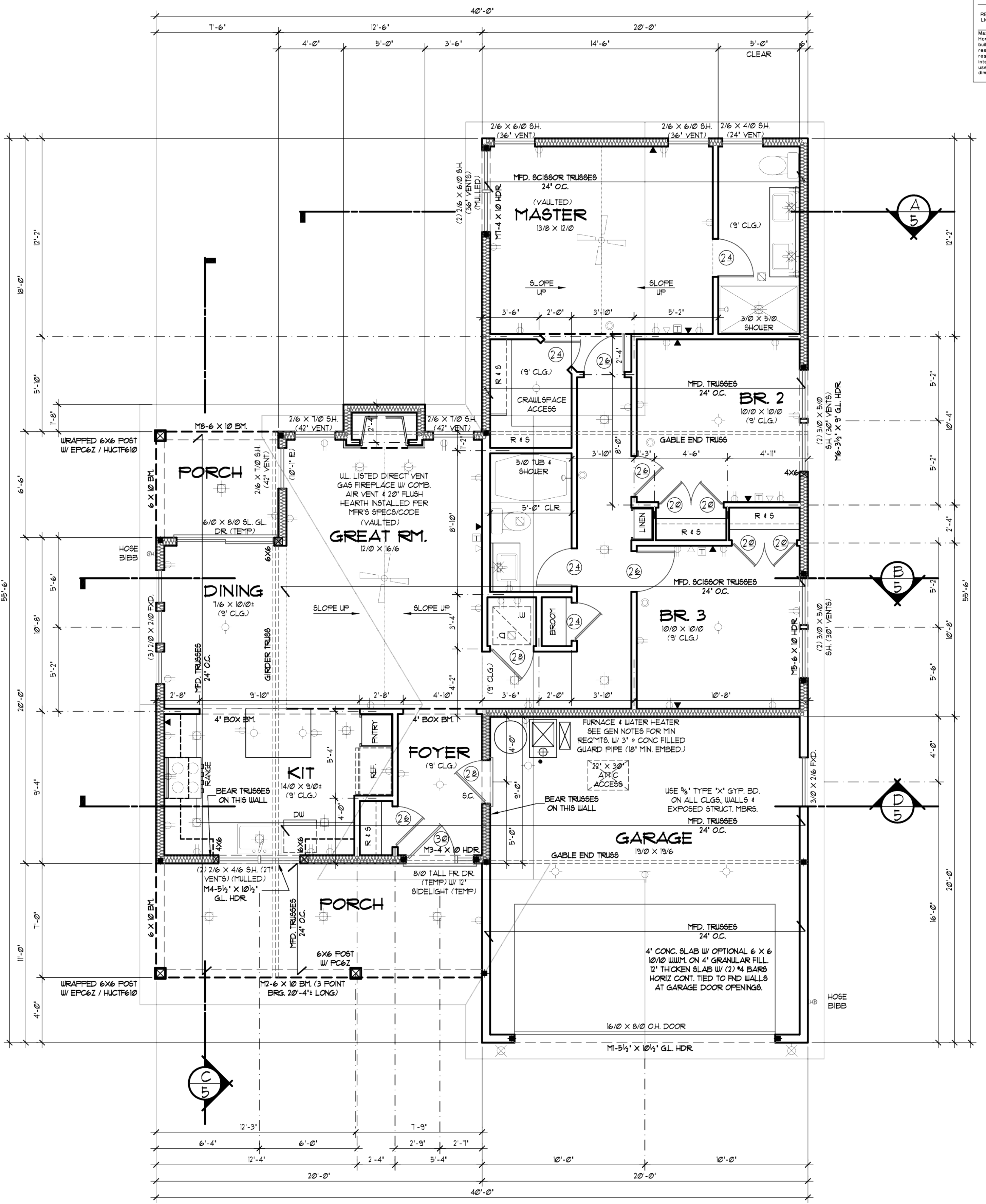
- ⊙ RECESSED LIGHT
- ⊙ RECESSED DIRECTIONAL LIGHT FIXTURE
- ⊙ WALL-MOUNT LIGHT
- ⊙ SURFACE-MOUNT LIGHT
- ⊙ FLOOD LIGHT
- ⊙ SURFACE MOUNTED FLUORESCENT
- ⊙ RECESSED EXHAUST FAN VENTED TO THE EXTERIOR
- ⊙ CEILING FAN
- ⊙ DUPLEX OUTLET
- ⊙ CEILING MOUNTED DUPLEX OUTLET
- ⊙ 220V OUTLET
- ⊙ FLUSH FLOOR MOUNTED OUTLET (VERIFY LOC.)
- ⊙ TELEPHONE OUTLET
- ⊙ DATA OUTLET
- ⊙ TELEVISION OUTLET
- ⊙ SPEAKER LOCATION
- ⊙ SMOKE / CO DETECTOR (SEE GENERAL NOTES FOR OTHER SPEC'S)
- ⊙ BEARING POINT LOCATION (PROVIDE SOLID BEARING - MIN. OF MEMBER WIDTH UNDO)
- ⊙ POINT LOAD FROM ABOVE
- ⊙ 4 X 4 POST FROM ROOF HP, VALLEY OR RIDGE DOWN TO BEARING POINT ON WALL BELOW (MAX. OF 45' FROM VERT.)
- ⊙ BEARING WALL SUPPORTING STRUCTURE ABOVE
- ⊙ 4 X 10 HDR. # BEARING WALL INT. DOOR & OPENINGS W/ MIN (2) 2 X 4 SUPPORT EA END (UNDO)
- ⊙ DROPPED STRUCT. MEMBER BEARING # WALL

**ENERGY ENVELOPE KEY**

WALL, FUR./CLG. INSUL.  
 FOUNDATION INSUL.  
 (SEE SHEET 'G' FOR INSULATION VALUES)

**CO. DET LOCATION**

CARBON MONOXIDE ALARMS SHALL BE LOCATED IN EA. BEDROOM OR WITHIN 5 FEET OUTSIDE OF EA. BEDROOM DOOR, AT EVERY FLOOR LEVEL W/ BEDROOMS. (SEE SHEET 'G' FOR ADD'L INFO)



**MAIN FLOOR PLAN**

SCALE: 1/4" = 1'-0"

**IF LATERAL ENGINEERING IS REQUIRED, REFER TO ENGINEERING SHEETS FOR LATERAL SPECIFICATIONS**

MAIN FLOOR	1196 SQ. FT.
TOTAL AREA	1196 SQ. FT.
GARAGE AREA	396 SQ. FT.

### ROOF DESIGN NOTES

THIS ROOF HAS BEEN DESIGNED TO SUPPORT CEDAR SHAKE ROOFING MATERIALS AND COMPOSITION ROOFING OF VARIOUS TYPES. THE TABLE BELOW DESCRIBES IN DETAIL THE ASSUMPTIONS MADE IN THE DESIGN OF THE ROOF STRUCTURE OF THIS BUILDING.

ROOF LIVE LOAD (SNOW)	25.0 PSF	3.25 PSF	AVE/(LET)
FRAMING MATERIALS	2.0 PSF		
SHEATHING MATERIALS:	15 PSF	33.25 PSF	ACTUAL REQ'D
MISC. MATERIALS:	15 PSF	6.75 PSF	SAFETY FACTOR
ROOFING TYPE	DRY / WET	<b>40.0</b>	PSF TL
MED SHAKES	2.0 / 3.25 PSF		
HVT SHAKES	3.0 / 4.0 PSF		
SHINGLES	2.0 / 3.25 PSF		
COMPOSITION	2.5 / 3.0 PSF		

GYPSUM MATERIALS: ADD 2.0 PSF FOR VAULTED AREAS (COVERED IN SAFETY FACTOR)

NOTE: HIP, VALLEYS & RIDGES SHALL NOT BE LESS IN DEPTH THAN THE END CUT OF THE RAFTERS (FIELD VERIFY ALL CONDITIONS)

#### LEGEND

- 4 X 4 WOOD POST FROM RIDGE (HIP OR VALLEY) TO WALL BELOW (MIN. 2" X 4 REQ'D AT WALL BEARING POINT) NOTE: SPLICES IN HIP & VALLEYS CAN ONLY OCCUR AT POST DOWN LOCATIONS
- 48 SQ. IN. ROOF VENTS (SEE VENT TABLE FOR QTY. - 50%/50% SHOWN)
- 2X4 PURLIN WALL TO BM OR WALL BELOW (FRAMING AT 24" O.C.)
- SHADED AREA DENOTES ROOF FRAMED OVER RAFTERS BELOW
- DOWNSPOUTS

#### COMP/SHAKE ROOF

**MAXIMUM SPANS**

FER 2004 WUP/A TEL RR-28  
2 D.F. L/240  
25" LL & 18" DL

SIZE	SPACING	SPAN
2X6	12" O.C.	14'-0"
	16" O.C.	12'-1"
	24" O.C.	9'-10"
2X8	12" O.C.	11'-8"
	16" O.C.	10'-4"
	24" O.C.	12'-6"
2X10	12" O.C.	11'-11"
	16" O.C.	10'-3"
	24" O.C.	10'-3"
2X12	12" O.C.	11'-11"
	16" O.C.	11'-8"
	24" O.C.	11'-8"

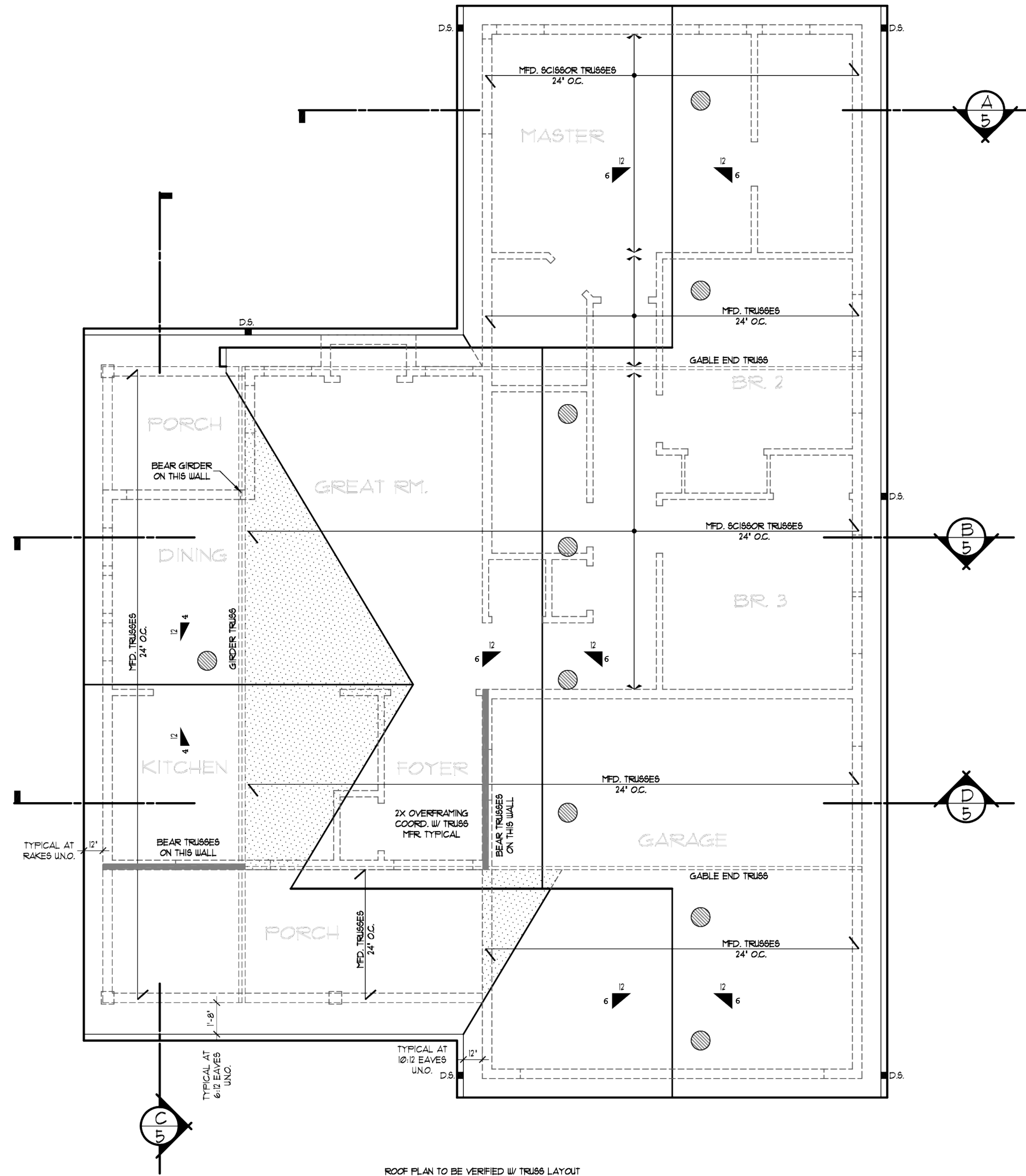
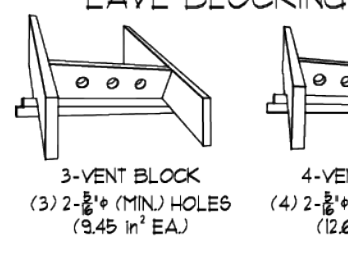
#### ROOF VENTS

ROOF AREA (ft <sup>2</sup> ) = 1180		EAVE-BLOCKING		ROOF VENTS	
% EAVE	AREA (ft <sup>2</sup> )	% ROOF	AREA (ft <sup>2</sup> )	3-VENT	4-VENT
6.0	72.6	4.0	341.8	54	41
56.7	484.4	43.3	310.0	51	39
53.3	455.4	46.7	399.0	48	36
5.0	421.2	5.0	421.2	45	34

FOR BAY (E.G., 1800) THE NET FREE VENTILATING AREA SHALL BE 15% OF THE AREA OF THE VENTED SPACE.

EXCEPTION: THE NET FREE VENTILATION AREA SHALL BE 15% OF THE VENTED SPACE PROVIDED BOTH OF THE FOLLOWING CONDITIONS ARE MET:  
 1. CLIMATE ZONES 4, 5 AND 6 (GLASS) OR 3 (VAPOR BARRIER) IS INSTALLED ON THE WARM-INSIDE SIDE OF THE CEILING.  
 2. CEILING IS NOT LESS THAN 8" THICK AND NOT MORE THAN 50% PERCENT OF THE REQUIRED VENTILATED AREA IS PROVIDED BY VENTILATIONS LOCATED IN THE UPPER PORTION OF THE ATTIC OR RAFTER SPACE. OTHER VENTILATIONS SHALL BE LOCATED NO MORE THAN 3 FEET BELOW THE RIDGE OR HIGHEST POINT OF THE SPACE. REMAINING VENTILATIONS SHALL BE LOCATED IN THE BOTTOM ONE-THIRD OF THE ATTIC SPACE. WHEN THE LOCATION OF WALL OR ROOF FINISH PREVENTS COMPLIANCE WITH THE INSTALLATION OF UPPER VENTILATIONS, INSTALLATION MORE THAN 3 FEET FROM THE RIDGE OR HIGHEST POINT OF THE SPACE SHALL BE PERMITTED.

#### EAVE BLOCKING



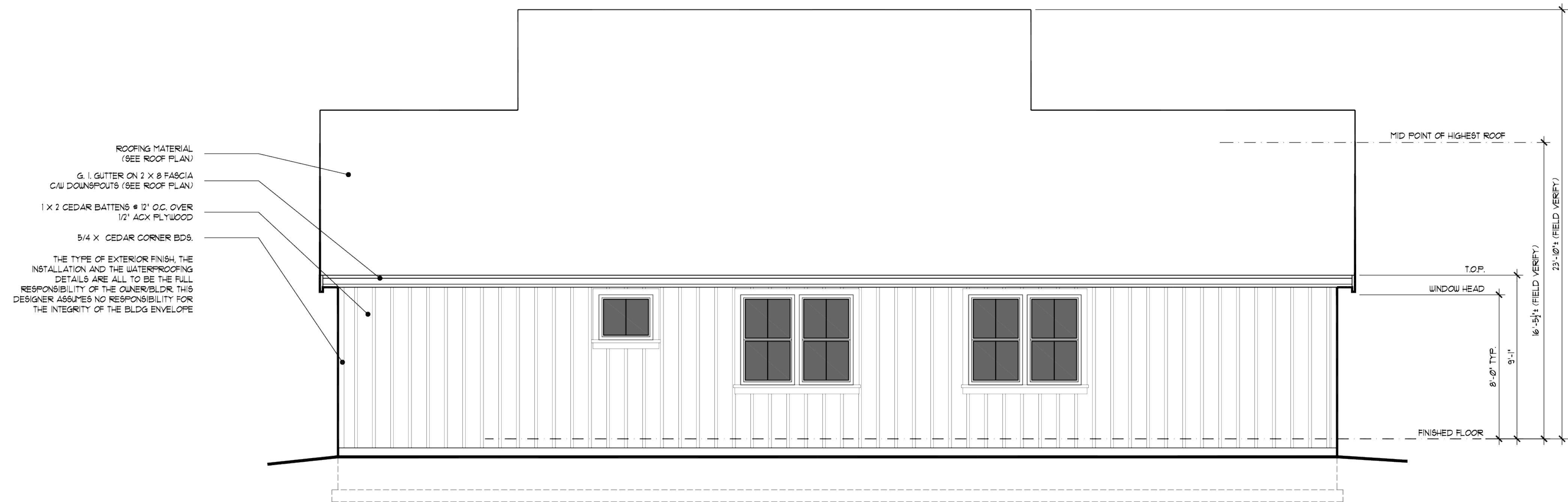
ROOF PLAN TO BE VERIFIED W/ TRUSS LAYOUT AND DESIGN BY TRUSS MFR. SEE LAYOUT, TRUSS DRAWINGS AND ENGINEERING BY MFR. FOR ADDITIONAL SPECIFICATIONS AND INSTALLATION REQUIREMENTS.

MAIN FLOOR	1196 SQ. FT.
TOTAL AREA	1196 SQ. FT.
GARAGE AREA	+ 396 SQ. FT.

## ROOF FRAMING PLAN

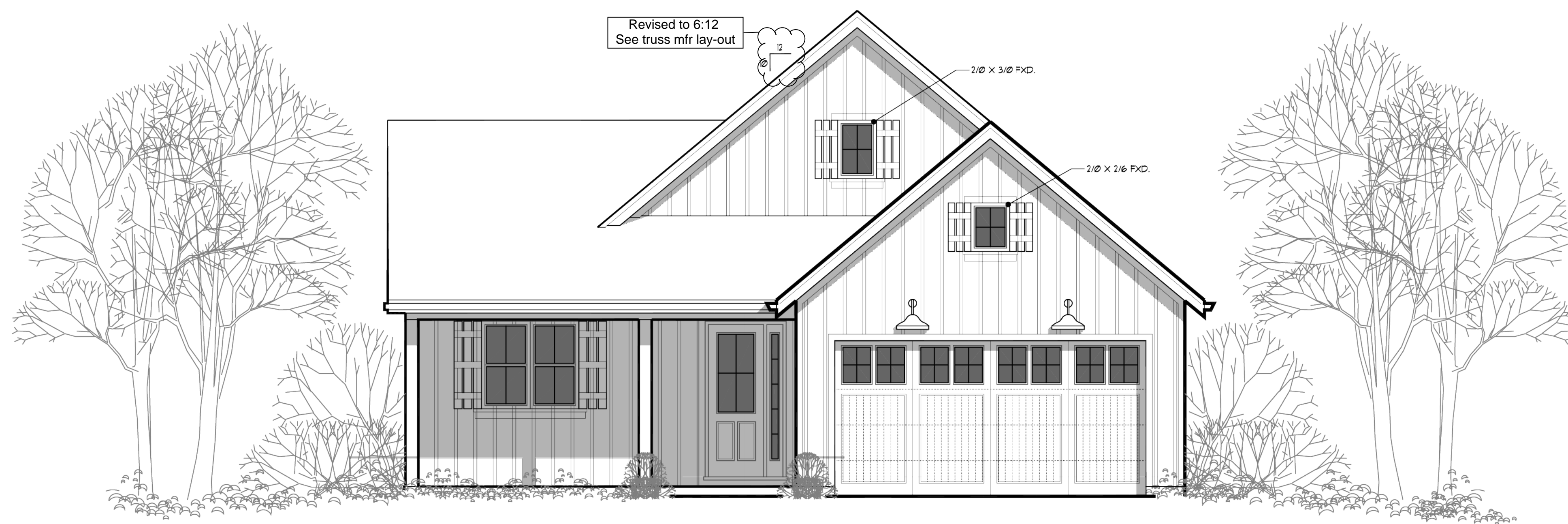
IF LATERAL ENGINEERING IS REQUIRED, REFER TO ENGINEERING SHEETS FOR LATERAL SPECIFICATIONS

SCALE: 1/4" = 1'-0"



**RIGHT SIDE ELEVATION**

SCALE: 1/4" = 1'-0"

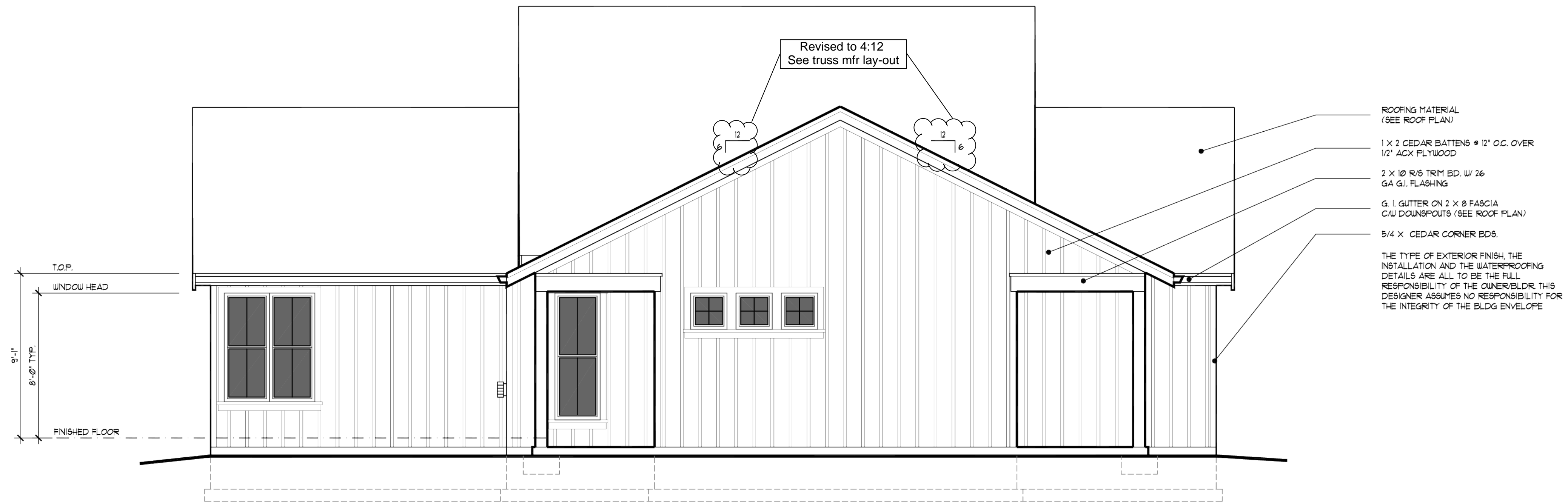


**FRONT ELEVATION**

SCALE: 1/4" = 1'-0"

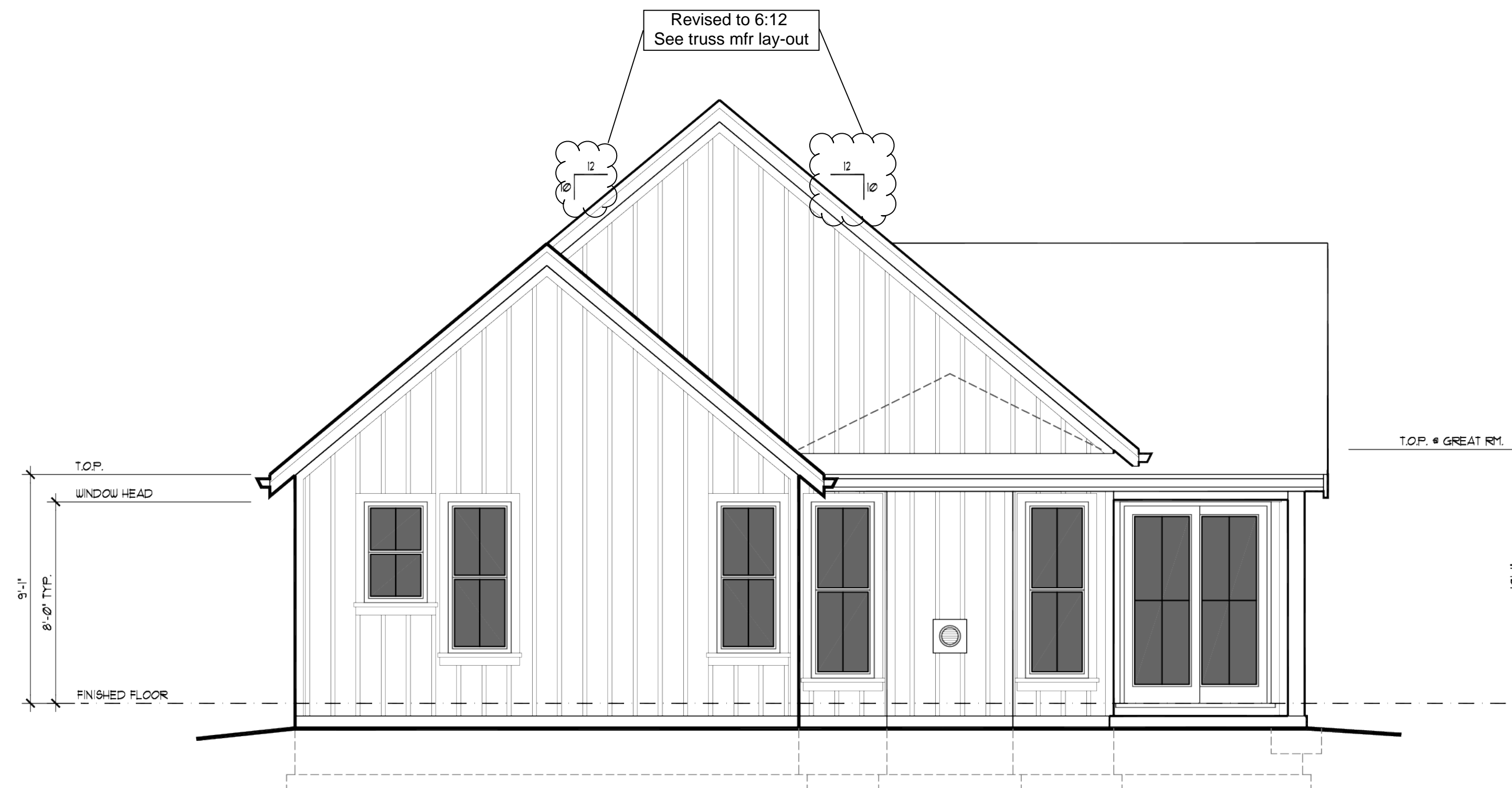
MAIN FLOOR	1196 SQ. FT.
TOTAL AREA	1196 SQ. FT.
GARAGE AREA	+ 396 SQ. FT.

THE CONTRACTOR ASSUMES FULL RESPONSIBILITY FOR THE CORRECT INSTALLATION OF ALL EXTERIOR FINISHES AND WEATHERPROOFING.



**LEFT SIDE ELEVATION**

SCALE: 1/4" = 1'-0"



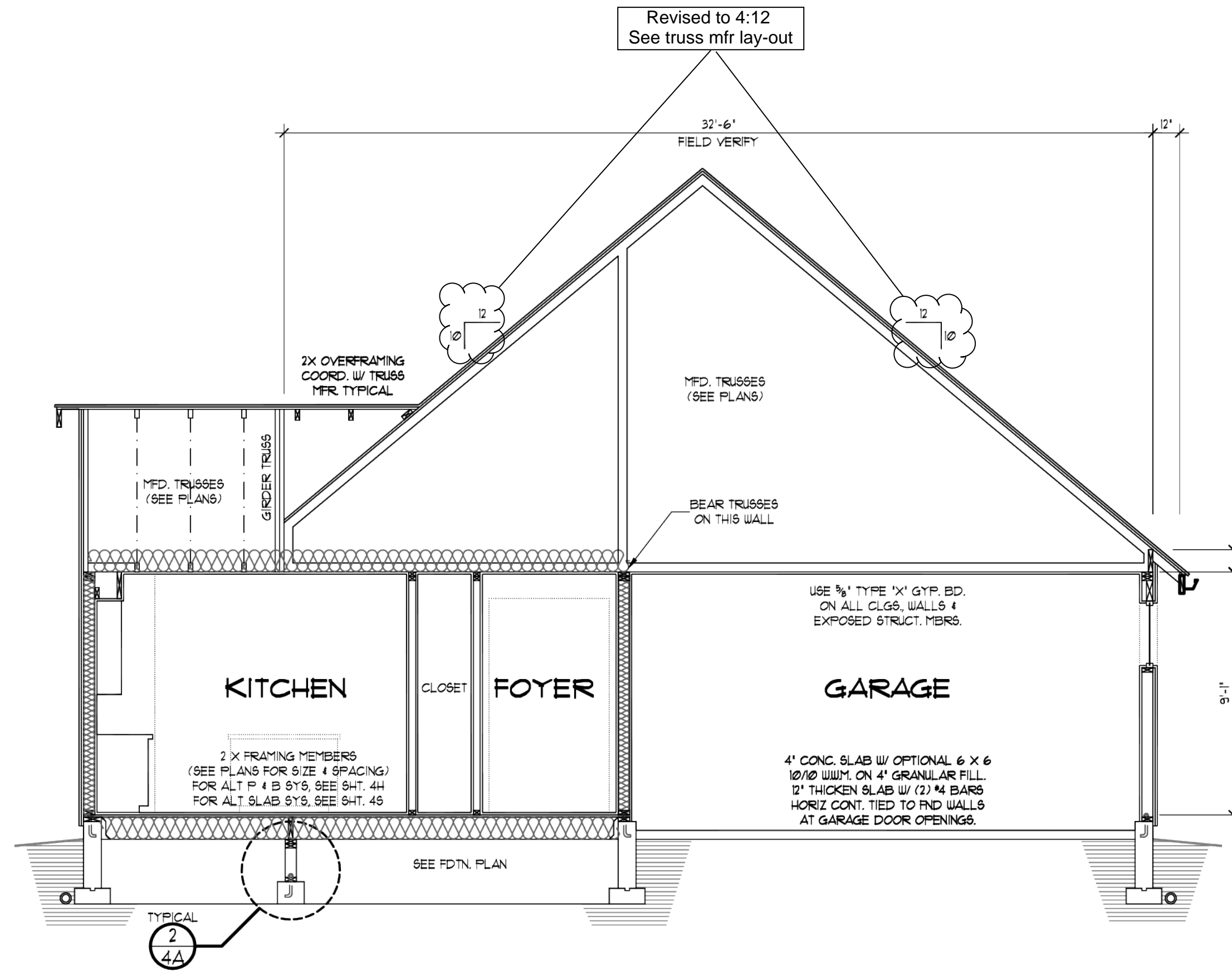
**REAR ELEVATION**

SCALE: 1/4" = 1'-0"

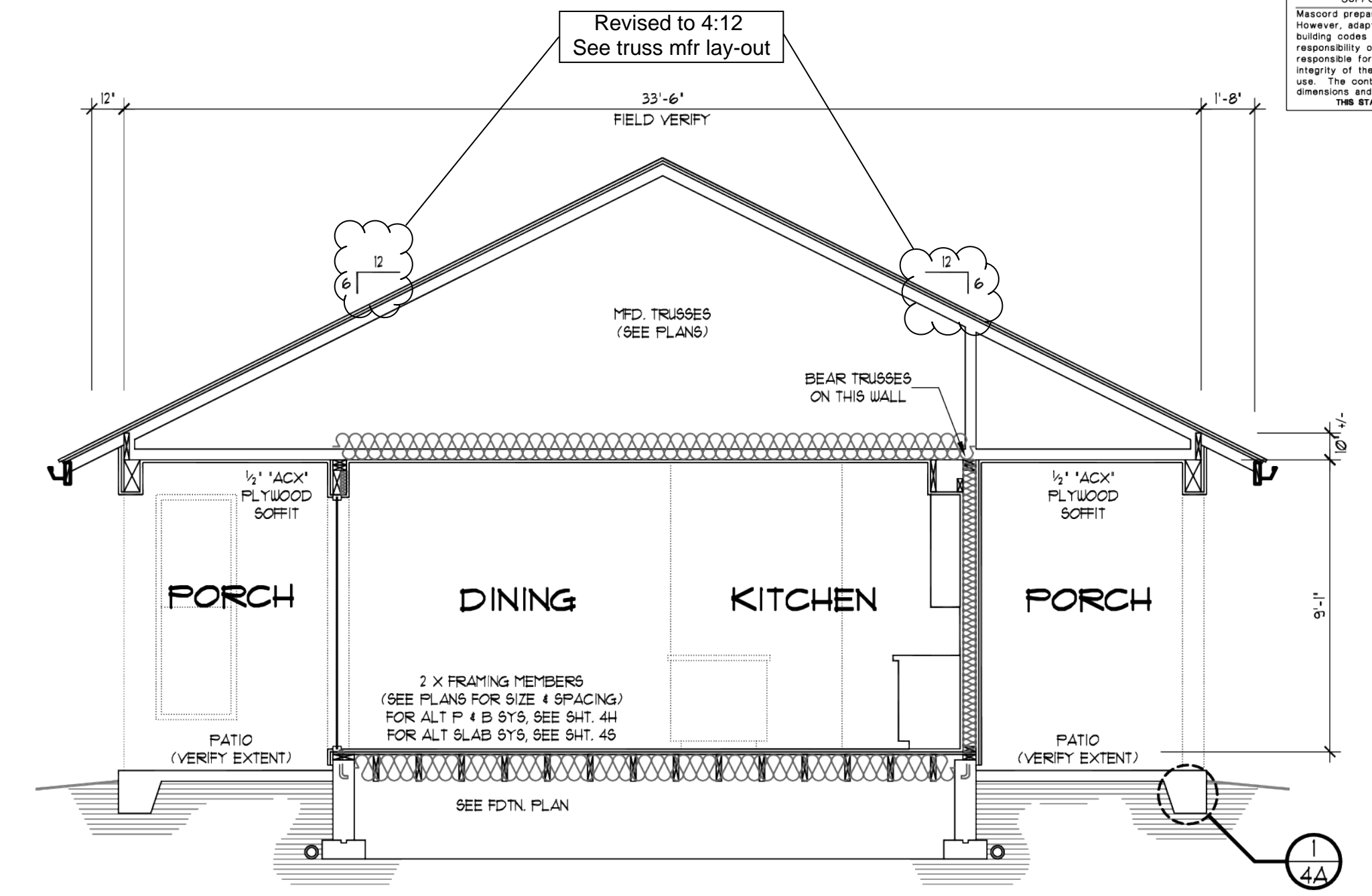
MAIN FLOOR	1196 SQ. FT.
TOTAL AREA	1196 SQ. FT.
GARAGE AREA	+ 396 SQ. FT.

THE CONTRACTOR ASSUMES FULL RESPONSIBILITY FOR THE CORRECT INSTALLATION OF ALL EXTERIOR FINISHES AND WEATHERPROOFING.





**D BUILDING SECTION**  
SCALE: 1/4" = 1'-0"

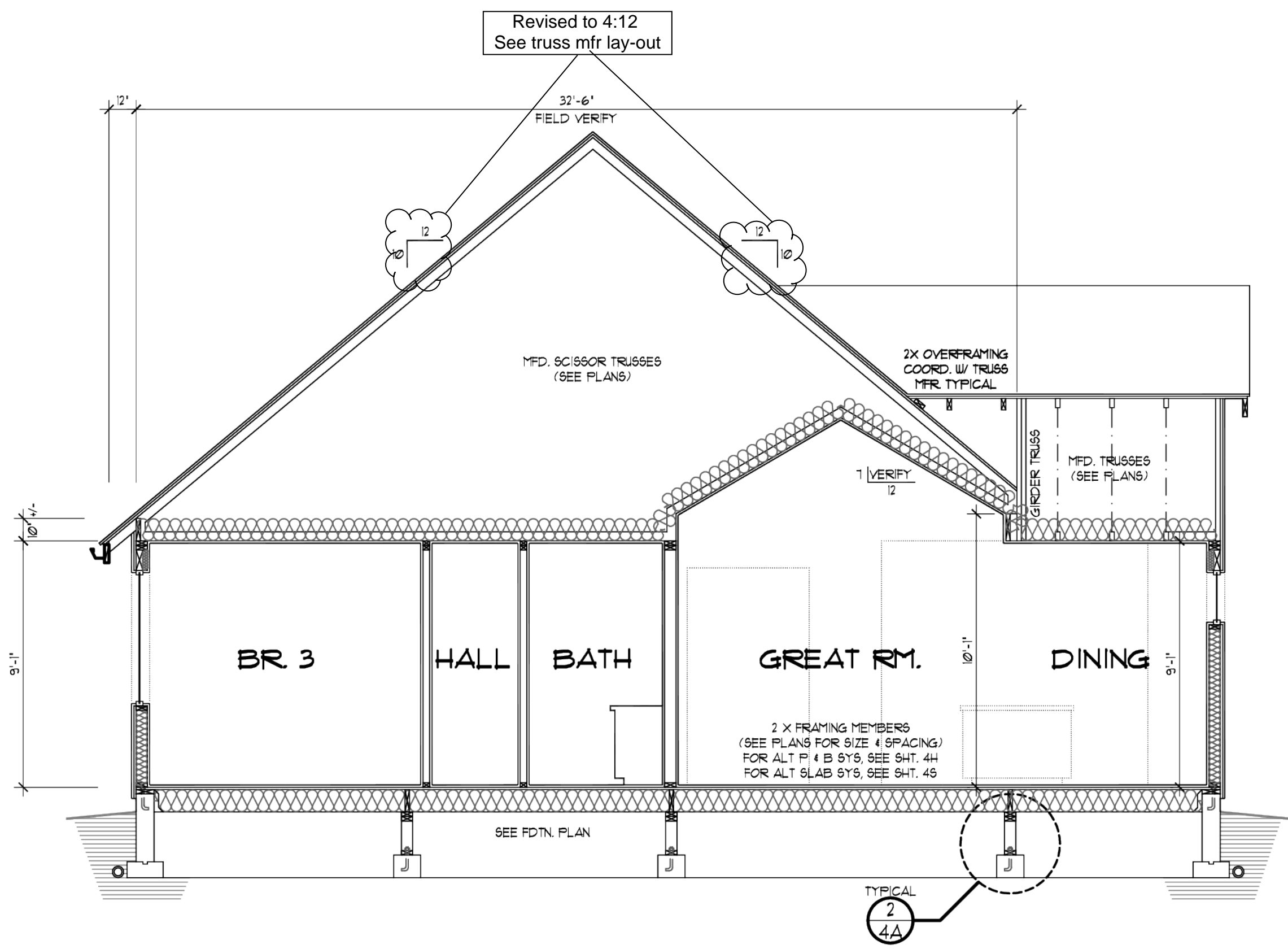


**C BUILDING SECTION**  
SCALE: 1/4" = 1'-0"

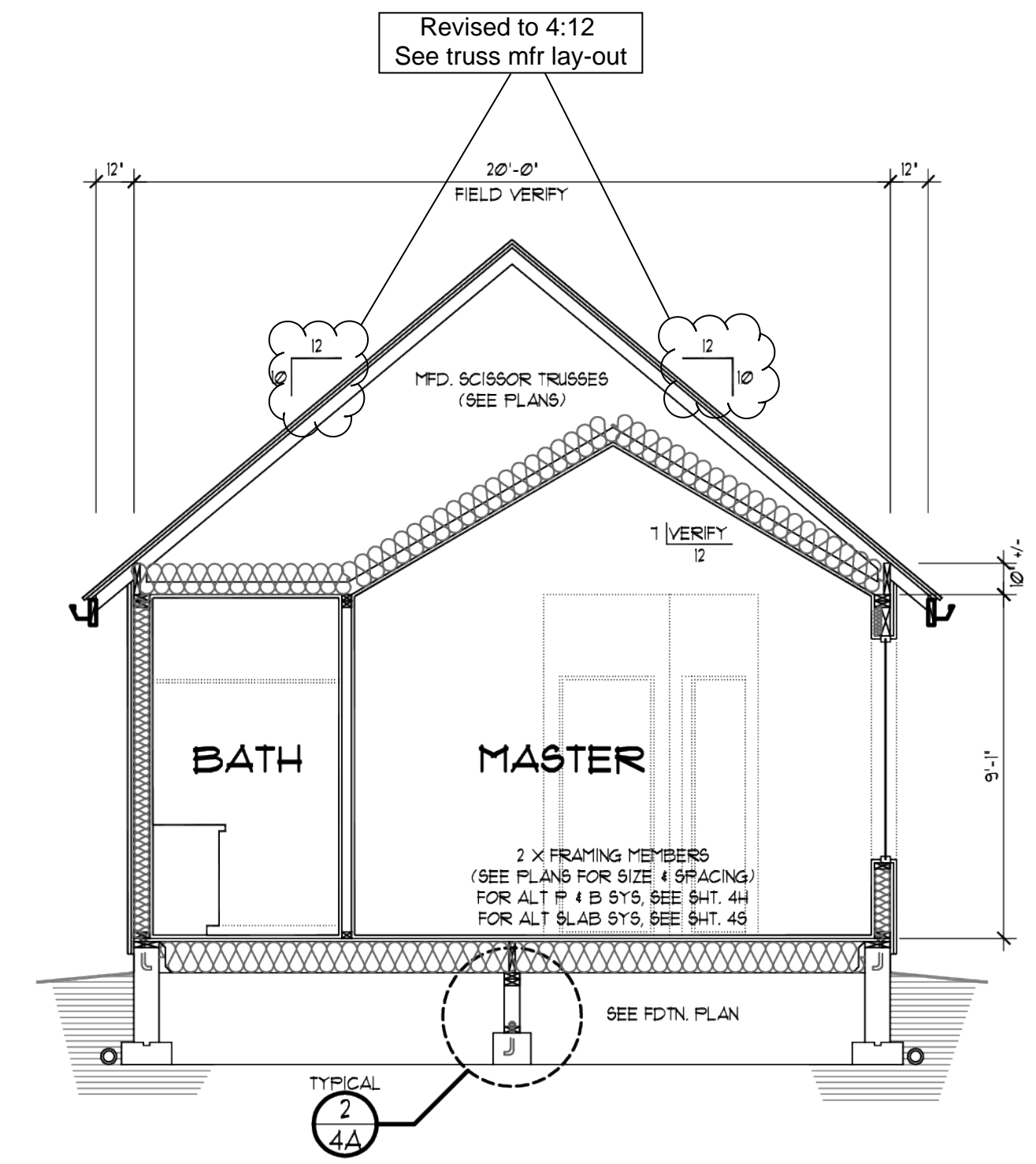
**ENERGY ENVELOPE KEY**

	WALL/FLR./CLG. INSUL.
	FOUNDATION INSUL.

(SEE SHEET 'G' FOR INSULATION VALUES)



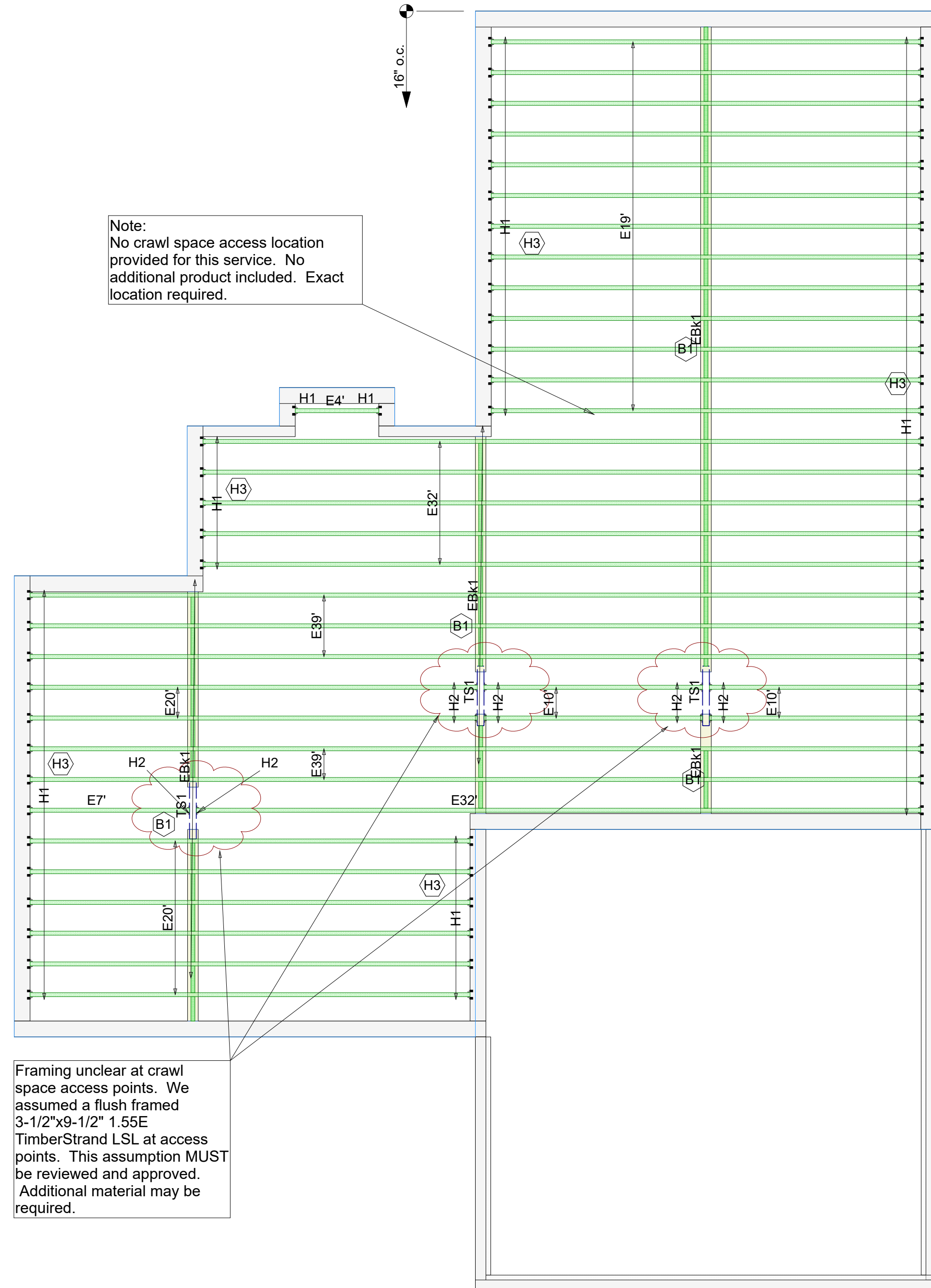
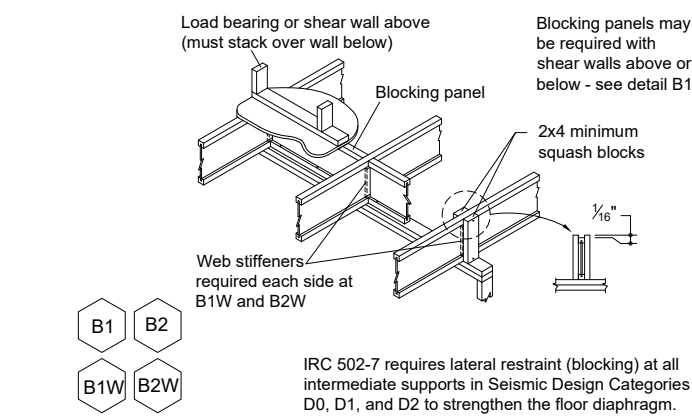
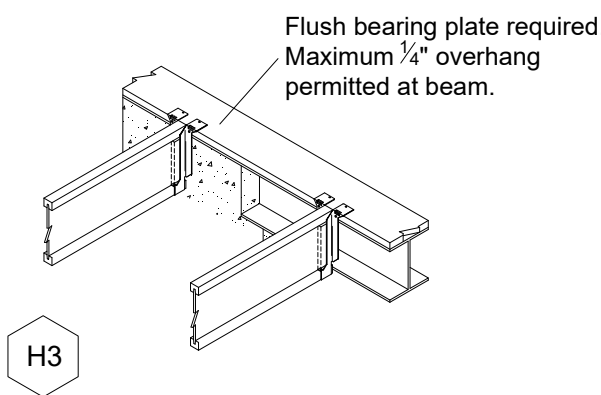
**B BUILDING SECTION**  
SCALE: 1/4" = 1'-0"



**A BUILDING SECTION**  
SCALE: 1/4" = 1'-0"

MAIN FLOOR	1196 SQ. FT.
TOTAL AREA	1196 SQ. FT.
GARAGE AREA	+ 396 SQ. FT.

# Released For Review and Approval Only



**Note:**  
No crawl space access location provided for this service. No additional product included. Exact location required.

Framing unclear at crawl space access points. We assumed a flush framed 3-1/2"x9-1/2" 1.55E TimberStrand LSL at access points. This assumption must be reviewed and approved. Additional material may be required.

Framing Connector Summary					
PlotID	Qty	Manuf	Product	Backer Blks	Web Stiff
H1	66	Simpson	ITS2.06/9.5	No	No
H2	10	Simpson	IUS2.06/9.5	No	No

Products				
PlotID	Length	Product	Plies	Net Qty
EBk1	51' 10 15/16"	9 1/2" TJI 210 joist	1	1
E39'	39' 0"	9 1/2" TJI 210 joist	1	5
E32'	32' 0"	9 1/2" TJI 210 joist	1	6
E20'	20' 0"	9 1/2" TJI 210 joist	1	8
E19'	19' 0"	9 1/2" TJI 210 joist	1	13
E10'	10' 0"	9 1/2" TJI 210 joist	1	4
E7'	7' 0"	9 1/2" TJI 210 joist	1	1
E4'	4' 0"	9 1/2" TJI 210 joist	1	1
TS1	3' 0"	3 1/2" x 9 1/2" 1.55E TimberStrand LSL	1	3

Accessories				
PlotID	Length	Product	Plies	Net Qty
		23/32"x48"x96" Weyerhaeuser Edge Gold Panel (0/24) T&G SF	1	41

Optional StrandGuard Sill Plate Mats List				
PlotID	Length	Product	Plies	Net Qty
	16'-0"	1-1/2"x8-1/4" 1.3E StrandGuard Sill Plate	1	6

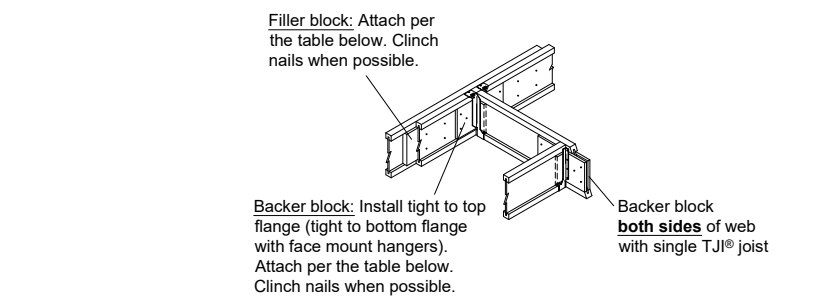
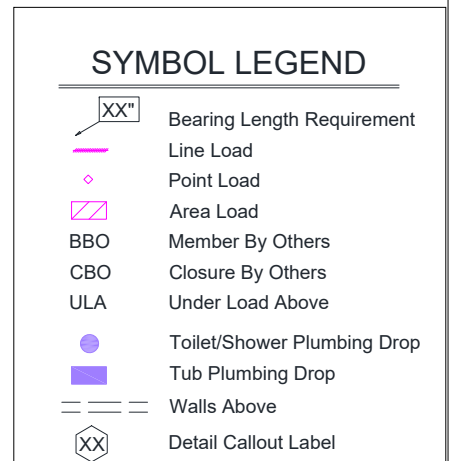
"Standard G90 hangers have been provided. If pressure treated plate used is corrosive, hangers must be isolated with acceptable vapor barrier or corrosive resistant hangers. Nails must match hanger treatment type. Please verify treated plate type."

**Note:**  
No floor loading provided in submitted plan set. We assumed the following:  
Floor 40 PSF LL and 12 PSF DL  
DOR/EOR to approve this assumption. Additional material may be required.

Roof system is trussed, all loads assumed to exterior walls. No interior loads accounted for.

LEVEL NOTES	
Current Date:	12/7/2021
File Name:	SR-300641.jxl
Level Name:	1st Floor
Building Code - Design Methodology:	IBC 2018
Members with Design Overrides:	
TJ-Pro Rating (Weighted Average):	54
Minimum Level TJ - Pro Rating & Joist:	TJ-Pro rating = 46, joist = E20'(621)
Maximum Level TJ - Pro Rating & Joist:	TJ-Pro rating = 64, joist = E7'(598)
<b>FLOOR</b>	
Floor Container:	FC1
Use/Occupancy:	Residential/LivingAreas
Floor Area Loading is:	40.0 lb/ft <sup>2</sup> Live Load & 12.0 lb/ft <sup>2</sup> Dead Load
Maximum Allowed Deflection:	L/480 Live Load & L/240 Total Load
TJ-Pro Rating Information:	
Weighted Average:	54
Directly Applied Ceiling:	None
Decking Attachment:	Glue and Nail
Decking Material:	23/32"x48"x96" Weyerhaeuser Edge Gold Panel (0/24) T&G SF
Perpendicular Partition:	No
Strapping at max 8' o.c.:	None
Blocking at max 8' o.c.:	No
Poured Flooring:	No

- GENERAL NOTES:**
- Joists may be shifted up to 3" from on center spacing to avoid hanger interference, flush beams and/or plumbing drops. **DO NOT CUT JOIST FLANGES.**
  - All EWP beams have been designed assuming full width support of the members/plies, unless noted otherwise.
  - This drawing may contain deviations from the original project documents. It is the responsibility of the contractor to notify the project Design Professional of these deviations to verify conformance with the original design intent of the project.
  - This layout is intended for the use of TrusJoist engineered wood products only. The substitution of other wood products with this layout is NOT PERMITTED. Please identify the TJI, TimberStrand® LSL, Microllam®, LVL and Parallam® PSL stamps on the product to ensure that this layout is valid for the products actually installed.
  - Only header openings and roof loads which affect Weyerhaeuser product sizes have been denoted on this layout. In addition to and 'CS' detail callouts shown, solid blocking and/or squash blocks are required to provide vertical load transfer from all concentrated load locations to foundation below. See Pocket Framers Guide for appropriate detail(s).



TJI# Depth, D	TJI# Flange Width	Block Type	Block Size	Nail Quantity
9 1/2" <D> 16"	less than 3 1/2"	Filter	10x0(1.28" x 3")	10"
		Backer	10x0(1.28" x 3")	10"
16" <D> 20"	less than 3 1/2"	Filter	16x0(1.92" x 3")	15
		Backer	16x0(1.92" x 3")	15
20" <D> 24"	3 1/2"	Filter	16x0(1.92" x 3")	15 - each side
		Backer	16x0(1.92" x 3")	25 - each side
		Backer	10x0(1.28" x 3")	15

(1) 15 for multi-family applications  
H2 With top mount hangers, backer block required only for downward loads exceeding 250 lbs or for uplift conditions.

**WARNING**  
Joists are unstable until braced laterally.

**Bracing Includes:**

- Blocking
- Sheathing
- Stair Lines
- Hangers
- Rim Board
- Rim Joist

**DO NOT walk on joists until braced. INJURY MAY RESULT.**

**DO NOT walk on joists that are tying flat.**

**DO NOT stack building materials on unbraced joists. Stack only over beams or walls.**

**WARNING NOTES:**  
Lack of proper bracing during construction can result in serious accidents. Observe the following guidelines:

- All blocking, hangers, rim boards and rim joists at the end supports of the TJI joists must be completely installed and properly nailed.
- Lateral strength, like braced end wall or an existing deck, must be established at the ends of the bay. This can also be accomplished by a temporary or permanent deck (sheathing) fastened to the end 4 feet of joists at the end of the bay.
- Safety bracing of 1x4 (minimum) must be nailed to a braced end wall or sheathed area (as in note 2) and to each joist. Without this bracing, buckling sideways or rollover is highly probable under light construction loads - such as a worker or one layer of unnailed sheathing.
- Sheathing must be completely attached to each TJI joist before additional loads can be placed on the system.
- Ends of cantilevers require safety bracing on both the top and bottom flanges.
- The flanges must remain straight within 1/2" from true alignment.

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First Floor Framing Plan  
Scale: 1/4" = 1'-0"  
286

ENGINEERED WOOD PRODUCTS

Specification Team  
SERVICE REQUESTS@WEYERHAEUSER.COM  
WWW.AXIS.WEYERHAEUSER.COM

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Weyerhaeuser prepared these plans for the specification of TrusJoist products based on project information provided to us. This service is provided as a design professional as determined by the building codes. The designer of record and/or builder/framer is responsible to ensure these drawings are compatible with the overall project. Copyright 2009 Weyerhaeuser/RF Company. All rights reserved. Any copying or reproduction will constitute an infringement of copyright.

Revision Date:

Original Date:

Revision:

Drawn By:

Architectural Drawings Prepared By:

Mascord Collection

Structural Drawings Prepared By:

N/A

Gene Stringfield Building Materials

4J Youth Home

1466 Park Avenue

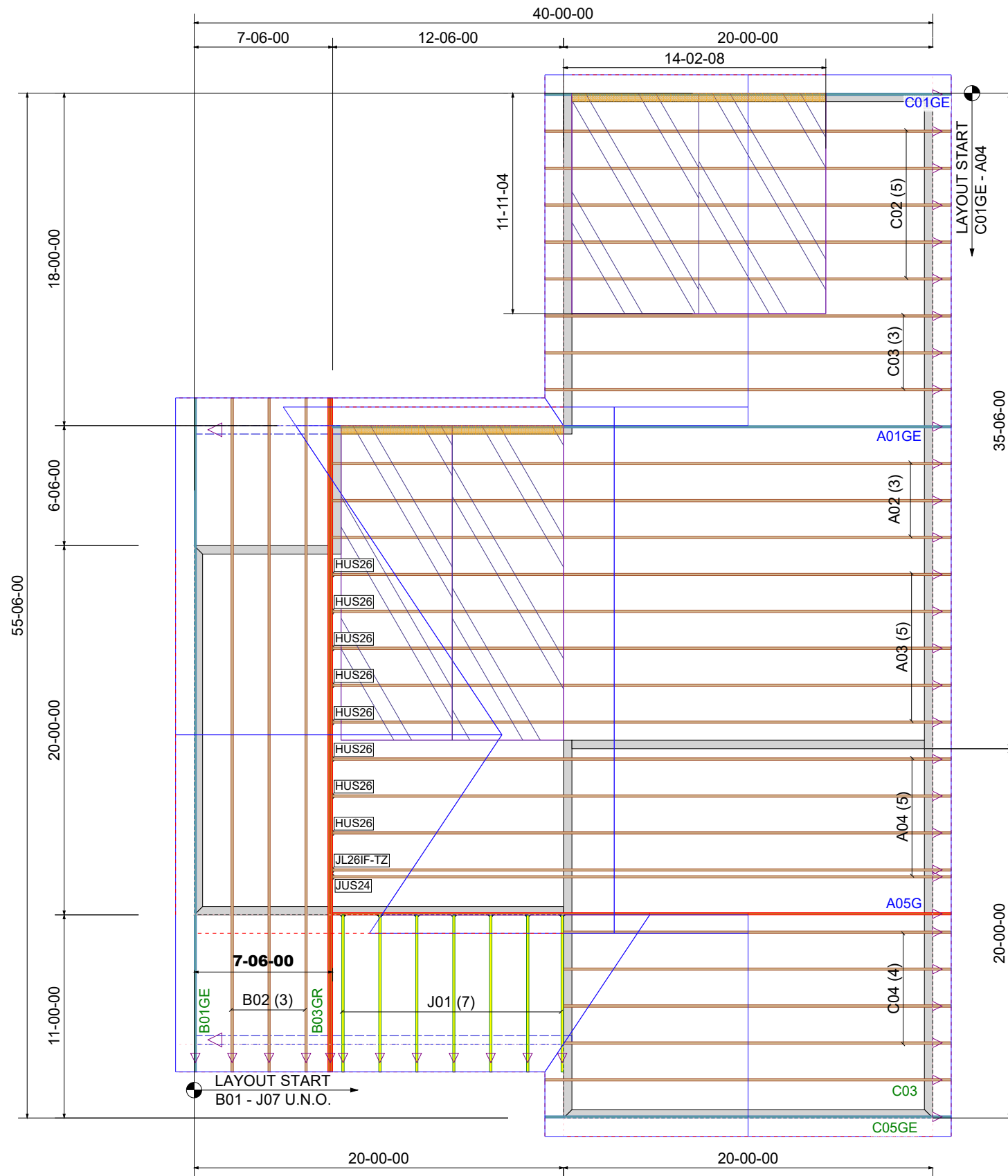
Eugene, OR

R21-240093

SR-300641

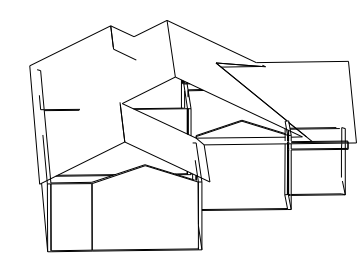
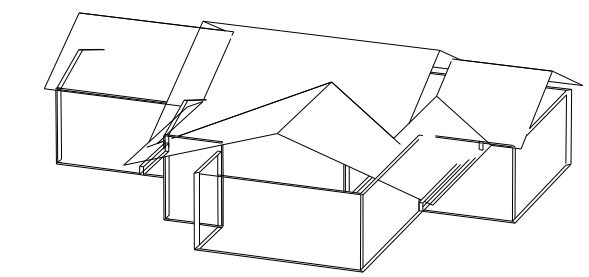
**Sheet**  
**1 of 1**





HATCH LEGEND	
	RAKE FRAME WALL TO INTERIOR VAULT
	4/12 VAULT

**IMPORTANT!!**  
**VERIFY 2X10 VERTICAL BLOCKS-**



**ROOF NOTES:**

COMPOSITION ROOF  
 ROOF PITCH: 6/12 & 4/12  
 OVERHANG: 1-00-00 & 1-06-00  
 TOP CHORD LIVE LOAD: 25 psf  
 TOP CHORD DEAD LOAD: 8 psf  
 BOTTOM CHORD DEAD LOAD: 7 psf  
 WIND LOAD & EXPOSURE: Vult 98 mph - Exp. B  
 TRUSS TO PLATE CONNECTION BY OTHERS  
 LAYOUT NOT TO SCALE

**GENERAL NOTES**

- THIS DRAWING PROVIDES TRUSS DIMENSIONS AND LOCATIONS ONLY AND SHALL ALWAYS BE USED IN CONJUNCTION WITH APPROVED ARCHITECTURAL AND STRUCTURAL DRAWINGS
- THE GENERAL CONTRACTOR SHALL VERIFY ALL DIMENSIONS IN WRITING AND BE RESPONSIBLE FOR REPORTING ANY DISCREPANCIES TO THE MANUFACTURER PRIOR TO FABRICATION.
- TRUSSES ARE EXTREMELY FLEXIBLE UNTIL ALL FORMS OF BRACING ARE IN PLACE AND FASTENED. FOR ERECTION AND BRACING RECOMMENDATIONS, SEE THE ENCLOSED BCSI-B1 & BCSI-B3 SUMMARY SHEETS.
- BEFORE INSTALLING TRUSSES, REFER TO INDIVIDUAL ENGINEERED TRUSS DRAWINGS. LOCATE THE TOP AND BOTTOM CHORDS, AND PLACE TRUSSES ACCORDINGLY. BRACE INDICATED ON THE ENGINEERED TRUSS DRAWINGS IS MANDATORY AND PERMANENT.
- FOLLOW PROJECT ENGINEERS / DESIGNERS INSTRUCTION ON THE DOWNS, NAILING AND OVERALL SWAY BRACING.
- DO NOT CUT, DRILL, OR ALTER TRUSSES IN ANY WAY WITHOUT WRITTEN AUTHORIZATION FROM THE TRUSSCO & BUILDING SUPPLY. THE CONTRACTOR ASSUMES SOLE RESPONSIBILITY OF ANY ALTERATION OF A TRUSS WITHOUT WRITTEN APPROVAL FROM THE TRUSSCO & BUILDING SUPPLY.

**SUPERIMPOSED LOADS:**

- NO MATERIAL SHALL BE STORED ON A TRUSS SYSTEM UNTIL ALL PERMANENT BRACING HAS BEEN COMPLETELY INSTALLED.
- CONCENTRATED & UNIFORM LOADS DUE TO CONSTRUCTION AND/OR OCCUPANCY SHALL NOT EXCEED THOSE SPECIFIED BY THE TRUSS DESIGNER AS TO WEIGHT AND LOCATION.
- LOADS SHALL NOT BE SUSPENDED FROM THE BOTTOM CHORDS OF TRUSSES UNLESS THE TRUSSES HAVE BEEN DESIGNED TO SAFELY CARRY THE APPLIED LOAD.

**IMPORTANT:**

- SEE BCSI-B1 SUMMARY SHEET FOR HANDLING, INSTALLING, RESTRAINING AND TEMPORARY BRACING REQUIREMENTS.
- SEE ENGINEERED TRUSS DRAWINGS AND SUPPLIED BCSI-B3 FOR PERMANENT BRACING REQUIREMENTS

**Meili Construction**  
 Youth Home  
 TBA, Eugene, OR

JOB DATE: 11/2/2021

PLAN DATE: ND

DRAWN BY: VP

JOB NUMBER: J1101648

FRAMER NAME:

FRAMER PHONE NUMBER:

Signature \_\_\_\_\_

Date \_\_\_\_\_

Layout Approved \_\_\_\_\_

Approved as Noted \_\_\_\_\_

Truss Engineering Approved \_\_\_\_\_

Engineering Approved as Noted \_\_\_\_\_

Not Approved \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



EXHIBIT "F"



Ph. # 541-485-1417 Fax # 541-484-0524 CCB# 63771

**4J Youth Home Build**  
**1466 Park Ave**  
**Eugene, OR 97404**

**GMP - SCHEDULE OF VALUES**

**February 2/25/22**



**Updated with VE - 3/02/22**

DIV	LN	CSI #	DESCRIPTION	4J Home 2/25/22	4J Home VE- 3/02/22	DESCRIPTION
<b>1</b>			<b>GENERAL CONDITIONS / SUPERVISOR</b>			
	1	01450	Superintendent	\$ 30,240	\$ 30,240	Meili
	2	01450	Project Management	18,830	18,830	Meili
	3	01520	Staging	1,490	1,490	Meili
	4	01500	Temporary Facilities	6,210	6,210	Meili
	5	01705	Rental Equipment	8,100	8,100	Meili
	6	---	Professional Cleaning	928	928	allowance
			<b>Division 1 - General Conditions Subtotal</b>	<b>\$ 65,798</b>	<b>\$ 65,798</b>	
<b>2</b>			<b>EARTHWORK</b>			
	7	02001	Site Staking	\$ 780	\$ 780	allowance
	8	02200	Erosion Waddle	1,504	1,504	Meili
	9	02210	Mud Control around Foundations	1,645	1,645	allowance
	10	02220	Site - Excavation & Rockfill	25,370	25,370	Meili
	11	02210	Building - Excavation & Rockfill	9,363	9,363	Meili
	12	02220	Site Utility Excavation & Backfill	9,081	9,081	Meili
	13	02400	Site Water & Sanitary Sewer	1,625	1,625	subcontractor
	14	02230	Roof Drains	3,776	3,776	Meili
	15	02230	Foundation Drains	1,470	1,470	Meili
	16	02800	Asphalt (Pervious) Paving	18,950	-	VE - gravel drive only
	---	----	Wood Fencing (back fence only)	-	-	n.i.c. - by owner
	---	02240	Topsoil (L&M)	-	-	n.i.c. - by owner
	---	----	Landscaping & Irrigation	-	-	n.i.c. - by owner
	---	01705	Water Meter and SDC's	-	-	n.i.c. - by EWEB / owner
	---	01705	Gas, Phone, TV Utility Fees	-	-	n.i.c. - by NW Gas / owner
	17	16510	Power Design / Wiring Fees	4,000	4,000	allowance (EWEB)
			<b>Division 2 - Sitework Subtotal</b>	<b>\$ 77,564</b>	<b>\$ 58,614</b>	
<b>3</b>			<b>CONCRETE WORK</b>			
	18	03300	Foundations	\$ 29,997	\$ 29,997	Meili / subcontractor
	19	03305	Concrete Garage Slab	3,539	3,539	Meili / subcontractor
	20	03330	Patios, Aprons & Walks	288 3,816	3,816	Meili / subcontractor

	---	03330	Concrete Apron at Street	-	-	none included
	21	03325	Vapor Barrier, Cure, Misc	2,000	2,000	Meili
	---	03230	Reinforcing Steel & Mesh	-	-	included in foundations
	---	03315	Concrete Pumping	-	-	included in foundations
		<b>Division 3 - Concrete Work Subtotal</b>		<b>\$ 39,352</b>	<b>\$ 39,352</b>	
<b>4</b>		<b>MASONRY</b>				
	---	42000	Brick Masonry	\$ -	\$ -	none
		<b>Division 4 - Masonry Subtotal</b>		<b>\$ -</b>	<b>\$ -</b>	
<b>5</b>		<b>STRUCTURAL STEEL</b>				
	---	05121	Misc Steel Items	-	-	none
		<b>Division 5 - Steel Subtotal</b>		<b>\$ -</b>	<b>\$ -</b>	
<b>6</b>		<b>CARPENTRY</b>				
	22	06100	Framing - Labor	\$ 41,770	\$ 41,770	Meili
	23	06110	Framing Lumber - Materials	38,594	38,594	supplier
	24	06190	Roof Trusses	10,916	10,916	VE - delete vaults
	25	06115	Siding & Envelope - Labor	36,459	34,164	VE - delete rainscreen batts
	26	06110	Siding & Envelope Materials	14,938	12,618	VE - delete rainscreen batts
	27	06110	Window Shutters - Materials	300	-	VE - delete
	28	01460	Misc. Labor / Deliveries	13,216	13,216	Meili
	29	06880	Nails, Hardware, Misc.	7,000	2,000	Meili
	30	06180	Simpson Hardware	2,000	2,000	Meili
	31	06130	Misc Lumber	2,000	2,000	allowance
	32	06200	Interior Trim - Material	1,090	690	VE - delete wood base
	33	06200	Finish Carpentry - Labor	13,940	10,427	VE - rubber base, wire shelves
	34	06200	Fireplace Mantel - (L&M)	1,200	-	VE - delete
	35	06880	Underlayment - (L&M)	4,396	1,318	VE - keep only at sheet vinyl
	36	06410	Cabinetry - Installed	8,228	7,160	VE - delete island cabinet
	---	06420	Plastic Laminate Countertops	-	-	in floor covering
		<b>Division 6 - Carpentry Subtotal</b>		<b>\$ 196,047</b>	<b>\$ 176,873</b>	
<b>7</b>		<b>THERMAL &amp; MOISTURE PROTECTION</b>				
	37	07240	Asphalt Comp Roofing	\$ 11,650	\$ 11,650	subcontractor
	38	07600	Gutters & Downspouts	2,270	2,270	subcontractor
	39	07600	General Sheetmetal Flashing	1,334	1,334	subcontractor
	40	07200	Insulation	5,906	4,906	VE - no garage or attic duct insul
	41	07900	Misc. Joint Sealants	\$ 350	\$ 350	Meili
		<b>Division 7 - Insulation Subtotal</b>		<b>\$ 21,510</b>	<b>\$ 20,510</b>	
<b>8</b>		<b>DOORS &amp; WINDOWS</b>				
	42	08200	Exterior Doors and Hardware	\$ 1,610	\$ 2,917	VE - delete sidelite at entry
	43	----	Interior Doors & Hardware	2,382	2,382	supplier
	44	08650	Overhead Door	4,045	2,775	VE - delete glass & opener
	45	08650	Windows & Sliding Glass Door	5,531	4,941	VE - sldg gl dr reduced to 6068
	---	----	Skylights	-	-	none included
	46	----	Attic Acss Ladder	220	-	VE - delete
		<b>Division 8 - Doors &amp; Windows Subtotal</b>		<b>\$ 13,788</b>	<b>\$ 13,015</b>	

<b>9</b>		<b>FINISHES</b>				
	47	09180	Drywall and Drywall Texture	\$ 19,940	\$ 18,440	VE - delete vaults, garage gyp
	48	09900	Paint, Waterproofing, Finishes	11,200	8,700	VE - int walls & trim - one color
	49	09680	Floor Coverings (incl Plam counters)	7,955	6,820	VE- no LVP. S/V, carpet, r base.
	---	----	Tile Shower Walls and Floor	-	-	none needed
			<b>Division 9 - Finishes Subtotal</b>	<b>\$ 39,095</b>	<b>\$ 33,960</b>	
<b>10</b>		<b>SPECIALTIES</b>				
	50	10190	Closet Shelving and Rods (mat.)	\$ 945	\$ 541	VE- wire shelving
	51	10800	Toilet Accessories	400	250	VE - reduce allowance
			<b>Division 10 - Specialties Subtotal</b>	<b>\$ 1,345</b>	<b>\$ 791</b>	
<b>11</b>		<b>EQUIPMENT</b>				
	52	----	Kitchen Appliances	\$ 3,090	\$ 1,205	VE - no refer, range is elect
	---	----	Laundry Appliances	-	-	n.i.c. - by others
			<b>Division 11 - Equipment Subtotal</b>	<b>\$ 3,090</b>	<b>\$ 1,205</b>	
<b>12</b>		<b>FURNISHINGS</b>				
	---	12510	Window Blinds	\$ -	\$ -	n.i.c. - by others
			<b>Division 12 - Furnishings Subtotal</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>13</b>		<b>SPECIAL CONSTRUCTION</b>				
	---		Specialties	\$ -	\$ -	none included
			<b>Division 13 - Special Construction</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>15</b>		<b>MECHANICAL</b>				
	53	15800	HVAC	\$ 18,921	\$ 4,154	VE - no AC. Exhaust/HRV only
	54	----	Fire Place	2,648	-	VE - deleted
	---	----	Gas Piping	-	-	VE - deleted
	55	15400	Plumbing	20,415	19,765	VE - delete disposal, ice box
	---	15400	Plumbing Fixture Allowance	-	-	in plumbing
			<b>Division 15 - Mechanical Subtotal</b>	<b>\$ 41,984</b>	<b>\$ 23,919</b>	
<b>16</b>		<b>ELECTRICAL</b>				
	56	16050	Electrical	\$ 11,978	\$ 12,225	VE - delete permit, add cadets
	57	16510	Electrical - Light Fixture Allowance	1,959	1,959	subcontractor
	58	16510	Site Electrical Service	7,394	7,394	subcontractor
	---	16510	Low Voltage Wiring - phone, TV	-	-	included in electrical
			<b>Division 16 - Electrical Subtotal</b>	<b>\$ 21,331</b>	<b>\$ 21,578</b>	
	59		Contingency	\$ 10,000	\$ -	VE - contingency deleted
			<b>SUBTOTALS</b>	<b>\$ 530,904</b>	<b>\$ 455,614</b>	
	60		Overhead & Profit	\$ 45,127	\$ 38,727	reduced
	61		General Liability	5,309	4,556	reduced
	62		CAT Tax	2,062	1,861	estimated
	63		Builder's All-Risk Insurance	1,100	1,100	
	64		Performance Bonds	7,996	6,865	
			<b>Grand Total</b>	<b>\$ 592,498</b>	<b>\$ 508,724</b>	



# EXHIBIT G - Additional Site Design Elements - 3/02/22

**Branch ENGINEERING**  
 civil • transportation  
 structural • geotechnical  
 SURVEYING  
 310 5th Street  
 Springfield, OR 97477  
 p: 541.746.0637  
 www.BranchEngineering.com

REGISTERED PROFESSIONAL ENGINEER  
 NATHAN PATTERSON  
 OREGON  
 Dec. 21, 2011  
 Expires: December 31, 2022

Reviewed for Code Compliance - 02/22/2022 2:00:18 PM  
 Permit Number - 22-00398-01  
 project title:

**4J YOUTH BUILD EROSION CONTROL PLAN**  
 PARK AVENUE  
 EUGENE, OREGON  
 ErosionControlPlan - 01/19/2022, 10:56:08 AM

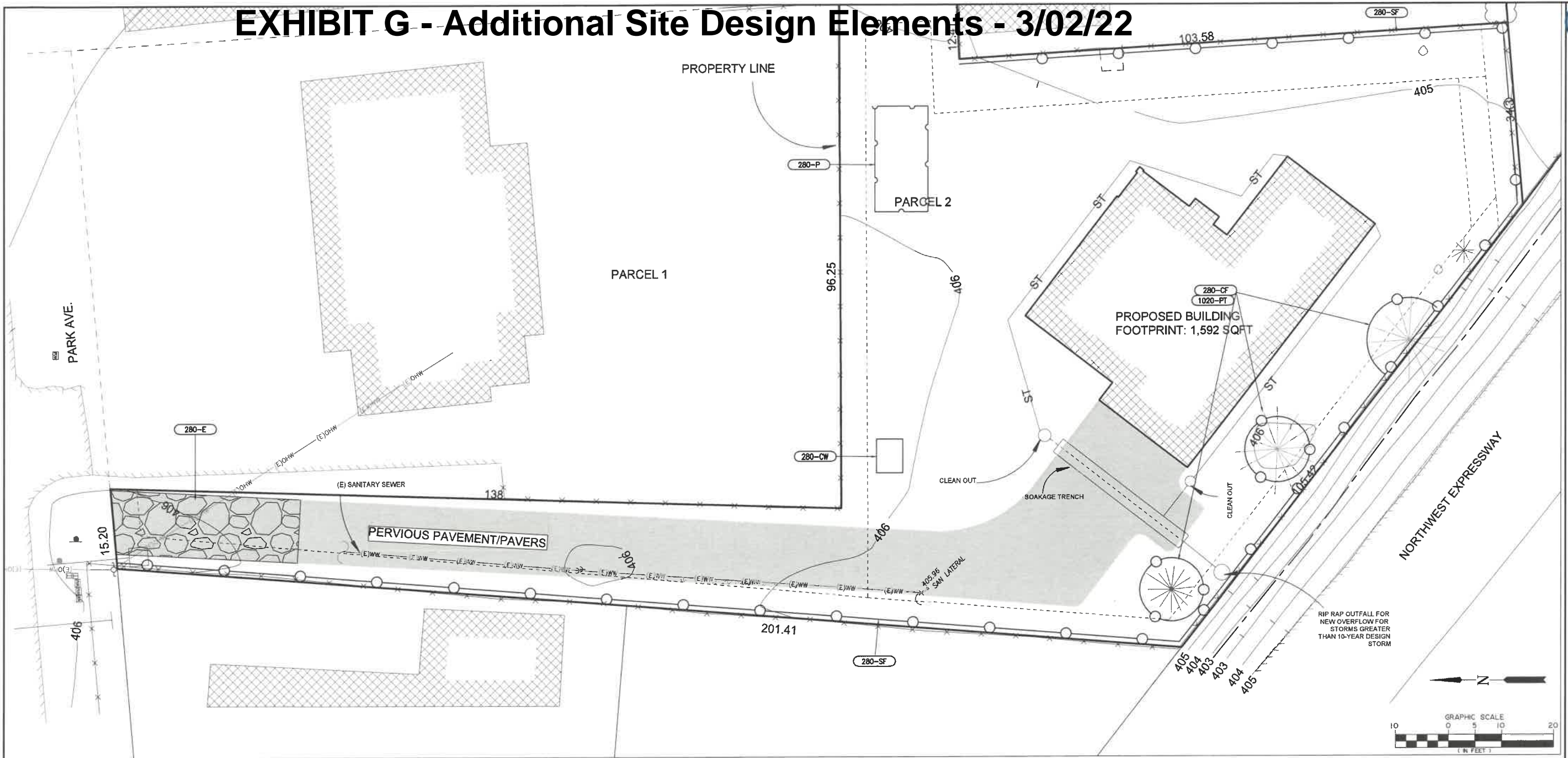
revisions:

date: JAN. 17, 2022  
 drawn by: AP2  
 designer: NP  
 project no: 21-460

**EROSION CONTROL PLAN**

sheet: **EC1**

Received by City of Eugene: 02 Civil - 4J-YouthBuild



**LEGEND**

- PROPERTY LINE
- SEDIMENT FENCE
- ADJOINER LINE
- EDGE OF PAVEMENT
- - - EXISTING FENCE LINE
- - - BOTTOM OF DITCH
- (E)OHW — OVERHEAD WIRES
- (E)WW — WASTEWATER LINE
- (E)SD — STORM DRAIN LINE
- CONTOUR LINE
- SIGN
- ⊕ WATER METER
- ⊖ TELEPHONE BOX
- ⊖ ELECTRIC BOX
- ⊖ GUY ANCHOR
- ⊖ POWER POLE
- ⊖ WASTEWATER MANHOLE
- ⊖ WASTEWATER MANHOLE
- ⊖ MAIL BOX
- ✪ EVERGREEN TREE
- ☼ DECIDUOUS TREE
- ▨ BUILDING

- CONSTRUCTION NOTES:**
- (1020-PT)** PROTECT EXISTING TREE. SEE CITY OF EUGENE TREE PROTECTION DETAIL LS120.
  - (280-E)** CONSTRUCT AGGREGATE CONSTRUCTION ENTRANCE PER CITY OF EUGENE EROSION CONTROL DETAIL RD1000.
  - (280-AD)** INSTALL AREA DRAIN SEDIMENT PROTECTION PER CITY OF EUGENE. SEE DETAIL RD1010.
  - (280-CF)** INSTALL ORANGE CONSTRUCTION FENCING FOR TREE PROTECTION AND TO PROTECT OTHER SENSITIVE AREAS. SEE DETAIL LS120.
  - (280-P)** APPROXIMATE TEMPORARY STOCK PILE LOCATION. INSTALL PLASTIC SHEETING ON STOCK PILE PER ODOT STANDARD DETAIL 6001. CONTRACTOR SHALL COORDINATE LOCATION WITH INSPECTOR PRIOR TO INSTALLATION.
  - (280-SF)** CONSTRUCT SEDIMENT FENCE, BARK BERM OR APPROVED ALTERNATIVE FILTER MEDIA PER DETAIL RD1040.
  - (280-CW)** CONST CONCRETE WASHOUT AREA PER DETAIL RD1070.
  - (280-SB-2)** INSTALL BIOFILTER BAG SEDIMENT BARRIER AT CURB CUT SPILLWAYS AND AROUND AREA DRAINS PER DETAIL RD1015.
  - (280-TM)** INSTALL TEMPORARY MULCHING TO OR SEED EXPOSED SOILS ON CUT SLOPE UNTIL FINAL LANDSCAPING HAS BEEN INSTALLED.

Issuance of an Erosion Prevention Permit approves protection measures, not construction or ground disturbing activities. It does not relieve the permit holder and/or contractor from other permitting requirements.

Wet Weather Requirements: Oct. 15th to April 30th

1. Stabilize all exposed soils and soil stockpiles to prevent sediment runoff and off-site tracking
2. Clean up any off-site tracking immediately
3. Protect all storm water inlets, water features and natural resource areas from construction runoff
4. Keep public R-O-W, adjacent properties and the city's storm water system free from construction debris

## JOB SITE COPY

C.S.M.P. Review Complete  
 Review and concurrence of this plan does not insure compliance with Local Regulations. All soil disturbing activity must comply with Sections 6.625 to 6.645 of the Eugene Code.

**K Trimble**                      02/02/2022  
 Staff                                      Date



SOAKAGE TRENCH DIMESIONS

BASE AREA	X	Y	Z
70 SF	5	14	2.5

- A: SLOPE FOR STABILITY DURING CONSTRUCTION. CONFORM TO OR-OSHA REGULATIONS
- B: X AND Y DIMENSIONS MAY BE ADJUSTED IN THE FIELD PROVIDED TRENCH BASE AND DEPTH ARE MAINTAINED PER PLAN

4" PERFORATED PVC PIPE WITH PERFORATIONS FACING DOWN, CENTERED WITH SOAKAGE TRENCH AS CLOSE AS PRACTICABLE AND WITH TOP OF PIPE BELOW TOP OF SOAKAGE TRENCH ROCK APPROX 6"

STORMWATER PIPING SYSTEM AT 1% MINIMUM SLOPE @ 1/8":12

FILTER FABRIC LINER & COVER ON ALL SIDES & TOP

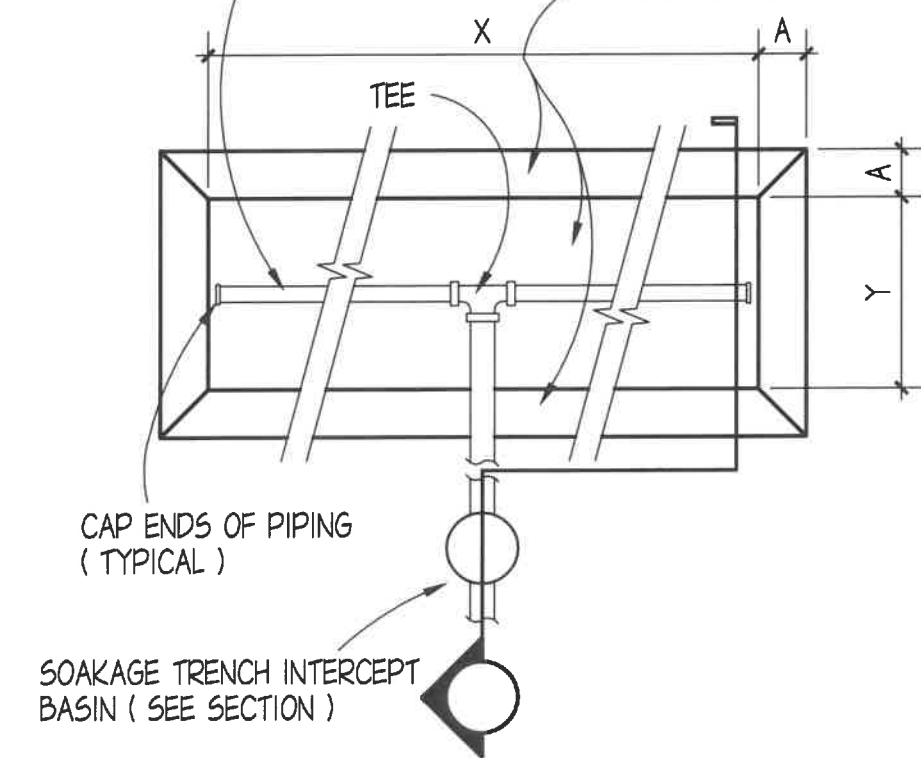
6" MIN TOPSOIL COVER ( MAY COVER 24" FOR GARDENING PURPOSES )

PVC COVER  
1/8" MESH LEAF SCREEN

OUTLET PIPE DIAMETER TO MATCH INLET PIPE DIAMETER  
SLOPE PIPING 1/8":12 (MIN)  
INLET & OUTLET PIPING TO BE ON PIPE SLOPE GRADE

4" PERFORATED PVC PIPE

1 1/2" OR 3/4" OPEN GRADED DRAIN ROCK



PLAN

PVC PIPING FROM ROOF DRAINS BED PIPING IN 3/4" MINUS CRUSHED ROCK, PEA ROCK, OR CLEAN SAND

4"Ø INLET PIPE

PIPE SECTION USE ORENCO STB 1236 OR EQUIVALENT

BACKFILL WITH STONEY MATERIAL TO PREVENT DISPLACEMENT OF BASIN

SEDIMENT AREA

SOAKAGE TRENCH INTERCEPT BASIN

12"  
24" MIN

SOAKAGE TRENCH

NATIVE SOIL

FILTER FABRIC

DRAIN ROCK SHALL BE 3/4 INCHES TO 2-1/2 WASHED OPEN GRADED ROCK

12" MIN  
Z

SECTION

SPECIAL NOTES:

- USE 4" PVC PIPING REFER TO STATE PLUMBING CODE FOR ALL OTHER PIPING
- PLACE SOAKAGE TRENCH(S) AT LEAST 10FT FROM NEAREST POINT OF RESIDENCE, AND 5FT FROM PROPERTY LINES.
- SOAKAGE TRENCH SHALL NOT BE PLACED IN AREAS OF VEHICLE TRAFFIC UNLESS COVERED BY CONCRETE, OR AC PAVEMENT THAT EXTENDS AT LEAST 2' HORIZONTALLY BEYOND EDGE OF SOAKAGE TRENCH
- IF SOAKAGE TRENCH IS INSTALLED UNDER PERVIOUS PAVEMENT AN IMPERMEABLE LINER SHALL BE INSTALLED THAT EXTENDS AT LEAST 2' HORIZONTALLY BEYOND EDGE OF SOAKAGE TRENCH

revisions:

date: JANUARY 3, 2022  
drawn by: NDT  
designer: RJD  
project no: 21-460

SOAKAGE TRENCH

sheet: **FIG. 2**



## ITEM FOR INFORMATION

### Date

April 20, 2022

### Title

4J Vision 20/20 Strategic Plan: Key Performance Indicators Update – Part 2

### Presenters

Cydney Vandercar, Interim Superintendent; Kerry Delf, Chief of Staff; Karen Hardin, Director of Human Resources; Andrea Belz, Director of Financial Services; Steve Menachemson, Director of Technology; Ryan Spain, Director Facilities Management; Kyle Tucker, Chief Operations Officer

### Overview

Staff will provide an update on the Key Performance Indicators (KPIs) for the 4J Vision 20/20 Strategic Plan. This information is presented annually to the board to monitor progress.

On February 23 the board received the first portion of the report, on Goals 1 and 2 and related KPIs:

*Goal 1: Educational Excellence with Equitable Access and Outcomes for Every Student*

*Goal 2: Multiple Pathways to Student Success*

- Graduation and completion rates (4 & 5 year)
- Suspension and expulsion rates
- Attendance data
- 3rd grade reading
- 9th grade on track to graduate
- Opportunity and achievement gaps in all indicators

The second portion of the report was postponed due to time constraints and will be shared on April 20. The 4J Vision 20/20 goals and KPIs that will be addressed are:

*Goal 3: Communication and Connection with Community*

- Communication output and outcome metrics
- Parent satisfaction with school communication, engagement and transparency (survey)

*Goal 4: Diverse World-Class Workforce*

- Staff retention rates
- Staff diversity compared with student diversity

*Goal 5: Stable, Sustainable Stewardship*

- Reserve levels (per board policy)
- Class sizes and staffing ratios
- Access and use of technology devices
- District progress on long-range facilities plan



# 4J Vision 20/20 Strategic Plan

## *Update on Key Performance Indicators (KPIs)*

Part 2: Goals III, IV & V

April 20, 2022



## VISION 20/20: Every student connected to community and empowered to succeed

### **Goal I: Educational Excellence with Equitable Access and Outcomes for Every Student**

*Provide all students with a high-quality, well-rounded educational experience that is rigorous, culturally responsive, healthful and engaging.*

### **Goal II: Multiple Pathways to Student Success**

*Provide multiple pathways to student success, including instructional and career pathways to engage all students for post-graduate readiness.*

#### *Key performance Indicators:*

- Graduation & completion rates (4 & 5 year)
- 40-40-20 progress (postsecondary success indicators) *DISCONTINUED by State of Oregon*
- Suspension & expulsion rates
- Attendance data
- 3rd grade reading
- 9th grade on track to graduate
- Opportunity & achievement gaps in all indicators

*The first portion of the key performance indicators data report, on KPIs for Goals I and II, was presented in the board meeting on February 23, 2022.*



## VISION 20/20: Every student connected to community and empowered to succeed

### **Goal III: Communication and Connection with Community**

*Foster proactive and positive communication, engagement and partnerships with stakeholders.*

#### *Key performance Indicators:*

- Communication output and outcome metrics
- Parent satisfaction with school communication, engagement and transparency (survey)

### **Goal IV: Diverse World-Class Workforce**

*Ensure every classroom has a high-quality, effective teacher, supported by high-quality, effective administrators and support staff.*

#### *Key performance Indicators:*

- Staff retention rates
- Staff diversity compared with student diversity



## VISION 20/20: Every student connected to community and empowered to succeed

### **Goal V: Stable, Sustainable Stewardship**

*Provide effective, efficient, and equitable stewardship of district resources to best support our instructional mission.*

#### *Key performance Indicators:*

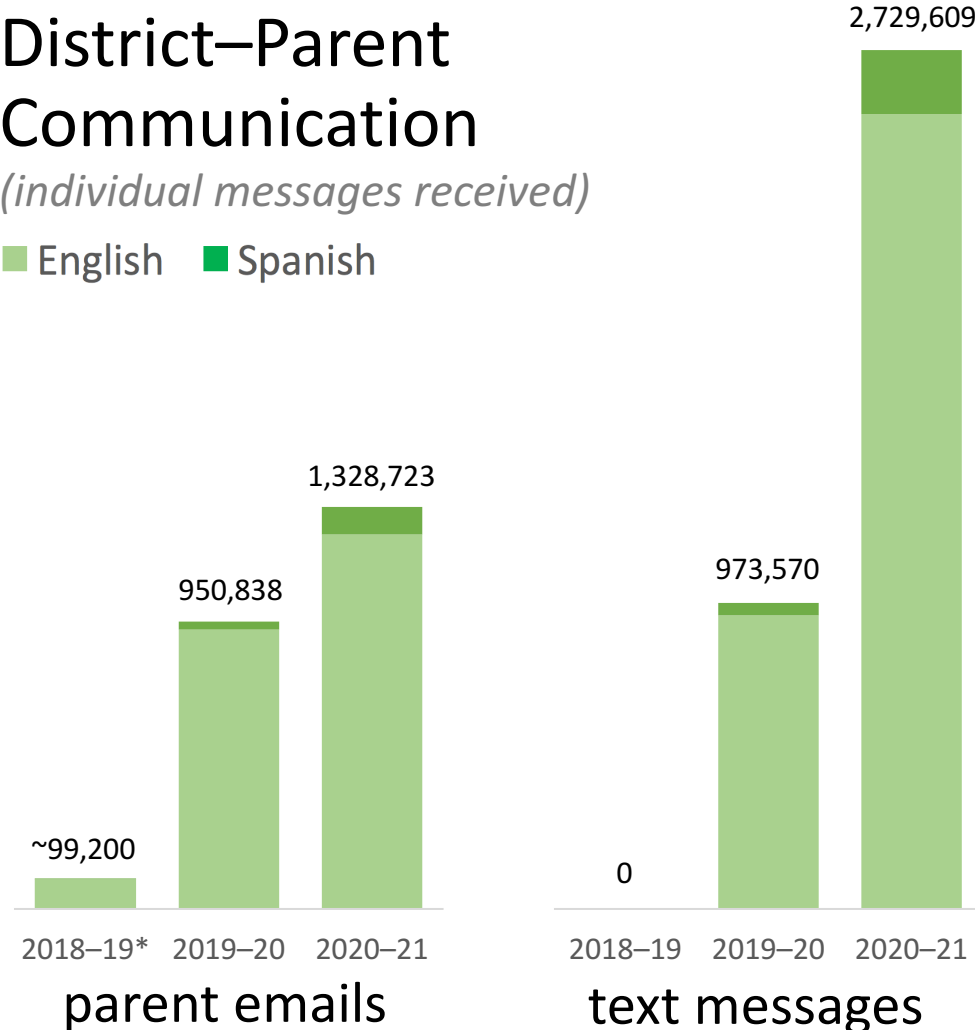
- Reserve levels (per board policy)
- Class sizes and staffing ratios
- Access and use of technology devices
- District progress on long-range facilities plan

# Goal III: Parent Communications Metrics

## District–Parent Communication

(individual messages received)

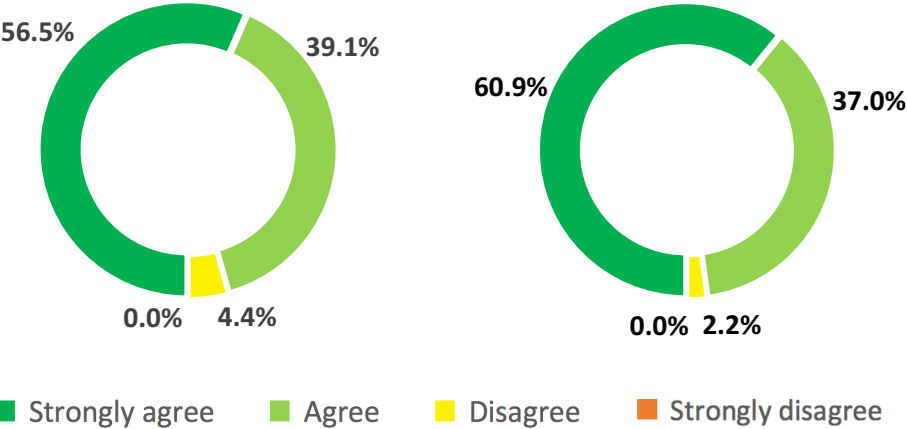
English Spanish



## School–Parent Communication Satisfaction

“My school has a clear two-way channel for communication between school and home” – 95.6% agree\*

“My school regularly and clearly communicates in formats (digital, print, phone, etc.) that meet my needs” – 97.8% agree\*



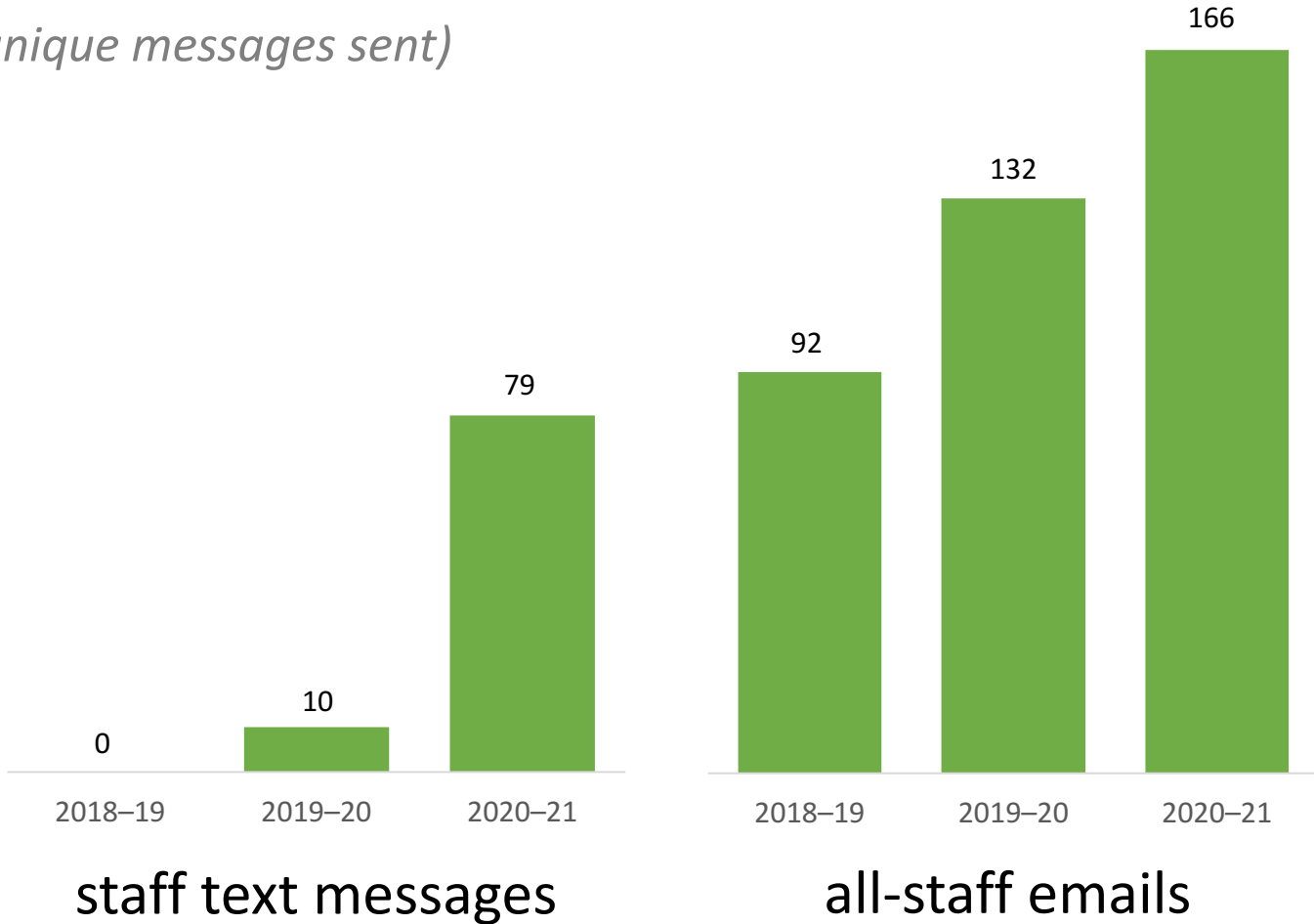
\* Data is from Title I Parent Involvement Survey in 2019, the most recent available



# Goal III: Internal Communications Metrics

## Districtwide Staff Communications

(unique messages sent)



Mar 15, 2020, 6:23 PM

4J: SCHOOLS CLOSED: Oregon schools are closed starting Monday, March 16. Students are planned to return Wed., April 1. [www.4j.lane.edu/coronavirus](http://www.4j.lane.edu/coronavirus) (1/5)

Sep 21, 2020, 8:02 AM

4J: Team, today's the day! After all of your hard work & prep, the first day of school is here. Brief video message: <https://vimeo.com/460067519> -Cydney

Jan 11, 2021, 9:01 AM

4J: Team, our priority is the health & wellbeing of our staff, students & families. Tap here for Superintendent Cydney's Friday video: [bit.ly/38qD9YQ](http://bit.ly/38qD9YQ)

4J: + Please take 2 min. to tell us if you'll want COVID vaccine when available & whether you'll have childcare needs in hybrid model: [bit.ly/3hUnnsx](http://bit.ly/3hUnnsx)

Fri, May 21, 4:24 PM

4J: Happy Friday, team. You've been working hard, and doing hard work. We appreciate you. Superintendent Cydney's weekly message: [bit.ly/3bHGyJA](http://bit.ly/3bHGyJA)

4J: Three opportunities: Get in on summer programs. Weigh in on student support funding priorities: [bit.ly/3wamhOX](http://bit.ly/3wamhOX), and on school safety: [bit.ly/3wtX4zt](http://bit.ly/3wtX4zt)

Jun 23, 2020, 3:48 PM

4J: IMPORTANT: All 4J staff, please take 1 minute to complete this form, to help us plan for our return to school:

Dec 11, 2020, 2:16 PM

4J: Team, everyone is working hard, & our classified staff are the unsung heroes helping make it all happen. Video msg from Supt Cydney: [bit.ly/37bnl6h](http://bit.ly/37bnl6h)

Feb 8, 2021, 6:35 PM

4J: IMPORTANT: [REDACTED], it's time to schedule your COVID vaccine! Please see email for details and respond by 5 p.m. Thursday.

Fri, Apr 9, 4:31 PM

4J: Team, thank you for being here every day for our students & community. You make a difference! Superintendent Cydney's weekly message: [bit.ly/3uygPEM](http://bit.ly/3uygPEM)

Thu, May 27, 9:33 AM

4J: Federal funding is coming to help schools address pandemic's impacts. Share input on student needs & best ways to use funds by May 31 [bit.ly/3hXY5vE](http://bit.ly/3hXY5vE)

# Goal III: External Communications Metrics



239 documented news stories ↓ 176

56 news releases and media alerts ↓ 28



12,604

1,850 | 17% ↑



5,287

93 | 2% ↑



1,547

1,239 | 402% ↑



1,770

222 | 14% ↑

348,417

Facebook reach

180,340

Twitter impressions

112,104

Instagram reach

# Goal III: External Communications Metrics



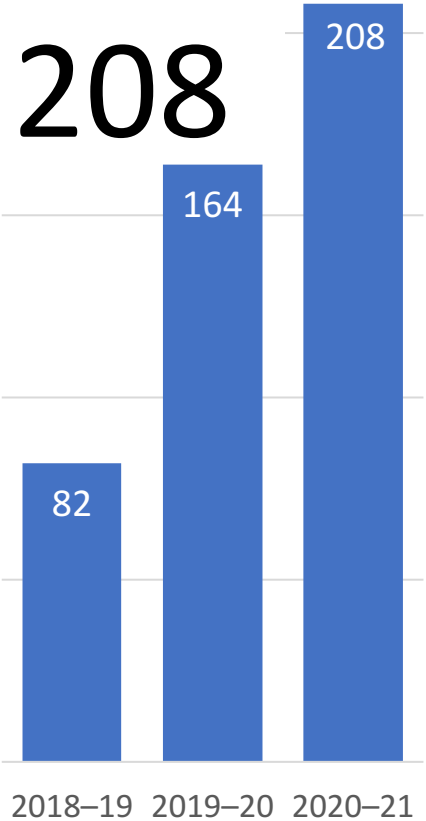
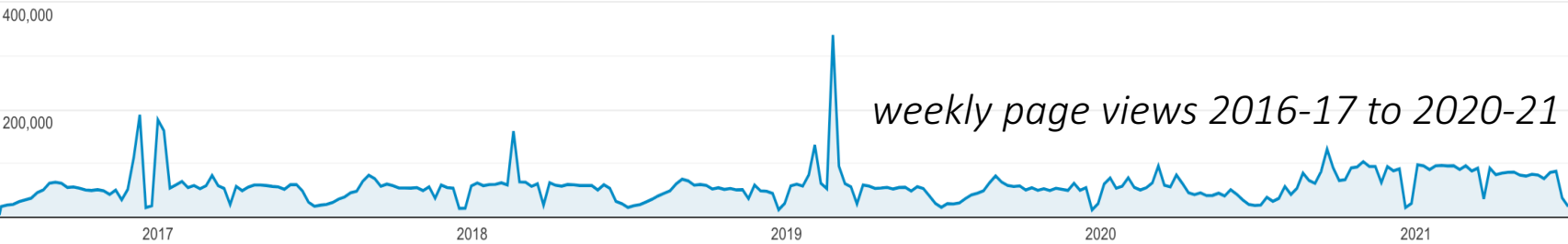
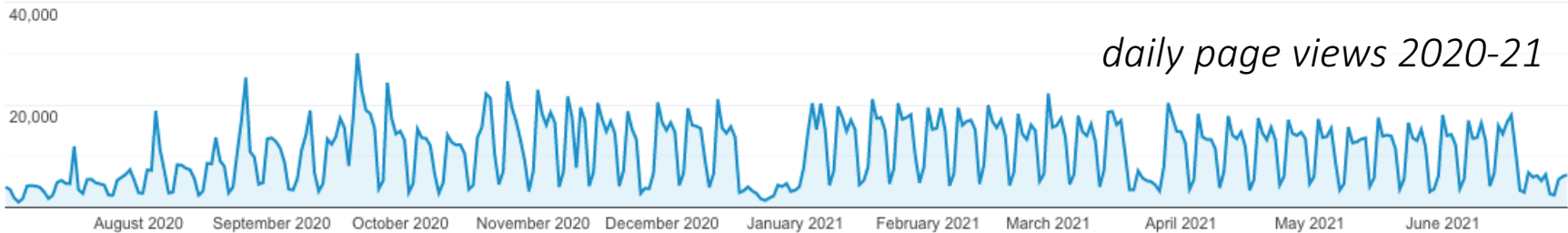
# 3,898,208

## webpage views

↑ 1,264,367 | 48%

## web news articles

# 208





## Goal IV: KPI Staff Attrition Rate

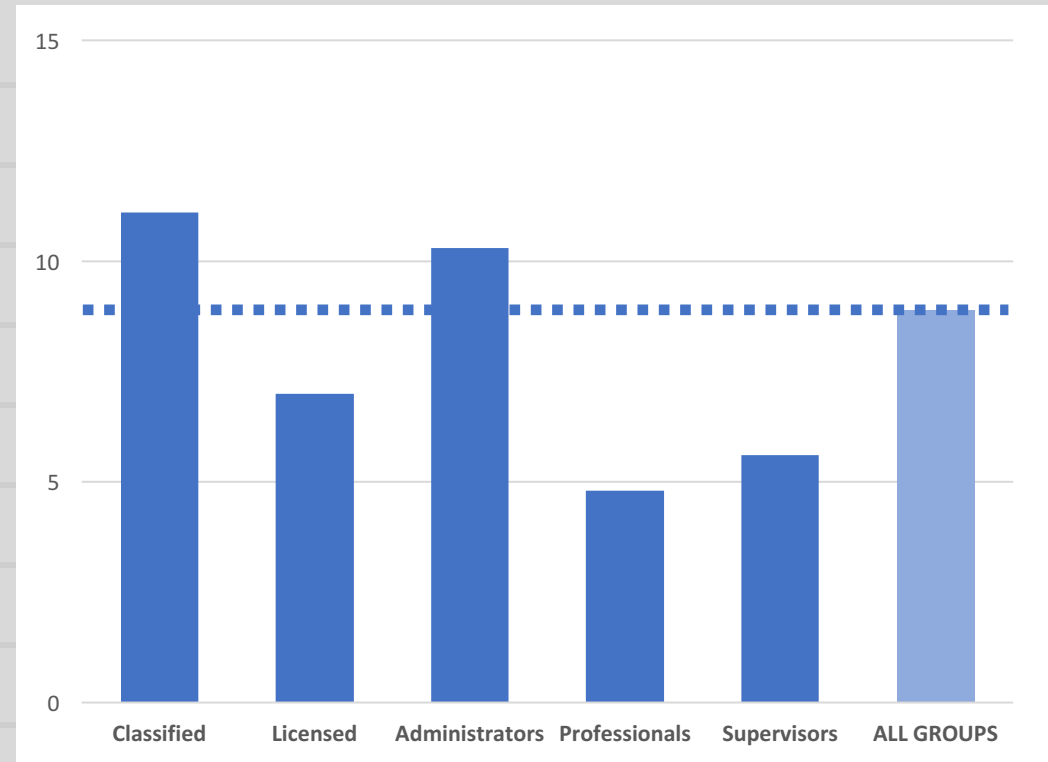
*Percentage of all 4J staff who leave employment with the district for any reason other than retirement (measured in FTE units):*

YEAR	4J STAFF ATTRITION RATE
2020-21	8.9
2019-20	8
2018-19	3.8
2017-18	5.7
DIFF. 2020-21 vs 2017-18	3.2



*Percentage of 4J staff who left employment with the district in 2020-21 by employee group (measured in FTE units):*

2020-21	4J STAFF ATTRITION RATE
CLASSIFIED STAFF	11.1
LICENSED STAFF	7
ADMINISTRATORS	10.3
PROFESSIONALS	4.8
SUPERVISORS	5.6
ALL GROUPS	8.9

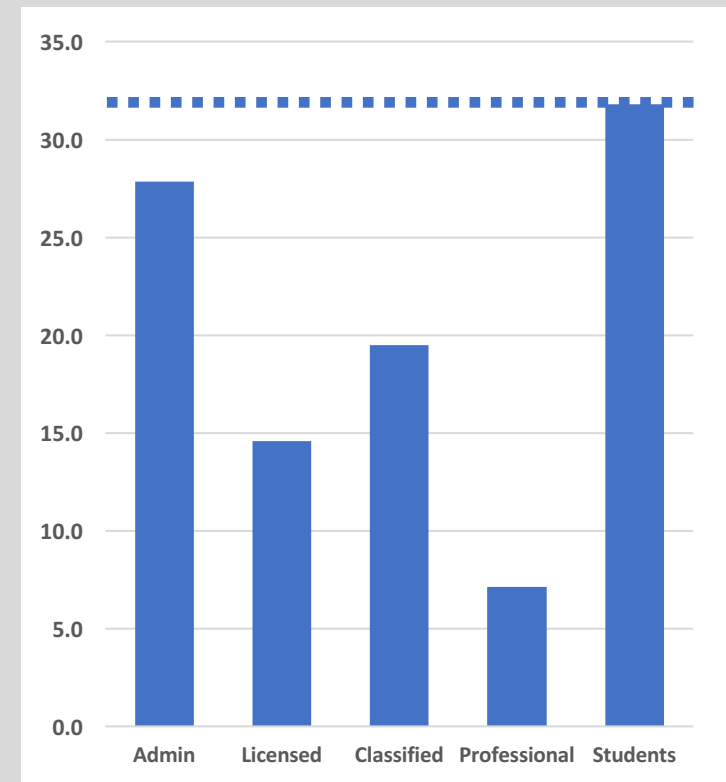




## Goal IV: KPI Staff Diversity Compared With Student Diversity

*Percentage of non-white students and staff members:*

YEAR	% OF NON-WHITE STUDENTS AND STAFF MEMBERS				
	ADMINISTRATORS	LICENSED STAFF	CLASSIFIED STAFF	PROFESSIONAL STAFF	STUDENTS
2020-21	27.85	14.6	19.5	7.14	31.8
2019-20	30.4	14.1	19.8	7.5	31.1
2018-19	30.8	13.5	18.1	14.3	30.5
2017-18	25.3	13.0	16.6	7.9	30.6
DIFF. 2020-21 vs 2017-18	2.6	1.6	2.9	(0.8)	1.2





## Goal V: KPI Reserve Levels (per board policy)

- Section 5d of Board Policy DI “Financial Management Policies” sets the minimum ending fund balance at 5% of current year revenues.
- The Government Finance Officers Association (GFOA) recommends a minimum fund balance of 15% to support the financial stability of the district
- \$21.7 million in reserve (not counting bond-related expenditures) is required to cover a month of normal expenditures; a reserve of about 10.6% in 2021-22 dollars.

YEAR	5% RESERVE LEVEL BUDGETED?	NUMBER OF FURLOUGH DAYS
2020-21	YES	0
2019-20	YES	2*
2018-19	YES	0
2017-18	YES	0
2016-17	YES	0
2015-16	YES	1
2014-15	NO	1
2013-14	NO	9
2012-13	NO	5
2011-12	NO	6
2010-11	NO	7
2009-10	NO	7
2008-09	YES	0

\* In 2019–20 employees took 2 furlough days and were compensated from state and federal unemployment funds through participation in the Oregon WorkShare program, reducing costs for the district without reducing employees’ compensation.





## Goal V: KPI Class Sizes and Staffing Ratios

*Ratio of licensed staff to students by grade level grouping*

	2017-18	2018-19	2019-20	2020-21	2021-22	5-Year Change
"Represents 1 Licensed FTE for Every ___ Students"						
Kindergarten	22.72	22.72	23.27	23.52	17.17	-5.55
Grades 1-5	26.95	26.77	25.71	25.64	24.67	-2.28
Grades 6-8	27.86	27.92	28.00	26.44	24.34	-3.52
Grades 9-12	29.07	29.20	29.01	29.37	28.86	-0.21

The district has stabilized average elementary class size  $\leq 30$  students and improved teacher staffing to the following target levels:

Kindergarten: 1:23 students

Grades 1-5: 1:26 students

Grades 6-8: 1:27 students

Grades 9-12: 1:29 students



## Goal V: KPI Access and Use of Technology Devices

### Student

- All students have access to a device for take-home learning; headsets available
- CIPA (Children Internet Protection Act) compliant web filtering in place onsite or offsite
- Laptops ordered for all MS and HS at 50% cost subsidized by ECF grant (Emergency Connectivity Fund)
- ~464 active hotspots in use by 4J families
- 4J-sponsored Comcast Internet Essentials subscriptions extended; 84 active family subscriptions

### Staff

- Replaced 974 end-of-life staff devices; issued ~680 iPads to staff to support teaching and learning
- Zoom use for 2021–22 through February 1
  - 1,730 Zoom user accounts, 26 Zoom Webinar accounts, 22 Zoom large meeting accounts
  - 21,294 Zoom Meetings (↓ 90% from 2020-21); 90 Webinars (↓20 % from 2020-22)
- Made available microphones, portable voice amplification, cables, technology cleaning wipes etc.

### Building

- Voice enhancement for classrooms/teaching spaces – completed at 5 schools



## Goal V: KPI District Progress on Long-Range Facilities Plan

### *2018 Bond Projects Underway:*

- North Eugene High School Replacement
- Edison Elementary School Replacement
- Equitable Athletic Improvements
- Critical Facility Maintenance & Repairs
- Gilham Elementary School Addition
- Camas Ridge Elementary School





# Questions & Discussion



**ITEM FOR INFORMATION**

**Date of Meeting**

April 20, 2022

**Title**

FY22 2<sup>nd</sup> and 3<sup>rd</sup> Quarter Financial Report

**Presenter**

Andrea Belz, Director of Financial Services

**Description**

Discussion of the 2<sup>nd</sup> and 3<sup>rd</sup> Quarter update on fiscal year 2022 General Fund and Nutrition Services balances as of March 31, 2022.

**EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON**  
**APPROPRIATION LIMITATION as of December 31, 2021**



Fiscal Year 2022

	BOARD APPROVED BUDGET	EXPENDITURES TO DATE	REMAINING AUTHORITY
<b>General Fund</b>			
1000 Instruction	125,613,322	48,899,837	76,713,485
2000 Support Services	79,973,629	33,614,735	46,358,894
3000 Enterprise & Community Services	565,623	202,154	363,469
4000 Facilities Acquisition & Construction	1,000	-	1,000
5000 Debt Service/Transfers	5,777,000	1,590,000	4,187,000
6000 Contingency/Reserves	41,086,584	-	41,086,584
7000 UEFB	7,570,440	-	7,570,440
<b>GENERAL FUND</b>	<b>260,587,598</b>	<b>84,306,726</b>	<b>176,280,872</b>
<b>Federal, State &amp; Local Programs Fund</b>			
1000 Instruction	53,855,836	13,477,329	40,378,507
2000 Support Services	31,568,099	15,452,986	16,115,113
3000 Enterprise & Community Services	2,737,104	465,157	2,271,947
4000 Facilities Acquisition & Construction	6,204,793	3,214,980	2,989,813
6000 Contingency/Reserves	-	-	-
<b>FEDERAL, STATE &amp; LOCAL PROGRAMS FUND</b>	<b>94,365,831</b>	<b>32,610,452</b>	<b>61,755,379</b>
<b>School Resources Fund</b>			
1000 Instruction	7,356,669	685,727	6,670,942
2000 Support Services	3,596,331	787,797	2,808,534
3000 Enterprise & Community Services	1,000	-	1,000
4000 Facilities Acquisition & Construction	1,000	900	100
5000 Debt Service/Transfers	1,000	-	1,000
6000 Contingency/Reserves	3,040,000	-	3,040,000
7000 UEFB	1,500,000	-	1,500,000
<b>SCHOOL RESOURCE FUND</b>	<b>15,496,000</b>	<b>1,474,424</b>	<b>14,021,576</b>
<b>Debt Service Fund</b>			
5000 Debt Service/Transfers	31,709,598	6,252,263	25,457,335
7000 UEFB	1,854,815	-	1,854,815
<b>DEBT SERVICE FUND</b>	<b>33,564,413</b>	<b>6,252,263</b>	<b>27,312,150</b>
<b>Capital Projects Fund</b>			
1000 Instruction	3,948,916	31,013	3,917,903
2000 Support Services	15,253,249	1,211,435	14,041,814
3000 Enterprise & Community Services	1,000	-	1,000
4000 Facilities Acquisition & Construction	153,765,941	37,618,301	116,147,640
5000 Debt Service/Transfers	223,550	222,549	1,001
6000 Contingency/Reserves	2,250,000	-	2,250,000
<b>CAPITAL PROJECTS FUND</b>	<b>175,442,656</b>	<b>39,083,298</b>	<b>136,359,358</b>
<b>Nutrition Services Fund</b>			
3000 Enterprise & Community Services	6,832,763	3,199,999	3,632,764
<b>NUTRITION SERVICES FUND</b>	<b>6,832,763</b>	<b>3,199,999</b>	<b>3,632,764</b>
<b>Insurance Reserve Fund</b>			
1000 Instruction	1,000	-	1,000
2000 Support Services	38,364,018	16,754,891	21,609,127
3000 Enterprise & Community Services	1,000	-	1,000
5000 Debt Service/Transfers	2,000	-	2,000
6000 Contingency/Reserves	500,000	-	500,000
7000 UEFB	8,173,293	-	8,173,293
<b>INSURANCE RESERVE FUND</b>	<b>47,041,311</b>	<b>16,754,891</b>	<b>30,286,420</b>
<b>Postemployment Benefits Fund</b>			
2000 Support Services	1,612,000	369,374	1,242,626
7000 UEFB	2,753,432	-	2,753,432
<b>POSTEMPLOYMENT BENEFITS FUND</b>	<b>4,365,432</b>	<b>369,374</b>	<b>3,996,058</b>
<b>Private Purpose Trust Fund</b>			
1000 Instruction	130,994	-	130,994
2000 Support Services	-	-	-
3000 Enterprise & Community Services	116,537	-	116,537
<b>PRIVATE PURPOSE TRUST FUND</b>	<b>247,531</b>	<b>-</b>	<b>247,531</b>
<b>Grand Total</b>	<b>637,943,535</b>	<b>184,051,427</b>	<b>453,892,109</b>

**EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON**  
**GENERAL FUND BUDGET, FORECAST and EXPENDITURES as of December 31, 2021**



Fiscal Year 2022

	<b>ADOPTED BUDGET</b>	<b>CURRENT BUDGET <sup>1</sup></b>	<b>YTD ACTUALS</b>	<b>JANUARY 2022 FORECAST <sup>2</sup></b>	<b>YTD to Current Budget +%/(-%)</b>
<b>REVENUES</b>					
State School Funding (formula)					
Current Property Tax	\$ 77,072,000	\$ 77,072,000	\$ 72,821,004	\$ 77,447,000	94%
Prior Year Property Taxes	1,358,000	1,358,000	478,221	1,425,000	35%
State School Fund (SSF)	97,813,695	97,813,695	58,166,192	94,966,000	59%
High Cost Disability	1,800,000	1,800,000	-	1,800,000	0%
Other SSF (Common & County)	2,067,142	2,067,142	465	2,031,000	0%
Local Option Taxes (current & prior)	20,211,000	20,211,000	20,375,589	21,943,000	101%
State Funding (ESD flow-through funds)	2,781,337	2,781,337	700,043	2,682,572	25%
Other	2,730,424	2,730,424	1,178,696	2,730,428	43%
Total Revenues	<u>205,833,598</u>	<u>205,833,598</u>	<u>153,720,210</u>	<u>205,025,000</u>	<u>75%</u>
Interfund Transfers-in	4,000	4,000	-	4,000	0%
Beginning Fund Balance	54,750,000	54,750,000	64,332,000	64,332,000	
<b>TOTAL RESOURCES</b>	<b><u>260,587,598</u></b>	<b><u>260,587,598</u></b>	<b><u>218,052,210</u></b>	<b><u>269,361,000</u></b>	
<b>EXPENDITURES</b>					
Salaries	108,223,627	108,292,586	45,431,077	108,090,000	42%
Employee Benefits	71,397,086	71,461,159	27,317,949	71,476,000	38%
Purchased Services <sup>3</sup>	19,100,341	18,975,775	6,511,616	19,101,000	34%
Supplies and Materials	5,843,683	5,835,217	2,182,864	5,853,000	37%
Capital Outlay	176,179	176,179	10,499	178,000	6%
Other accounts	1,413,658	1,413,658	1,262,721	1,411,000	89%
Total Expenses	<u>206,154,574</u>	<u>206,154,574</u>	<u>82,716,726</u>	<u>206,109,000</u>	<u>40%</u>
Interfund Transfers-out	5,776,000	5,776,000	1,590,000	6,026,000	28%
Contingency					
**Spendable	1,401,850	1,401,850 <sup>4</sup>	-	1,402,000	
**Held per Board policy	2,721,240	2,721,240	-	2,721,000	
Unappropriated Ending Fund Balance	7,570,440	7,570,440	-	7,530,000	
Subtotal	<u>11,693,530</u>	<u>11,693,530</u>	<u>-</u>	<u>11,653,000</u>	
Reserves					
Operations Reserve	27,963,494	27,963,494	-	36,573,000	
PERS Reserve	9,000,000	9,000,000	-	9,000,000	
<b>TOTAL REQUIREMENTS</b>	<b><u>\$ 260,587,598</u></b>	<b><u>\$ 260,587,598</u></b>	<b><u>\$ 84,306,726</u></b>	<b><u>\$ 269,361,000</u></b>	

Notes:

<sup>1</sup>Current Budget includes the Adopted Budget, Supplemental Budgets (SB) and Resolutions approved by the Board to date.

<sup>2</sup>The January 2022 Forecast reported to the Budget Committee on January 24, 2022.

<sup>3</sup>Purchased services includes Charter School payments.

<sup>4</sup>Contingency funds not yet committed for FY 2022.



**EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON**  
**APPROPRIATION LIMITATION as of March 31, 2022**



Fiscal Year 2022

	BOARD APPROVED BUDGET	EXPENDITURES TO DATE	REMAINING AUTHORITY
<b>General Fund</b>			
1000 Instruction	125,613,322	79,793,504	45,819,818
2000 Support Services	79,973,629	52,772,910	27,200,719
3000 Enterprise & Community Services	565,623	270,359	295,264
4000 Facilities Acquisition & Construction	1,000	-	1,000
5000 Debt Service/Transfers	5,777,000	1,590,000	4,187,000
6000 Contingency/Reserves	41,086,584	-	41,086,584
7000 UEFB	7,570,440	-	7,570,440
<b>GENERAL FUND</b>	<b>260,587,598</b>	<b>134,426,773</b>	<b>126,160,825</b>
<b>Federal, State &amp; Local Programs Fund</b>			
1000 Instruction	53,855,836	17,620,717	36,235,119
2000 Support Services	31,568,099	19,992,087	11,576,012
3000 Enterprise & Community Services	2,737,104	777,724	1,959,380
4000 Facilities Acquisition & Construction	6,204,793	4,961,260	1,243,533
6000 Contingency/Reserves	-	-	-
<b>FEDERAL, STATE &amp; LOCAL PROGRAMS FUND</b>	<b>94,365,831</b>	<b>43,351,788</b>	<b>51,014,043</b>
<b>School Resources Fund</b>			
1000 Instruction	7,356,669	1,189,186	6,167,483
2000 Support Services	3,596,331	890,064	2,706,267
3000 Enterprise & Community Services	1,000	-	1,000
4000 Facilities Acquisition & Construction	1,000	6,917	(5,917)
5000 Debt Service/Transfers	1,000	-	1,000
6000 Contingency/Reserves	3,040,000	-	3,040,000
7000 UEFB	1,500,000	-	1,500,000
<b>SCHOOL RESOURCE FUND</b>	<b>15,496,000</b>	<b>2,086,167</b>	<b>13,409,833</b>
<b>Debt Service Fund</b>			
5000 Debt Service/Transfers	31,709,598	6,252,263	25,457,335
7000 UEFB	1,854,815	-	1,854,815
<b>DEBT SERVICE FUND</b>	<b>33,564,413</b>	<b>6,252,263</b>	<b>27,312,150</b>
<b>Capital Projects Fund</b>			
1000 Instruction	3,948,916	134,718	3,814,198
2000 Support Services	15,253,249	1,820,383	13,432,866
3000 Enterprise & Community Services	1,000	-	1,000
4000 Facilities Acquisition & Construction	153,765,941	59,893,671	93,872,270
5000 Debt Service/Transfers	223,550	222,549	1,001
6000 Contingency/Reserves	2,250,000	-	2,250,000
<b>CAPITAL PROJECTS FUND</b>	<b>175,442,656</b>	<b>62,071,321</b>	<b>113,371,335</b>
<b>Nutrition Services Fund</b>			
3000 Enterprise & Community Services	6,832,763	5,385,200	1,447,563
<b>NUTRITION SERVICES FUND</b>	<b>6,832,763</b>	<b>5,385,200</b>	<b>1,447,563</b>
<b>Insurance Reserve Fund</b>			
1000 Instruction	1,000	-	1,000
2000 Support Services	38,364,018	25,001,116	13,362,902
3000 Enterprise & Community Services	1,000	-	1,000
5000 Debt Service/Transfers	2,000	-	2,000
6000 Contingency/Reserves	500,000	-	500,000
7000 UEFB	8,173,293	-	8,173,293
<b>INSURANCE RESERVE FUND</b>	<b>47,041,311</b>	<b>25,001,116</b>	<b>22,040,195</b>
<b>Postemployment Benefits Fund</b>			
2000 Support Services	1,612,000	599,940	1,012,060
7000 UEFB	2,753,432	-	2,753,432
<b>POSTEMPLOYMENT BENEFITS FUND</b>	<b>4,365,432</b>	<b>599,940</b>	<b>3,765,492</b>
<b>Private Purpose Trust Fund</b>			
1000 Instruction	130,994	153	130,841
2000 Support Services	-	-	-
3000 Enterprise & Community Services	116,537	500	116,037
<b>PRIVATE PURPOSE TRUST FUND</b>	<b>247,531</b>	<b>653</b>	<b>246,878</b>
<b>Grand Total</b>	<b>637,943,535</b>	<b>279,175,221</b>	<b>358,768,315</b>

**EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON**  
**GENERAL FUND BUDGET, FORECAST and EXPENDITURES as of March 31, 2022**



Fiscal Year 2022

	ADOPTED BUDGET	CURRENT BUDGET <sup>1</sup>	YTD ACTUALS	JANUARY 2022 FORECAST <sup>2</sup>	YTD to Current Budget +%/(-%)
<b>REVENUES</b>					
State School Funding (formula)					
Current Property Tax	\$ 77,072,000	\$ 77,072,000	\$ 75,859,427	\$ 77,447,000	98%
Prior Year Property Taxes	1,358,000	1,358,000	604,648	1,425,000	45%
State School Fund (SSF)	97,813,695	97,813,695	82,101,784	94,966,000	84%
High Cost Disability	1,800,000	1,800,000	-	1,800,000	0%
Other SSF (Common & County)	2,067,142	2,067,142	1,061,303	2,031,000	51%
Local Option Taxes (current & prior)	20,211,000	20,211,000	21,248,157	21,943,000	105%
State Funding (ESD flow-through funds)	2,781,337	2,781,337	1,400,086	2,682,572	50%
Other	2,730,424	2,730,424	1,481,512	2,730,428	54%
Total Revenues	<u>205,833,598</u>	<u>205,833,598</u>	<u>183,756,917</u>	<u>205,025,000</u>	<u>89%</u>
Interfund Transfers-in	4,000	4,000	-	4,000	0%
Beginning Fund Balance	54,750,000	54,750,000	64,332,000	64,332,000	
<b>TOTAL RESOURCES</b>	<b><u>260,587,598</u></b>	<b><u>260,587,598</u></b>	<b><u>248,088,917</u></b>	<b><u>269,361,000</u></b>	
<b>EXPENDITURES</b>					
Salaries	108,223,627	108,171,144	73,160,786	108,090,000	68%
Employee Benefits	71,397,086	71,451,880	44,748,568	71,476,000	63%
Purchased Services <sup>3</sup>	19,100,341	18,998,996	10,099,928	19,101,000	53%
Supplies and Materials	5,843,683	5,942,717	3,394,676	5,853,000	57%
Capital Outlay	176,179	176,179	147,929	178,000	84%
Other accounts	1,413,658	1,413,658	1,284,886	1,411,000	91%
Total Expenses	<u>206,154,574</u>	<u>206,154,574</u>	<u>132,836,773</u>	<u>206,109,000</u>	<u>64%</u>
Interfund Transfers-out	5,776,000	5,776,000	1,590,000	6,026,000	28%
Contingency					
**Spendable	1,401,850	1,401,850 <sup>4</sup>	-	1,402,000	
**Held per Board policy	2,721,240	2,721,240	-	2,721,000	
Unappropriated Ending Fund Balance	7,570,440	7,570,440	-	7,530,000	
Subtotal	<u>11,693,530</u>	<u>11,693,530</u>	<u>-</u>	<u>11,653,000</u>	
Reserves					
Operations Reserve	27,963,494	27,963,494	-	36,573,000	
PERS Reserve	9,000,000	9,000,000	-	9,000,000	
<b>TOTAL REQUIREMENTS</b>	<b><u>\$ 260,587,598</u></b>	<b><u>\$ 260,587,598</u></b>	<b><u>\$ 134,426,773</u></b>	<b><u>\$ 269,361,000</u></b>	

Notes:

<sup>1</sup>Current Budget includes the Adopted Budget, Supplemental Budgets (SB) and Resolutions approved by the Board to date.

<sup>2</sup>The January 2022 Forecast reported to the Budget Committee on January 24, 2022.

<sup>3</sup>Purchased services includes Charter School payments.

<sup>4</sup>Contingency funds not yet committed for FY 2022.



# Nutrition Services 2<sup>nd</sup> Quarter Status Report

Eugene School District 4J serves meals at 31 schools and supports nine other educational programs. Due to COVID-19 pandemic and school closures, Nutrition Services has provided free meals to all students through USDA waivers for child nutrition programs. Waivers extended free meals for all students through June 30, 2022 and allowed for a variety of meal distribution options, including a weekly meal box for students learning offsite. Outlined below are the second quarter and year-to-date profit and loss summary, average daily participation rates, and supporting financial information as of December 31, 2021; rates may not be comparable to prior quarterly reports.

## AVERAGE DAILY PARTICIPATION RATES

December 2019 was the last quarter comparable as normal operations as COVID-19 shut down and changed meal services beginning in March 2020. Since then, school meals were provided to all students at no cost and with no eligibility application. Breakfast participation increased by 6% overall and lunch participation increased by 3% overall. Free and reduced meals eligibility is reported as all students eligible by application or direct certification multiplied by a factor of 1.6, compatible with how Community Eligibility Provision is reported nationally.

Level	2019 CEP*	2019 Non-CEP	Q2 2021–22 All Free	Q2 2021–22 # Daily Meals
<b>Breakfast</b>				
Elementary	52%	27%	48%	3,400
Middle	28%	11%	16%	530
High	19%	8%	6%	340
<b>Total</b>	<b>21%</b>		<b>27%</b>	<b>4,270</b>
<b>Lunch</b>				
Elementary	73%	39%	48%	3,450
Middle	60%	35%	49%	1,640
High	20%	14%	20%	1,050
<b>Total</b>	<b>36%</b>		<b>39%</b>	<b>6,140</b>



\*Community Eligibility Provision (CEP) participation eliminates applications for free and reduced eligibility; all students eat free.

2021–22 Nutrition Services Profit & Loss	2021–22 Budget	2021–22 Q1	2021–22 Q2	2021–22 YTD
<b>REVENUES</b>				
Federal Funding	\$4,243,763	\$1,162,181	\$1,995,721	\$3,157,902
Student/Vended Payments	753,000		20,385	20,385
Grants & Matching Funds	1,836,000		33,205	33,205
	<u>\$6,832,763</u>	<u>\$1,162,181</u>	<u>\$2,049,311</u>	<u>\$3,211,492</u>
<b>EXPENDITURES</b>				
Salaries & Benefits	\$3,809,108	\$693,322	\$1,044,872	\$1,738,194
Services/Supplies	140,353	34,003	39,026	73,029
Food/Smallwares	2,883,302	423,147	965,372	1,388,519
	<u>\$6,832,763</u>	<u>\$1,150,472</u>	<u>\$2,049,270</u>	<u>\$3,199,742</u>
<b>Revenues over/(under) Expenditures</b>	\$0	315	\$41	\$11,750



# Nutrition Services 3<sup>rd</sup> Quarter Status Report

Eugene School District 4J serves meals at 31 schools and supports nine other educational programs. Due to COVID-19 pandemic and school closures, Nutrition Services has provided free meals to all students through USDA waivers for child nutrition programs. Waivers extended free meals for all students through June 30, 2022 and allowed for a variety of meal distribution options, including a weekly meal box for students learning offsite. Outlined below is the third quarter and year-to-date profit and loss summary, average daily participation rates, and supporting financial information as of March 31, 2022; rates may not be comparable to prior quarterly reports.



## AVERAGE DAILY PARTICIPATION RATES

Meal Served	Q1	Q2	Q3
Daily Breakfast	4,357	4,270	4,210
Daily Lunch	5,988	6,140	6,271
Daily After School Meals	335	348	650
Weekly Boxes	182	195	147

Nutrition Services provides daily meals onsite, delivers meals to closed kitchens (due to staffing shortages) and distributes weekly boxes. During quarter three, kitchens have started to return to normal operations when possible, such as adding back an offering bar (salad bar) in schools where students dine in the cafeteria and reducing use of single-use packaging. Weekly boxes will continue for at home learners through the end of the school year. More than 1,200 boxes were distributed at both winter and spring breaks for families who appreciate the additional produce and meal support when school is not in session.

## SUPPLY CHAIN AND FINANCIAL NOTES

More than \$550,000 in additional revenue from federal sources due to supplemental federal meal reimbursement rates have offset the increasing cost of food and packaging. Supply chain limitations continue to constrain some menu options however the district has received additional USDA Commodity inventory which has helped with shortages in nearly all food categories.

2021–22 Nutrition Services Profit & Loss	2021–22 Budget	2021–22 Q1	2021–22 Q2	2021–22 Q3	2021–22 YTD
<b>REVENUES</b>					
Federal Funding	\$4,243,763	\$1,162,181	\$1,995,721	\$2,264,840	\$5,422,741
Student/Vended Payments	753,000		20,385	16,718	37,103
Grants & Matching Funds	1,836,000		33,205	308,436	341,641
	<u>\$6,832,763</u>	<u>\$1,162,181</u>	<u>\$2,049,311</u>	<u>\$2,589,994</u>	<u>\$5,801,486</u>
<b>EXPENDITURES</b>					
Salaries & Benefits	\$3,809,108	\$693,322	\$1,044,872	\$1,157,322	\$2,895,515
Services/Supplies	140,353	34,003	39,026	30,686	103,715
Food/Smallwares	2,883,302	423,147	965,372	1,264,315	2,652,835
	<u>\$6,832,763</u>	<u>\$1,150,472</u>	<u>\$2,049,270</u>	<u>\$2,452,323</u>	<u>\$5,652,065</u>
<b>Revenues over/(under) Expenditures</b>	\$0	\$11,709 <sub>316</sub>	\$41	\$137,671	\$149,421



## **ITEM FOR INFORMATION**

### **Date of Meeting**

April 20, 2022

### **Title**

Receive Information for the Superintendents Mental Health Committee

### **Presenter**

Judy Newman, Board Chair

### **Description**

At the local, state and national levels we are facing a crisis in mental health needs and supports. This crisis is of great concern and importance for board members, superintendent, staff and community.

This fall Superintendent Vandercar, district staff and Lane County Public Health representatives were asked to meet with Senator Ron Wyden to share the challenges we are facing in the district and community and share what we are doing through partnerships to address them. Senator Wyden is aware that this is a national problem and he is working on funding solutions at the federal level and also on ways to address the shortages of mental health providers and services in Lane County.

Most recently Superintendent Vandercar was invited to be on a panel at a national superintendent conference to discuss what the district is doing and what plans we have for social emotional learning, mental health awareness, and suicide prevention.

Although the district has increased the mental health supports for students through hiring additional mental health staff, expanded partnerships and trainings for staff, it is recognized that the need is great. The district will continue to work to add more mental health supports for students within the schools. The district will also work to strengthen and expand partnerships both at the local and state levels.

The superintendent recommends inviting interested community members and partners to come together and meet to review district mental health programs, supports and community partnerships. The superintendent also will invite community members, staff and parents to participate in a 4J mental health review committee that will meet at least twice per school year. There has been a suggestion to add this committee to the list of committees board members are assigned to each year and the superintendent supports this action.



## **ITEM FOR ACTION**

### **Date of Meeting**

April 20, 2022

### **Title**

Consider Applicants for Appointment to the Board and Select Finalists to Interview

### **Presenter**

Kerry Delf, Chief of Staff

### **Description**

There are two open positions on the Eugene School District 4J Board of Directors, following the resignation of Martina Shabram, Position #5, and Mary Walston, Position #7. Eugene School Board positions are non-partisan and are not connected to any specific region.

In accordance with state law and board policy, the board will appoint two district residents to the positions to serve through June 30, 2023. Under Oregon law, board members must be registered voters in Eugene School District 4J, and must have lived in the district for at least one year immediately preceding their appointment. Employees of Eugene School District 4J and of charter schools within the district are not eligible for appointment. Applicants do not need to be parents of students in 4J schools.

The district has solicited applications from residents interested in appointment to the board. The application period was Thursday, March 31, to 8:00 a.m. on Monday, April 18, 2022. The board vacancy and invitation to apply was widely publicized in English and Spanish and in numerous ways including on the 4J website, social media, email newsletters, and to local news media.

Board members have received and reviewed the written applications for each candidate. The complete list of applicants and their written applications will be added to board meeting materials after the application period closes on Monday, April 18. During a work session preceding the regular meeting on Wednesday, April 20, board members will have heard directly from each candidate with a 3–5 minute statement about their interest in serving on the board.

In this meeting the board will ballot to select candidates as finalists to move forward for interviews.

### **Action**

After considering candidates' applications and statements, the board will ballot to select approximately six finalists to move forward for interviews and consideration for appointment. In each round of balloting, board members will complete paper ballots to name their preferred candidates. Staff will collect ballots, read them into the record, and announce the total count for each candidate.

Candidates receiving votes from four or more board members will be identified as finalists. The board may approve a slate of candidates to move forward by proposing a slate and voting on its approval. If there is not a clear group of candidates to propose for a slate, or if a slate is proposed and is not approved by a vote of at least four board members, the board will continue to ballot to identify finalists individually, moving forward candidates with votes from four or more board members.

### **Next Steps**

The board will interview the selected finalists on Monday, April 25, and hold a special meeting on Wednesday, April 27, to vote to select two candidates to appoint to board positions #5 and #7.



## **Applicants for Appointment to the Eugene School Board**

- Rachael Lynn Anderson
- Christopher L Ashton
- Ursula Brady
- Danelle (Dani) Crowley
- Deborah Dailey
- Paul Daniels
- Tom Di Liberto
- Jesse James Egan Sr.
- Scott Fellman
- Kate Friesen
- Mysti Rose Frost
- Rhonda Giandalia
- Jacqueline Hall
- Thomas Hiura
- Michelle Hsu
- Daniel Patrick Isaacson
- Katina Johnston
- Jennifer Jonak
- Keerti Hasija Kauffman
- Jackson Kai Kellogg
- Jeffrey Douglas Krebs
- Pamela Leuck
- Shellia Mace
- Rosalie Mack
- Danny McDiarmid
- Jessica Medaille
- Erika Rauer
- Edgar Ted Rodriguez
- Andrew Ross
- Harry Sanger
- Marianne Senhouse
- Carlos Sequeira
- Jacon Taylor
- Gena Weishar
- Lucas Weiss
- Amber White
- Nicole Winther
- Chris Young



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**Name: Rachael Lynn Anderson****Occupation:**

Country financial insurance agent

**How long have you lived in the school district?**

28 years

**Why are you applying to be a 4J school board member?**

This is my community, home, local school system, and source of pride and I would like to make a difference and participate locally.

**What strengths do you think you will bring to the school board?**

I work in sales, and am a business owner in our community so I would bring sales, fundraising, and local connections to the table to help support our board. I am also on the executive board for the SMJ house on the hill, and can coordinate museum trips.

**What are some of your particular interests or concerns?**

My children and my community they are being raised in are my number one priorities. I want to take a more hands on approach and try to affect change and give support on a local level.

**What do you think are the two most important issues confronting the board in the next two years?**

Fall out from COVID for both the students but as well as staff. Socialization for our children outside of COVID protocol, and technological upgrades in the teaching field and the best way to utilize them.

**Please describe your connection to Eugene School District 4J.**

I have two children at Willagillespie, and I went to Madison Middle School and North Eugene High School. I went to Lane Community College and graduated with an associate's of science and transferred to OSU where I graduated with a bachelor of science.

**What does equity mean to you, as it relates to K–12 education?**

Investing in our children for the long term. Setting goals and investing in the road to success.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Education is for ALL. No exceptions. No restrictions. No prejudice or exclusion. Just learning as one people, to be better people and a better community.

**Name: Christopher L Ashton****Occupation:**

I work in financial services

**How long have you lived in the school district?**

6 years

**Why are you applying to be a 4J school board member?**

I want to improve the educational experience for kids, play a small role helping them reach their full academic potential and help improve the communities view of the 4J district.

I have four kids in the 4J school district, attending three different schools. I see both the positive and negative things that the district deals with and feel very strongly my perspective could add significant value.

**What strengths do you think you will bring to the school board?**

Being a parent of kids who are in 4J schools provides me experience that leads to better solutions to what the children deal with.

I'm a problem solver, professionally and personally. I seek resolutions to issues in a manner that meets deadlines, stays within budgets and supports those who seek to support themselves.

I offer significant leadership abilities and experience, with a proven track record a professional success.

I make difficult decisions through an analytical approach to quantitative and qualitative data. Making difficult decisions is absolutely mandatory to serving on a school board. You can't be everything to everyone!

**What are some of your particular interests or concerns?**

The list is very long:

- We are in desperate need of additional mental health support from the district.
- There are many, many problems that make it extremely difficult for kids to focus on school. i.e. they're getting picked on, they're receiving death threats, sexually explicit threats, racial threats. There was a specific situation I'm intimately involved in where the school principle knew this information but didn't report these issues (which is required by law as a mandatory reporter) and didn't discipline the child who made these threats.
- We must create an environment where kids have rules to follow, and if they break those rules, they understand there will be consequences.
- We have video cameras in schools, but we desperately need the ability to get the audio behind what we can see.
- We need more communication to parents regarding sexual education in schools. My kids come home sharing things that are simply not true ("Dad, at school the teacher told me I can choose my gender").
- We must work with community leaders to move all homeless camps/individuals away from schools. Eugene is a large geographical area and we can find space for the homeless that isn't

within eye sight of a school.

- Why do we offer free lunches to all kids, particularly those who come from affluent families?
- We must offer specific resources to kids on both ends of the educational spectrum: Children who struggle academically or with handicaps need support. Conversely, children who excel academically, need resources to make their educational experience challenging, safe and supportive.
- Class sizes are too large. We must make difficult financial decisions to be able to hire more qualified teachers. For example, there is no reason to put feminine hygiene receptacles in boys bathroom stalls. This is wasted money.

**What do you think are the two most important issues confronting the board in the next two years?**

I don't know the district challenges from a macro level well enough to answer this question, but my answers would come from the list above.

**Please describe your connection to Eugene School District 4J.**

I have four kids at three 4J schools. I've lived in the district boundaries for six years. I've dealt with teachers, administrators at the school and district level.

**What does equity mean to you, as it relates to K–12 education?**

Very simple:

Everyone has the same right to get an education and feel safe in a school environment, no matter their background.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I'm willing to speak for minorities and those who are left behind.

I'm willing to find creative solutions to solve big problems.

I'm willing and able to make difficult decisions for the good of the whole.

I'm willing and able to let administrators, teachers, students and parents that we believe in them.

**Name: Ursula Brady****Occupation:**

Not currently employed. Previously employed in Healthcare Administration in the non-profit and business sectors.

**How long have you lived in the school district?**

3 years. I also grew up in Eugene and attended school in the 4J district.

**Why are you applying to be a 4J school board member?**

My daughter is currently a 5th grader in the 4J district. Through her time in elementary school, and during the pandemic, I have often thought that I would like to be a part of the decision making conversations that effect her and the schools.

**What strengths do you think you will bring to the school board?**

I tend to be a pretty pragmatic and grounded person, which can be helpful when considering processes and procedures. As well, I enjoy listening to and understand the importance of other's points of view and positions on different matters.

Through my work experience, I have participated in an advisory committee, supervised employees of varying backgrounds, as well as contributed to the development and review of different processes, ideas, and policies that effect large groups of people.

**What are some of your particular interests or concerns?**

How the schools and district address bullying and racial conflicts; student learning and development, particularly post Covid; classroom dynamics; school funding; school zones and the school choice process, and the balance of academic classes vs creative oriented classes and projects. To name a few.

**What do you think are the two most important issues confronting the board in the next two years?**

Post Covid academic progress and how to reach students while taking into account varying learning styles and different levels of achievement.

How to support students in their individual beliefs and attitudes, while teaching acceptance and tolerance of others. The importance of addressing bullying and racial conflict.

**Please describe your connection to Eugene School District 4J.**

My daughter is in 5th grade, and has been a part of the 4J district since March of 2019. As well, I attended Edison Elementary, Roosevelt Jr High, and South Eugene.

**What does equity mean to you, as it relates to K-12 education?**

It means that all students should be provided access to the same quality education, and that education should be presented in ways that each child can receive it and understand it, allowing them equal opportunities in education and in life.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I believe my past experiences as an African-American person in the 4J school district, and my experience of being a mother to an African-American child who is a current student, gives me first hand knowledge of what it is like attending school in a city that lacks diversity and inclusion. This gives me some understanding of what changes have been made, what is currently working, and what steps need to be taken.

As I stated in the above questions, I am a pragmatic and often grounded person, with an understanding that change needs to happen in various areas, and also embrace the notion that processes and systems are often complicated, and exist in the grey. I understand that change doesn't often come over night, and that there can be many steps to developing and reaching large scale goals.

**Name: Danelle (Dani) Crowley****Occupation:**

Full time mom, Advocate and Business Owner

**How long have you lived in the school district?**

36 years

**Why are you applying to be a 4J school board member?**

My heart is for each child to flourish and reach their full potential during their school experience to become fully engaged, competent and contributing future citizens. This is critical for the well being of our local community, state, nation and the world.

I also believe I represent a wide swath of parents, teachers and community members that see the need for a parent advocate (of a special needs child) to serve on the board who has been in the trenches and has a first hand knowledge of many issues and obstacles that are not currently being discussed or brought to the table.

**What strengths do you think you will bring to the school board?**

I have a background in education, my husband and I have been local business owners for over 30 years and now, with our oldest son. I have successfully raised 4 children. Three are gainfully employed and contributing citizens in their particular areas of interest. Our youngest is 17, a senior, has attended NEHS and EOA for the last 4 years. Learning of our son's diagnosis and disabilities opened my eyes to an entire world of how very unique and diverse each human brain and body is. During the last 4 years I have done a "deep dive" into the world of what approaches bring our students to "life" and encourages their individual needs to be met. Our 2E (Twice Exceptional), Neuro diverse and disabled children are especially impacted by the methods of engagement utilized by educators and in the classroom. I have taken it upon myself to become a "student of my student". I have researched and have become very well versed and informed on this population that comprises 30% to 40% of our population that usually have 504's or IEP's yet, there is a wide swath of students that have anxiety or overwhelm and are not diagnosed. I have and can bring a wealth of "tools" to the table to help our 4J school community understand the tremendous opportunities that are available to help our students thrive!!

**What are some of your particular interests or concerns?**

Our kids (of all ages & all abilities) are dropping through the cracks left and right. There is a true lack of engagement, interest, enthusiasm and varied instruction dependent upon learning differences. There is a massive and pervasive disconnect between general education teachers and the special education/advisors. In high school, there are more silos between sped and gen ed. This ultimate disconnect then affects the colleagues' ability to work together. The students (and their families) then suffer because there is not a congruent instruction of \*\*The latest Universal Design for Learning (UDL), Specially Designed Instruction (SDI), and Strengths Based-Model training for ALL teachers, along with adequate and congruent follow-through of instruction, implementation and scaffolding for all teachers to learn mastery!! Uneducated educators are not adequately prepared to understand the Neuro diversities of each child and their methodology and approach of "teaching to the test scores" rather than "teaching to the individual student" is hurting an overwhelming number of our children. Students are "drudging through" "giving up" "dropping out" or becoming suicidal. This then creates a domino effect resulting in complete breakdown of any attempts to scaffold our children...the result is great harm for their entire lives ... which ultimately



affects the health and vitality of our community. This is COMPLETELY UNNECESSARY!! I have the tools, knowledge and proven programs to bring to and offer to the District. This can be offered District wide to staff (via Professional Development), plus ongoing resources for teachers, as well as be available to parents. I can work with the district to gain full access to the latest teaching and research from world-renowned experts. I am passionate about our Neuro diverse population. I would love to be a voice for our children as well as for the parents who are also traumatized by their past bad experiences or by the sheer stigma that comes from thinking something is "wrong" with our child...This is NOT the case, each brain and body is like a finger-print...each one is uniquely and marvelously designed...we just need to become educated and informed on how to best support each student, each educator and each family and help them to flourish!!

**What do you think are the two most important issues confronting the board in the next two years?**

1). Finding and hiring a superintendent that can lead the district in a "strengths-based", collaborative model. One that is willing to incorporate and implement cross-functional collaboration within the school district at all levels. One that actively reaches out to meet, understand, know and involve community resources, partners, leaders and businesses. One that is also willing to actively meet the needs of the whole student and welcome involvement, participation and feedback from parents. One that understands Maslow's Hierarchy of Needs and that the basic needs of the student, including their feeling of safety must be met before any instruction can take place. One that is actively transparent and available to the community for engagement and specific times for Q & A from the general public.

2). The Board and School District must provide complete clarity and transparency of what is being taught, how it is being taught, at what age and in what ways. This should be posted on the School District website with posted links to all curriculum. \*\*Parents should be included and welcomed at all times. Town-halls, parent get-togethers, coffee with the Superintendent or Principals once a month. Our school district should be committed to public involvement and there should be adequate and frequent opportunities for community, parents, businesses, etc. to be informed and to have functional ways they can support our students.

**Please describe your connection to Eugene School District 4J.**

Since my son entered public school at NEHS freshman year, our lives have been turned upside down. It has been a "train wreck" that he and I have been trying our best to maneuver through. From the very day we stepped foot on the NEHS campus, most every facet of our experience was mismanaged and fell woefully short of being helpful, encouraging, uplifting or engaging for [student]. He had come into NEHS with a 504 which was barely acknowledged, even though I disclosed his diagnosis of Anxiety, Aspergers, and ADHD. We were not given a tour of the school, we were not introduced to any of the administrators, or any of his teachers. He was given a schedule of regular education classes by the counselor, with no support system put in place, and sent on his way without so much as a map of the school. His anxiety went through the roof so he avoided class and "disappeared" into the safety of the quiet and comfortable setting of the library. He then was written up for "truancy" and expelled from school. All this time, I was in constant contact with his teachers via email, personal visits, and calls/conferences with vice-principals [staff] and [staff]. On May 7, I called a meeting with [staff] for consideration of [student] being tested for an IEP. He was accepted but the process took another 6 months to complete. I had to constantly advocate for my son who eventually was so traumatized by just the simple act of going through the front doors of the school, that he had a lot of "school refusal"... he was shutdown and overwhelmed. (The Polyvagal Nerve sent him into Fight, Flight or Freeze forcing his body to shut

down and access to cognitive processing was blocked until he could get out of Defense Mode). It has taken me three years to scaffold him and get him back on solid footing...There were some very key teachers & SPED advisors ([10 staff members] of EOA) that played a HUGE role in helping to stabilize and re-build [student]'s foundation. The on-line learning that was available through EOA along with the patient and consistent weekly one-on-one zoom meetings with his teachers throughout the pandemic was a godsend. He is now able to be fully engaged and is attending a pilot program called "Future Build" through collaboration of [staff] at 4J CTE program/[staff] (CTE at LCC) (ODE) & Meili Construction. This hands on program has given our son a completely new opportunity to learn and engage!! He will now graduate and be able to step into the "Transitions" program and RTEC at LCC.

**What does equity mean to you, as it relates to K–12 education?**

Equity means seeing each person as their own unique individual human with incredible strengths, abilities, talents and gifts to offer the world. Each person deserves to have a valuable relationship and connection with their school, classmates, teachers, advisors and all the ways of learning that helps them "feel alive, valuable, worthy and capable"!

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

As I think I have illustrated above, it is imperative that we offer many creative and engaging opportunities for each individual child to be "seen", "heard" and supported (all along their school career) to engage in ways that interest them, that enrolls them, that uplifts them and supports them daily and in the manner/ways that they best learn. All Board Members, Staff, Parents and Community should be educated in how this is able to be attained through workshops and valuable resources (i.e. "Uniquely Human" by Dr. Barry Prizant, "Beyond Behaviors" and "Brain-Body Parenting" by Dr. Mona Delahooke, or "Insight Into a Bright Mind" by Dr. Nicole Tetreault or the Free, Nationwide access to Understood.org)

I would also like to see the Student Success Act reinvigorated to provide some much needed funds and scaffolding to the areas of diversity, equity and access in education. It would be great to work on ways to encourage teachers, education assistants, etc. to re-think a return to our classrooms and possible ways they could work one-on-one with the many students that have experienced a substantial learning loss.

**Name: Deborah Dailey****Occupation:**

Self-Employed

**How long have you lived in the school district?**

44 years

**Why are you applying to be a 4J school board member?**

My interest in applying to be a 4J school board member was born out of the need to continue supporting the educational needs of all students, respond to the challenges that school staff face on a daily basis, and advocating for the administrative policies and procedures that are necessary for a fully functioning school district.

**What strengths do you think you will bring to the school board?**

I see myself as a problem-solver, a clear communicator, organized and reliable.  
I am known for having empathy, perseverance, and the ability to advocate above and beyond.

**What are some of your particular interests or concerns?**

I am interested in the continuing and further evolution/expansion of the educational experience for all of 4J students. In particular addressing the whole child's academic, physical, emotional, and social needs.

I am also interested in supporting the 4J community beyond the district. How can I represent the community's voice and partner with businesses, individuals, and non-profits to serve the students and community better.

**What do you think are the two most important issues confronting the board in the next two years?**

#1. In the current climate, I would want to prioritize the importance of listening to the "quiet voices" in the room. What are we missing? What are we not hearing?

#2. Re-engaging students, youth and families that have been impacted heavily by the pandemic. What can we do to create a district for all?

**Please describe your connection to Eugene School District 4J.**

20 plus years as a 4J District employee (special education, art teacher, behavior support, homeless student liaison, EA general education).

Parent of five 4J students

Grandparent of two 4J students

Countless hours as a school volunteer

Working "in the trenches" with students, youth, and families

Working in the classrooms with students, parents, and teachers

Working across the district with front office staff and administrators

**What does equity mean to you, as it relates to K–12 education?**

In my experience equity works when the district provides a variety of educational opportunities to students and then allows them to decide what they want to do with what they have learned. In the end, students should feel a strong sense of self and empowerment.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I would like to contribute (and willing to do so) in any way that supports the 4J community around diversity, equity, and access. This might be as basic as food or as complicated as climate change.

**Name: Paul Daniels**

**Occupation:**

Respiratory Therapist

**How long have you lived in the school district?**

2.5

**Why are you applying to be a 4J school board member?**

As a teacher in my first career, I miss being in public education.

**What strengths do you think you will bring to the school board?**

As a transplant to Eugene (moved here from Philadelphia in 2019) I can bring a fresh view to the system that is in place here now that appears to be failing minority students.

**What are some of your particular interests or concerns?**

Mathematics and science

**What do you think are the two most important issues confronting the board in the next two years?**

There is only one major issue at this time and it is catching the children up from the learning that was missed and or short cutted during the pandemic

**Please describe your connection to Eugene School District 4J.**

As of this fall I will have two daughters in the district

**What does equity mean to you, as it relates to K–12 education?**

That every student has a fair shot at a quality education

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

As a former inner-city school teacher, I believe that I have seen some of the best and worst the public education has to offer. I believe that my experiences can help Eugene 4J avoid these issues before they occur. All students have the right to a fair and quality education no matter their background, socioeconomic status, race, or identity. We can make this school district actually meet the standards and principals they claim to represent.

**Name: Tom Di Liberto****Occupation:**

Retired

**How long have you lived in the school district?**

34 years

**Why are you applying to be a 4J school board member?**

There are several key reasons. To mention a few of the most important, for the first time in many years we are starting to see perhaps a return to better, more stable state funding. We are beginning to emerge from a pandemic that has tested us all. 4J has made important steps in identifying educational inequity in our schools and how to rectify this problem. Our state and district are finally discovering that we have overused standardized testing to the detriment of our students. And we are also about to choose a superintendent that could help lead 4J back to national prominence. We are at an unprecedented, consequential mark in our district's history, and I believe I have the skills and background to contribute significantly to this transition. I want to be part of it.

**What strengths do you think you will bring to the school board?**

Above all, I believe my long experience in education would be a unique and significant benefit to the school board. My life's work has been in education, three years as an instructional aide, five years as a high school teacher in Los Angeles and San Francisco, and 31 years as a teacher in Eugene.

I realize the board's responsibilities do not include the day-to-day operations of the district. But so many of its decisions have immediate impact on the everyday experience of 4J's students and staff. Having someone on the board who has, in addition to being a 4J parent, had long, experiential contact with our schools, has worked with its students, families, and staff, and who has a practical understanding of how board decisions take shape in our schools would be informative and uniquely valuable.

In addition to my strength of experience, I've developed excellent listening and advocacy skills in my career, and I speak Spanish fluently. I've spent incalculable hours with students, parents, and staff to find solutions to sometimes vexing problems. I believe these communication skills and the inside view of 4J I've acquired over my career align well with board members' responsibilities.

**What are some of your particular interests or concerns?**

1. Community engagement: In order to truly meet the board's goals and provide an equitable education for all our students, we need to hear from all our communities. In doing so, we have to acknowledge that we don't all speak English, we don't have the same access to technology, our work hours are different, and we often communicate via diverse conduits. We have made progress in this area (elements of 4J's community input for SIA funds are an example), but we have to redouble and sustain our efforts in getting feedback and input from all our communities.

2. Teacher retention: Good teachers of course are the bedrock of our mission. Sadly now, too many teachers leave the profession frustrated and defeated. It's clear we need to reverse the national and local trend and find out why educators—especially people of color—leave, and how our district can retain them. Too often teachers who consider quitting cite the national and local

direction of the top-down, overly centralized decision making approach that robs educators of their creativity to truly meet their kids where they are, challenge them, and help them achieve their goals. Another piece that's missing is meaningful mentoring. The District used to provide a robust mentoring program in collaboration with the teachers' union, but this has been scaled way back. We need to prioritize teacher mentoring if we truly want to attract and retain talented, inspiring teachers.

3. Teaching the whole child: For some time now, music, art, world language, drama, and other enriching classes are often the first to go if a child's reading, math, or science score dips. Also, by focusing on only tested subjects—often double dosing them—we have increasingly marginalized the former core academic subject of social studies. At a time when we are concerned with students not graduating, we need to revisit elective offerings that can attract and keep many students in school and ensure they leave our District informed of the world around us.

4. Emerging from the pandemic: Many are concerned about student achievement expectations now that students have returned to the classroom. But it would be a mistake to look at benchmarks, realize our kids have lost ground, and then expect students to make up that ground by ramping up remediation too quickly. We need to allow our teachers to plan lessons that will help guide kids through this transition, reacquire their skills, and to reexperience the joy of learning.

I'm happy that the District has chosen to concentrate on the social-emotional piece of returning right now. But we should also resist federal pressure to use valuable instructional time for standardized tests. At the very least we should do as some districts have done and encourage opting out clearly and publicly by placing opt-out buttons on our main webpage.

5. Rebalancing our testing model: In my final year of teaching, I lost at least two full weeks training for, preparing for, and proctoring mandated standardized tests instead of teaching my students. Organizing this endeavor (scheduling, sharing computers, providing snacks, altering routines, etc.) also required countless staff hours. In addition, experts are finding more and more that the overuse of these tests negatively affects economically disadvantaged students and students of color disproportionately. This trend has robbed educators of valuable time they could use to craft more useful assessments whose results they'd have back promptly and could more practically guide instruction.

I am not anti-assessment. Ask any of the thousands of students I've taught in my career. Not one will tell you I did not assess their progress often and in various ways. We need a more balanced assessment system, one that doesn't rely so heavily on standardized exams, but invests in using teacher-crafted and building-based formative assessments that provide teachers, students, and parents with truly useful, much more timely data. This is the piece that has been sorely missing in the recent wave of assessment. District 4J has the staff expertise to be a leader in this area, but we must have the courage to take a smarter path.

**What do you think are the two most important issues confronting the board in the next two years?**

1. Mental health: The statistics on mental health in Lane County are dire, and recent rates of student depression, anxiety, unsafe behaviors, self-harm, and suicide in 4J have sent shocks through our community. I don't believe we were prepared for this as a district, and the news has compelled us to look closely at some of the decisions we've made regarding mental health in 4J.



I'm very pleased we are beginning to reexamine the way we support kids. A couple of examples: We need to hear directly from school counselors, school psychologists, and other specialists to make sure we are deploying their expertise wisely. We've discovered elements of their jobs could be redistributed to other licensed or classified staff so they can focus on this troubling emergency and to put in place procedures that will truly support our students. I also see that better, more intentional partnering with community organizations should bear fruit (something that didn't materialize after removing district mental health specialists eight years ago).

Until we meet this life or death crisis head-on and explore every avenue to solve it, this issue will be at the top of my list.

2. Achieving educational equity: The District's awareness of systemic inequalities and our commitment to eradicate them is a very positive, long overdue step. What needs to happen as a prerequisite is a more in-depth community conversation about how the Equity Tool impacts specific District policies and practices. I discuss this in later questions. But providing equitable educational opportunities to only some of our stakeholders is to fail as a district.

**Please describe your connection to Eugene School District 4J.**

My connections with the Eugene School District are broad and deep. My wife and I arrived in Eugene in 1987 and were both hired by School District 4J that fall to teach in the Spanish immersion program, my wife replacing the first grade teacher and I taking on the first class that was entering Monroe MS. I had to create a curriculum from scratch because there were very few secondary immersion programs in the country. There were huge challenges in finding and obtaining materials, some of which only existed outside the US (no internet then), but there was adequate funding and other supports at Monroe and District levels.

There was a lot in this district that impressed me when I arrived. 4J was nationally renowned as an innovator, and the district cultivated a vibrant culture that allowed schools and regions to create programs that offered diverse learning experiences for students. Students, families, and staff wanted to be a part of 4J to the point that I was one of only five licensed teachers hired by the district that year.

In my time at Monroe I served as a cooperating teacher for many student teachers, as a team and building leader on grade level operational teams, curriculum teams, and parent-teacher site-based management committees and fundraising/event planning groups. To this day I remain in touch with scores of former students and their families.

At the district level I participated on task forces for adopting curriculum in the three areas in which I am licensed (social studies, English language arts, and Spanish) as well as textbook adoption committees.

Since the early days of my experience with 4J, the district has experienced massive changes in the way schools are funded and overseen by the state and federal governments. I experienced this as the parent of a 4J student as well as an employee who tried to keep up with the funding reductions. In response to these shifts, I decided to also become active as an advocate for students and staff in the Eugene Education Association. I served as a building rep, a member of the Human and Civil Rights committee (instrumental in placing the first sexual orientation protections in the 4J-EEA contract), and as a member of the bargaining team, on which I served as chair for eight years. For seven years I also was the liaison between 4J and university teacher preparation programs, a unique and successful collaboration with 4J, EEA, and universities.

My work with EEA allowed me to learn about what was working and not working in 4J and to try to solve problems in many areas. This position involved countless discussions with teachers and building- and Ed Center-based staff on how to maximize staff efforts to educate students. Learning and working conditions were improved and stubborn obstacles were overcome in our discussions, in spite of the erosion of state financial support and misguided legislative attempts to reform education.

After 31 years of service to 4J, I retired in 2018. Since retiring and up until the time of the pandemic, I worked as a volunteer in the music department at Monroe MS and as a substitute teacher. I currently serve as a university supervisor of student teachers in 4J for the University of Oregon and am a member of the 4J Budget Committee.

**What does equity mean to you, as it relates to K–12 education?**

For me the ultimate goal in education is ensuring all students achieve their potential by providing what is necessary for each student to get there. As a teacher this has always been my goal. And when I was in the classroom, I learned quickly that determining what a student needed couldn't be derived from a single test score and that achieving that goal entailed much more than equal materials or technology, equal time, equal attention, or even equal feedback from me. A deeper, more differentiated approach is necessary in the classroom and goes far beyond what happens in that classroom.

I'm pleased that District 4J has recognized this formally and is beginning to put into place its Equity Tool to ensure all systems, procedures, and practices are reviewed using this lens. This cannot be seen as a short-term goal that can be checked off at some point in time. It will take anti-bias and other training for all staff and sustained, systematic engagement with our stakeholder groups to truly know how to reach students successfully.

A persistent examination of everything we do is absolutely necessary to make sure all students receive what they need to reach their potential.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Throughout my career in this district, I have witnessed and experienced the roadblocks that have kept us from achieving 4J's goals. I've seen first-hand how difficult it is for a district, a school, a department, or staff member to change perspective and behavior in the areas of diversity, equity, and access. Educating children has always been extremely challenging work, and the task has only become more complicated by many factors (a pandemic and its aftereffects being one of the most exasperating). I offer this as a partial explanation of why we aren't where we need to be in this realm—not as an excuse. I believe everyone, from every employee to every board member, we all have to change our views and practices regarding how we provide an equitable education for our students.

In the area of staff diversity, I would start with examining some of the factors teachers of color point to as stressors or reasons to quit (centralized decision-making, the obstacles to creativity in the classroom, and the lack of a robust mentoring program). Exit surveys and interviews would also be helpful in this area.

Regarding access, I'm delighted to see the board begin to ask the important questions about both student access to education and family access to schools and district systems. I believe part of this

change has been because the COVID-19 pandemic has forced us to look more closely at this and revealed that when we do the hard work of assessing equitable access for students and families (asking the right questions in an effective manner), we do a better job of meeting those goals.

In addition to my views on how to achieve our equity goals in the preceding question, I'd add that my experience as an educator, a parent, and advocate in this district gives me a unique perspective that will help inform our discussion on diversity, equity, and access in education. I've seen what's been tried, what's been successful, and what has missed the mark.

**Name: Jesse James Egan Sr.**

**Occupation:**

Regional Sales Manager at Time Travelers Antique Mall LLC

**How long have you lived in the school district?**

35 years

**Why are you applying to be a 4J school board member?**

I am a former Special Education Teacher who has worked with multiple school districts in the Lane County area including 4J and currently have a son who attends a 4J middle school preparing for High school.

**What strengths do you think you will bring to the school board?**

I have a background in education as a Teachers Assistant, Special Education Teacher and GED program coordinator.

I hold a Masters Degree in Education as well as a current Teaching License in the state of Oregon. I am familiar with 4J School District policy, budgets, networks, and procedure from the teacher and parent perspective.

**What are some of your particular interests or concerns?**

Trade skills programs.  
Special education.  
Community connections and outreach.  
Family inclusion and support.  
Lunch and after school programs.  
Sports and extracurricular programs for kids.

**What do you think are the two most important issues confronting the board in the next two years?**

Mental health impacts on students due to coronavirus isolation and the impact behavior needs will have on teacher pools.

Facility renovation and habitability.

**Please describe your connection to Eugene School District 4J.**

As a teacher I worked at Churchill High School and Kelly Middle School and my son is currently an eighth grader at Roosevelt Middle School.

**What does equity mean to you, as it relates to K–12 education?**

Equity means sharing unequally with the underserved in proportion to the imbalance of quality resource distribution and being cognizant that inequality exists, and is not a topic that needs to be handled with bubble wrap but rather with hard evidence, data and courageous conversations.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I will do my best to do what's right even when it's not popular and I will always advocate for students' well being above my own interests.

**Name: Scott Fellman**

**Occupation:**

Retired

**How long have you lived in the school district?**

33 years

**Why are you applying to be a 4J school board member?**

Public education is the most important service our government provides to a community. It's the way we ensure that all community members have the skills and abilities to make their way in life as contributing young adults. It's the place we set the foundations for future leaders, teachers, and voters to understand our unique system of government. It's where young people and their parents get to build relationships with people who might not otherwise be in their social sphere and learn to see the world through different eyes. It's where we learn about our rights and responsibilities as community members. It's the first chance for many to break the cycles of poverty or abuse. For many it's the first chance to learn how big and interconnected the world is.

As a recently retired Eugene Police supervisor with a broad range of experiences and education, I'm looking for a way to continue to serve my community. Applying my experience and abilities to supporting our school system is a rare opportunity to impact not just today's students, but to build on the hard work of past boards and steer our schools toward ongoing improvement. I want to donate my time and energy where they can have the most positive impact, and education is the best place to do that for my children, and their children's children. I want to give back and to help represent those who can't make the same contributions because they must focus first on just surviving.

**What strengths do you think you will bring to the school board?**

In my life I have experienced the benefits of privilege, and the challenges of prejudice. I have lived in another country where I had to learn a new language, and participated in a different kind of school system. I have benefited from my participation in the public education system, and seen as a student and parent where the strengths and challenges of such systems impact the people they serve.

I have a unique and broad based experience with the 4J community. I have lived in Eugene since 1989 and resided in the West University Neighborhood, North River Road, South Eugene, and most recently on the rural outskirts of town. In my career with the Eugene Police Department I served people from all parts of Eugene. I am familiar with every neighborhood, every school's local community, and people from all walks of life. I have comforted crying children when a parent was harmed or arrested. I have helped people overcome unfathomable challenges, and struggled to help others to no avail. I have mentored young people who have gone on to lead healthy productive lives.

I have strong conflict resolution skills in a broad range of contexts. Among others these include assisting residents in conflict with elected representatives or their neighbors, protesters and police, or people in crisis from emergency, past trauma, or psychological disorders and substance abuse, and parents with their children or co-parents.

I have extensive experience and formal education in policy development and implementation. This includes practical experience with police and municipal policy development shaped by community input, developing legislation, and implementing both. I have learned the hard way what works and what doesn't work to achieve goals and overcome obstacles in a collaborative environment.

I have a demonstrated ability to work with stakeholders on a wide range of issues to address complex issues. Including everything from working with unhoused people to working neighborhoods like Whiteaker or the West University Business District. From collaborating with non-profits like Whitebird to supporting organizations like the Midtown and Downtown business organizations.

I know how to participate in, and how to lead inclusive discussions by actively engaging stakeholders to learn about issues and help find resources and solutions that work within budgetary constraints.

I have prior board experience as a member and as an external resource. I was a Safe Place board member, and served a term on the TBI Board. I have worked with other community advisory boards to develop and implement new police policies, and I know how to adjust such processes to be effective and efficient while ensuring that community values are addressed in policy. I have experience and education relating to managing budgets built from people's tax dollars from my work experience and graduate degree in Public Administration.

I have a broad range of other experiences including community outreach, media relations, budgeting, labor relations, and personnel management. While I'm not a certified teacher, I have extensive teaching experience from my years in police and public outreach training.

**What are some of your particular interests or concerns?**

Some of my particular concerns are ensuring that the quality of public education remains competitive with or exceeds the quality of education available from private education. I am concerned about how we teach our children to behave as members in a larger community from social responsibility and respect, to individual leadership responsibilities we all have a part in. I worry about violence in our communities, and teaching young people how they can resolve conflict. I want everyone to learn to better understand and respect people who are different from them without fearing them, and to understand the underpinnings of our government and society across history.

I want to ensure our students are learning to navigate the modern media world carefully, how to be a critical consumer of information, and how to recognize when someone is playing on their fears for nefarious purposes. The recent rise in racist, anti LGBTQ+ and other discriminatory rhetoric and actions are complex issues, and our young people need to learn how to study and understand the history and future risks of these or other emerging issues for themselves.

I worry that our schools are too focused on college bound students, and don't provide enough opportunities for learning a trade, or pursuing a different career path. I worry that our schools may not provide enough practical training in life skills like budgeting, navigating government systems, relationship skills, sex education, and preparing for future roles as parents.

Most of all, we know that children who grow up in an abusive home are more likely to be abused or abusers in adulthood. This same cycle applies for drug abuse, racism, poverty or homelessness. Public school is the first place, and perhaps greatest opportunity to help kids break this cycle and set their own paths for success.

**What do you think are the two most important issues confronting the board in the next two years?**

I think the two most important issues confronting the board in the next two years are guiding the district staff in nurturing and ensuring a culture of continual improvement, and using the board influence to collaborate with other leaders in education policy in the county and state to find better funding for public education in the long term.



Budgets are always limited. However, there are usually opportunities through leveraging the experience of our own employees, and programs from other places, to find more efficient ways to use our money. The board is one of several groups in a position to tackle potential systemic efficiencies. For example, what if we could save class time and still get worthwhile standardized testing by leveraging the results from existing curriculum tests or building standardized testing into routine testing so we only had to test once?

Throwing money at problems is not a strategy by itself. And yet, if you'll wander into a vision with me for a moment, imagine what would happen to our existing system if we could reach a funding level that allowed us to limit classes to 20 students and pay staff what they're really worth? The additional time per student alone, would have tremendous positive impacts on students from all backgrounds. The improved pay would ensure we continue to attract excellent staff, and retain them.

**Please describe your connection to Eugene School District 4J.**

As a police officer, I worked frequently with schools, staff and parents. I provided bike safety presentations at Gilham Elementary, and spoke to student groups at North Eugene HS. I have seen the challenges students and parents from all walks of life face at home. I have seen what happens when students have to worry first about food and shelter instead of education. I have seen how disruptive students can adversely impact other students, and I have seen how much our teachers and staff give beyond just their time in the classroom. I have helped ensure regional law enforcement are prepared to respond to active shooter events, and I have helped teachers lead elementary school students in their first and subsequent active shooter drills.

I have three 4J students in my combined family who started in our last small rural school. During their time there I volunteered in the classroom, served on TOSA (their PTO) and served as a Site Council representative working with School Staff and District Staff on facilities issues. Our kids are now middle schoolers and two will soon be starting high school. So when I think about my connection to 4J I'm not just thinking about past experience, but the present safety and education of our older kids, and the school system their kids may someday attend.

**What does equity mean to you, as it relates to K-12 education?**

Each child in the 4J district has a different story to tell. Some come from wealth and privilege. Some come from poverty and worse. Some kids find themselves identifying with the more common social norms, some find they don't fit neatly into those old limited categories. Some come primed to learn, fed, rested, and confident in their ability to succeed. Some come fearful of failure, some are focused on surviving when they get home until they get to the next school day. Some face less common but intensely impactful challenges that may not be well understood by others. From one extreme to the other, and everywhere in between, these kids are our responsibility as a community. Along with their families, we the larger community, and the 4J organization in particular are responsible for helping prepare each child for their futures.

In the case of advanced learners well suited to current educational approaches, this is a comparatively simple task. In the case of children with special needs, it means providing the extra support, or differentiated teaching approaches that will put them on even footing with their peers. In the case of advanced students, it also means helping them excel and not holding them back from their potential. But the steeper hill to climb is for those who need more from schools to help compensate for challenges at home, in their unique learning abilities, and additional needs.

Success means different things for different kids, but every single student must receive, to the best of our ability, the resources and support they need to fit their particular situation. For some this



means getting into college, for some preparation for a trade school, for some a GED, or one of several paths directly into the working world. We should not be able to predict how a student will do based on where they come from. Instead, we should have a system that helps each student meet their own potential, whatever path they may need to take.

For the district this means finding the resources to make this vision a reality. For the community it means valuing and supporting people who may not be part of their social sphere. For the students it means learning to support each other, to value differences, and to value learning about life experiences that differ from their own.

Lastly, equity for K-12 education means not assuming that what we're providing is adequate. It means creating and supporting a culture that constantly strives to do better for everyone. This means listening, considering, and applying input from those who traditionally haven't been heard.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I know how important it is to have diversity of opinion when making decisions that impact large groups of people. While one person can't represent everyone and all their varied stories, as a board member my prior public service would help me to represent a wider range of 4J residents than most. At a minimum I would bring experience with a wide enough sampling of people of different backgrounds from throughout Eugene 4J to know when I couldn't adequately represent them without getting direct input from them.

This same experience would help me assist the board to develop policy that fits as well as possible for the most people possible, while giving staff the flexibility and resources to fill in the gaps where equity and access are challenged. This is a core value for me because I know from experience how much is at stake in our systems for those historically sidelined or not represented in public services. I could also further the board's work by using my media and public presentation experience to share our efforts with the public, gather input, and build support.

**Name: Kate Friesen****Occupation:**

Self-employed as a property manager

**How long have you lived in the school district?**

Nearly seven years

**Why are you applying to be a 4J school board member?**

We have three children - one each in elementary, middle and high school in the Eugene 4J school district. I believe that if you want to change or be part of making change happen, then you need to get involved, and not just sit idly complaining. It has only been since Covid that our family's schedule would allow me to participate in the school board, so when I saw that a position opened up, it seemed fortuitous.

I have watched with frustration what has happened to kids in our community over the last few years, and been equally frustrated about a parents' lack of ability to get involved with their local school. I am an observer and lover of people and children. I have many ideas about things we can do to help our kids and families, and ways to make the educational experience better, and participating on the school board seems like the perfect opportunity.

**What strengths do you think you will bring to the school board?**

I am direct and I get things done. I have excellent communication skills, both written and verbally and am not afraid of public speaking. I go out of my way to meet and cultivate friendships with people who are different from me, and have never met a stranger. I welcome others' opinions, no matter how different from my own, and I can readily see both sides of most arguments.

**What are some of your particular interests or concerns?**

I believe that in an effort to placate the masses or kowtow to popular opinion, we have gone too far away from the basics that help kids transition into being functional and productive members of society. Technological isolation, non-participation and a complete lack of functional skills have created an entire generation of kids who are anxious, depressed, and feel socially isolated.

Instead of focusing on what sounds good on paper, or what meets some arbitrary standard, we need to take a step back and look at what is really happening within the school community, and come up with simple feet-on-the-street solutions.

**What do you think are the two most important issues confronting the board in the next two years?**

I write this, knowing full well that the school board already has a list of "important issues." So from a strictly personal perspective, based on our own experiences and watching kids and families around us, we need to figure out how to fix what is broken within our children and families.

I propose these questions, all of which have the same answer:

How do we make everyone feel welcome and included?

How do we help kids feel more socially connected?

How do we get parent involvement?

Involvement at all levels. No phones, face-to-face, people meeting people.

**Please describe your connection to Eugene School District 4J.**

I have three children who attend Eugene schools - Twin Oaks, Kennedy and Churchill. I am a parent, who until Covid, was an active volunteer in each of the schools. I coach 4J kids and live in the 4J community.

**What does equity mean to you, as it relates to K–12 education?**

There is no one-size-fits-all solution to the equity question. It exists at all levels and in all facets of our lives, so the only true way to attain any measure of equity is to empower staff and teachers at the local level to problem-solve for their particular disparity. A child who has no safe place to sleep can not be painted with the same "equity" brush as the child who is just learning English.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I think that too much focus has been put on diversity, equity and inclusion and as a result, we have created exclusion and driven a tremendous wedge between groups. Trying to create equity and diversity by vilifying another group only creates greater division.

Inclusion and participation are the only true paths to these goals.

Example: My fourth grader was learning about holidays around the world, and among them was Kwanzaa. I have nothing against Kwanzaa per say, but it is not a historically world holiday. It is a holiday that was created in America, that has no specific country, region, language or religious root. It is a holiday created out of a mix of different African cultures, by an American professor. But it met some kind of "standard" for diversity.

So instead, why did they not learn about Ramadan or Diwali. I want my children to grow up respecting others' religions, appreciating their differences and being able to recognize how we are alike on a global scale.

**Name: Mysti Rose Frost****Occupation:**

Covid 19 Information Specialist at 211info

**How long have you lived in the school district?**

14

**Why are you applying to be a 4J school board member?**

I want to be of service to my community. My daughter is currently in the 4J school district, entering high school this fall. She has learning differences that she inherited from me. I have ADHD and Dyslexia. I want to provide perspective on the unique challenges those with learning differences face in the public school system and support our community members who are seeking to create a more equitable, safe, and supportive educational experience.

**What strengths do you think you will bring to the school board?**

One strength I think I would bring to the board is my ability to see the big picture. My unique personal experiences have given me the ability to spot unintended consequences of decisions being made, and/or identify possible negative impacts on students and families that a new policy may have.

I have a creative streak and am willing to think outside the box to find solutions to complex issues. I have been told by my peers that I am highly persuasive, charismatic, and approachable.

I am multi-cultural and bilingual in English and Spanish. I grew up in Mexico and my father is an enrolled member of the Crow tribe of Montana. I have an associate's degree from LCC and I'm just 16 credits shy of completing my bachelor's degree in General Social Science -Globalization, Environment and Policy and the University of Oregon. I served on the board of directors for LRAPA 2018-21 and the River Rd. Community Organization Board of Directors 2019-21 and re-elected last month.

**What are some of your particular interests or concerns?**

I am very passionate about solving the issues affecting our collective. I do not feel my particular issues or concerns are more important than others. I am empathetic to anyone voicing concerns about issues they are up against. That being said, as a mother with a child in this school district, I listen to her concerns and issues regarding her experience in school every day. These issues include the following; Poor quality lunches that are void of nutrients and are high in processed sugar and saturated fat, performance shaming in front of peers, Cultural incompetence and bias shown by staff and faculty, lack of education on how to support students struggling with learning disabilities/differences.

I am concerned about our BIPOC/LGBTQ2+ students and the horrific abuse and bullying they experience on a daily basis.

I am on the board of directors for my neighborhood organization. I would like to find ways to bring our folks together so that we can build stronger, more trusting relationships and safer communities. Hopefully, all this work would result in happier, healthier, secure children with the confidence and skills needed to face the challenges of life ahead.

**Name: Rhonda Giandalia**

**Occupation:**

No

**How long have you lived in the school district?**

21 years

**Why are you applying to be a 4J school board member?**

Would like to make a difference in the children with our community and the people in our community. I am interested in being a part of the 4J district. I spent many years as a drug and alcohol counselor and my main objective was always to help people overcome barriers and to do whatever that takes. I recently have more time to be able to serve my community in additional ways. This would be another way to do that.

**What strengths do you think you will bring to the school board?**

I have passion for the children in our community and for the schools they attend. I am very passionate about overcoming barriers and being a part of ways to accomplish that.

**What are some of your particular interests or concerns?**

My interests are to strengthen the board with an insight and an understanding to what is needed, and help strengthen our community.

**What do you think are the two most important issues confronting the board in the next two years?**

Some of the issues we face within the next couple years will be reuniting community activities and being able to structure events with crowds. People are still very worried about health risks and socializing might become a barrier for people. Getting school activities and field trips back on track will be an additional process as Covid has made it very difficult for families and students.

**Please describe your connection to Eugene School District 4J.**

I have faith in the school board system and believe most issues will work their cells out with a good sound team. I do feel strongly about helping structure individuals participating in group activities again and also some concern with parents becoming a little opinionated about the curriculum that Eugene 4J uses. Think it's important to educate parents about why these topics are important for our children and how it pertains to their future. I understand a vast amount of different points of view but I also believe that we need to educate our children with were the events that are occurring and that have occurred.

**What does equity mean to you, as it relates to K–12 education?**

Equality means having equal rights, opportunities, Nondiscrimination and the ability to be treated the same no matter your religion, race, sexuality, or gender.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

**Name: Jacqueline Hall**

**Occupation:**

Psychiatric Mental Health Nurse Practitioner

**How long have you lived in the school district?**

Since 2015

**Why are you applying to be a 4J school board member?**

I value public education and want to help out during this stressful time.

**What strengths do you think you will bring to the school board?**

- parent
- used to be a teenager
- attended public school throughout my education
- respect teachers and am grateful for the opportunity to be educated as a citizen
- I have been educated and have worked in medicine my entire life

**What are some of your particular interests or concerns?**

- wanting to support children, teacher and parents in healthy relationships
- supporting inclusion
- encouragement of our youth to be the brightest, objective, 'in tune' individuals that they can be

**What do you think are the two most important issues confronting the board in the next two years?**

- communication
- maintaining quality education during a pandemic

**Please describe your connection to Eugene School District 4J.**

I have two children who are students in the 4J school district. Our students are our future.

**What does equity mean to you, as it relates to K–12 education?**

In my opinion, equity in education means that all children in K-12 grades have equal access to educative opportunities appropriate to their age and level of education regardless of their financial, sex/gender, racial, and/or physical resources and abilities.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

A compassionate ear to hear all sides of an issue, and offer realistic suggestions as appropriate.

**Name: Thomas Hiura****Occupation:**

Online English Teacher, VIPKid

**How long have you lived in the school district?**

21 years total

**Why are you applying to be a 4J school board member?**

Since my mother enrolled me in North Eugene's preschool, I have been proud to live a life inextricably linked to this district. Earlier this year, I convened a team of lifelong friends to coordinate the most inclusive possible 10-year reunion for our North Eugene Class of 2012. While the 26 years between these events has mostly been characterized by steadiness and continuity within 4J decision-making, there is always room for improvement, especially when overlooked communities throughout the city have yet to feel their voice is represented and heard.

I remember sitting in the room when the previous vacancy was voted on in 2019. While the candidate I supported did not prevail, Mary Walston articulated that her vote would be based on "balance": a virtue I value both personally and professionally. Today, I do not think I would be the most traditionalist nor the most idealist member of the board, were I to gain the privilege of serving. But I would embrace the role as just that: a privilege to listen hard, seek to understand differing perspectives, and serve the entire public.

I would not add to the lengthy list of applicants for your review if I did not believe our students need an advocate who intimately understands their modern lives. I am a teacher of English to students in China. My partner of 1.5 years is in our local schools every week day as a substitute teacher, so if I am the decent partner I hope to be, I am listening intently about her students' triumphs, anxieties and challenges every single evening. While the 4J board is now without its youngest member and its long-standing River Road connection, I believe I can assume these components of the role with the aplomb and resilience of a proud 4J graduate.

**What strengths do you think you will bring to the school board?**

Every candidate has unique skills that would prove invaluable on the board.

I think the top asset I would bring is a perspective informed by powerful lived experiences, many of which would be represented for the first time on the board. I admire my friend Doyle Canning because in her own efforts toward public service, she has unapologetically shared relevant stories of trauma endured in her personal life. I will follow her example to share how my own 4J story made me more resilient than I ever imagined I could become. I will share that lengthy story at the end of this application.

Another unique strength is my proven dedication to public engagement and outreach. Since 2015 I have interviewed over 400 individuals, either as an independent media host or an admissions interviewer for Carleton College. When I returned to Eugene in 2019 from a year at Columbia University's Teachers College, I grew disappointed in the dearth of local investigative journalism. I could only grow so weepy about this dying art before opting to do something about our democracy is (or is not) covered.

For four consecutive Lane County election cycles (May '20, Nov '20, May '21 and May '22), I have sought to democratize information by conducting in-depth, long-form interviews with every



candidate I could. These 17 interviews\* have led to my education-themed podcast, Broken Class, playing a small but sturdy role in our local democracy. I am proud to engage audiences that are younger and less traditionally welcomed by most legacy institutions and their candidate forums.

As a scholar of education, I know the importance of differentiated instruction; the concept is why I make each broadcast free to play on any device in either audio or video. I've sometimes spent 18-hour days typing and synchronizing over 1600 captions per episode, in case a single human being might benefit from the increased accessibility to the content.

I am autistic, and proudly so, but sometimes I come off as hypervocal or shamelessly vain. In taking so much space to explain my qualifications as a young second-time candidate, I seek this position so that other oddballs on the margins can hold a director's seat alongside and well after me.

### **What are some of your particular interests or concerns?**

The neat thing about a policymaking position is that it necessarily impacts a wide range of issues. My friend Jennifer Yeh recently told me, "I think people that have, like, one issue that's their main focus can be difficult for them [to serve]." I think it is self-evident that equitable inclusion of overlooked voices is crucial to me, but this diversity intersects with every other crucial issue of our district as well. Issues like:

Teacher pay – so we can retain and attract the best talent, particularly in a dismal local housing market for working people. We should also fight for a living wage for all 4J staff.

Disability justice – we are part of a larger educational system that paid no attention to these issues when it was designed.

Retrofitting both buildings and cultural norms to meet everyone's needs is a necessary challenge, along with ensuring the utmost access within all future projects. Accommodations must be delivered free of stigma.

The arts – these cognitively essential spaces are imperative to fund and strengthen, not just because they enrich lives, but because they save them. I have seen the power of the arts in our schools to be the very reason for an at-risk learner or a bullied queer student to get out of bed on any given day.

And to save my top issue for last: Wellness and mental health. Sure, some students do not experience challenges here, but studies show that percentage is shrinking at an alarming rate. Everyone is affected in some way, and it is far from abstract for me. My father struggled psychiatrically and emotionally. Although Covid is what ultimately took his life last August, make no mistake, depression, heartbreak and abandonment are what slowly killed him as I watched in horror. He was only 69. This issue is stigmatized within so many Asian-American families, and I know that if I had attended school in a climate more open to it, I would have been diagnosed with my own psychiatric conditions at a much earlier date that could have saved me much trouble, later on. I am proud that my father – a healthcare and union activist – got to see me run for Mayor with youth mental health as my #1 issue. Though I was unhoused and spent no money on the campaign, the fact that I came in 2nd among 7 wiser and more experienced candidates must have had something to do with my forthrightness on this topic. I want to build on the district's efforts to do more.

### **What do you think are the two most important issues confronting the board in the next two years?**

Leadership matters, and choosing the right superintendent for this unprecedented moment is the top issue. We need someone who has a track record of putting dollars toward the areas of greatest need in our district, and we frankly need someone trustworthy who can unite our community. Some of us have felt that the Eugene School District was a stepping stone toward more lucrative prestige elsewhere. Our kids should never feel that way!

It is difficult to highlight one issue of secondary importance, but we do have a sacred responsibility to earn as much public trust as possible as we enter the fourth academic year affected by the Covid-19 outbreak. Fracturing, mistrust, and misinformation coupled with scarce resources and plain old hatred have been normalized during this pandemic. This is a global problem that requires local solutions, built from the ground up. Policy disagreements regarding safety and science have led to violent conflict. I believe that when wrongdoing has occurred, accountability without shaming and blame gaming is possible. Our young learners are watching, and if we model ethical adult behavior for them, we can rebuild public trust across every generation. We must embody those characteristics of a great teacher: fair and loving, but tough and committed to truth.

**Please describe your connection to Eugene School District 4J.**

- I graduated from North Eugene Preschool, Yujin Gakuen Elementary, Kelly Middle and North Eugene (International) High School.
- First paychecks in life were from 4J; I worked as North's head A/V and theater technician from 2010 to 2012. I worshiped in two churches in two 4J buildings for years.
- Volunteered for Measure 20-182 in 2011 (a proposed income tax for 4J and Bethel). I was sad that this failed in an off-year special election, because our community has a decades-long record of showing up for school-funding bond measures at the ballot box.
- I have always fought for equity in 4J: I co-founded PASS (People Against Stupid Sexism) in 5th grade, co-founded North's Social Justice Club in 9th grade, led an anti-bullying campaign in 11th and 12th grade called "Words Can Hurt," founded North's Random Acts of Kindness Club, and got in hot water once for allowing a pro-union student walk-out to rally using a 4J PA system without approval. We made good trouble that day.
- Produced and published countless videos and short films in support of 4J. A year after my graduation, I created an NEHS Small Schools documentary at the request of [staff].
- I continue to practice and pursue a career in education, and I am less than a year away from receiving my Master's in educational leadership from Southern Oregon University (online). My dream job has been NEHS principal for 11 straight years.
- I am always thrilled to visit 4J classrooms. During distance learning, [staff] invited me to guest lecture for her 7th and 8th grade leadership classes on three occasions.

**What does equity mean to you, as it relates to K–12 education?**

I think it is unfortunate that in this trendy climate, there really is no way to be confident that a person will fight for equity unless they have a long-standing track record of already doing it. Thanks to the outstanding 4J teachers who did not shy away from these issues, I have never stayed quiet.

During weekly meetings with [staff] in 2009, I learned about the powerful concept of equity (as opposed to equality, which was spoken of much more often at the time).

I will exercise brevity here and simply say that equity is not a simple jar in which to insert money, nor is it a cause to champion during a given day or month. It is a framework I would consider in every decision as a 4J school board member, while striving to maintain humility about my own expertise. We all have so much to learn, and I am always ready to dig in.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Thank you so much for your consideration of my lengthy application. Here is my story (TW: abuse, mental health, suicide, bigotry):

When my senior year at North began in 2011, I had just returned from the LEDA Scholars summer program at Princeton. LEDA (Leadership Enterprise for a Diverse America) had previously changed my sister's life after the ever-compassionate [staff] brought it to her attention; the org would now be helping in every step of my college application process, at no charge.

Back on Silver Lane as ASB President, I hosted the "Hello Assembly" and Back to School BBQ, before proceeding to experience the most tumultuous year of my life. When I welcomed the incoming class of 2015 through those tinny gymnasium speakers, I had no idea that this North main gym would soon be one of the key safe havens where I would stay as long as I possibly could that Winter, fleeing from domestic violence. I would thank God for nights with home basketball, because I could stay on campus for either newspaper or debate, then cheer on the JV squad before hammering on the drums at the varsity game. There was bliss in this reprieve.

I would receive two massive blessings in the spring semester, even though I had begun to fail coursework for the first time. The first was that the Eugene Area Chamber of Commerce – who had previously honored my sister as North's candidate for the Future First Citizen Award – would choose me to receive that titular prize. I remember growing up feeling that Dennis Nakata was the only person of my race on local TV, and then all of a sudden there he was in a Hilton ballroom, announcing (and correctly pronouncing) my name as the recipient.

There was a lot of putting on a happy face, that year. A matter of weeks before I had flown to Princeton for the summer program, my father was incarcerated for the first time at the Lane County Jail. There was a certain resilience I had developed in a household full of violence. In many cases, I physically stood between members of my family to calm them down as they shouted threats and vitriol at one another. Both of my parents threatened suicide at various points. I was too young to understand that the resilience I'd developed would be best unpacked through therapy.

I attended Carleton College with the giddy feeling of a fresh start. My assessment of the experience remains positive, although I would later relate to Director Rabasa's sharing of her experience at a similarly "elite" private liberal arts college in the Midwest. I was visibly one of the poorest students on campus; 50% of the student body received no financial aid (meaning their parents paid the full \$64K per year for just one of their offspring to learn the liberal arts). I experienced physical violence based on my race and non-binary gender identity for the first time. And there is really no elegant, application-friendly way to describe that feeling; it's just trash! When I stood up for myself in person, my bullies would intensify their mud-slinging in cyberspace. I am grateful that the administration approved at least some measures to protect me – an experience that I think of in my student affairs graduate coursework constantly. Through a good deal of therapy and some heartening summers away from Carleton, I graduated within 4 years, all the while receiving intermittent phone calls of desperation from my unhoused father.

Once again, I do not have an impressive strategy for tying this all back to the question. I simply feel that in previous attempts to lead, sometimes people do not take you seriously unless you give them an abundance of provable enough examples of competence. There is no way to be assessed on the merits of experiences I do not articulate. I can think of three actions I feel blessed to have been able to take, which helped transform this up-and-down life experience into a more diverse and equitable world. First, I returned to the LEDA Scholars summer program as a College Guidance Coordinator. Within this role, I mentored a caseload of 50 rising high school seniors from around the country, 49 of which were students of color. This intensive 1:1 mentoring paid off; for the first time in LEDA Scholars history, all 50 scholars were admitted to one of Barron's most competitive colleges and universities. I swell with pride when I see what they are accomplishing now – it dwarfs my own successes.

Secondly, I was able to save up funds to get my father into a 2007 Toyota Prius, which was the most reliable vehicle he had owned in decades. It would be his home in the years leading up to his death, and it both made me happy for him and relieved some of my anxieties about having some form of shelter from the cold and rain.

And thirdly, during my previous attempt to be appointed to the 4J board, I was the only candidate who used their full 10 minutes and ran out of speaking time. I had misunderstood Chair Levis' statement about the rigidity of the time constraint, and I was heartbroken that my disability may have played a role in my speaking too verbosely before reaching the only question about equity. I have no indication that this directly affected the current (and likely more equitable) vacancy appointment process, but when I met with Superintendent Balderas, I advocated for a disability accommodation to be explicitly offered in any future iteration of this process. He promised me this would be the case, a few weeks before announcing his departure. I hope you will trust that my personal and professional passion for inclusion and access would only increase – alongside my effectiveness – if I were to be appointed to serve. I feel proud that I may have had some impact on 4J in the past, and I believe our community is waiting for the ideal team to come together and do so much more.

Endnote:

\*In reverse chronological order, I was honored to interview these candidates in their races: Jennifer Yeh (Eugene City Council), Harry Sanger (4J board), Rose Wilde (Lane ESD Board), Laural O'Rourke, Tom Di Liberto (4J board), Maya Rabasa, Isiah Wagoner (Eugene Mayor), Eliza Kashinsky (Eugene City Council), Candice King (Eugene City Council), Zondie Zinke (Eugene Mayor), Kitty Piercy (former officeholder: Eugene Mayor Emeritus), Doyle Canning (U.S. Representative), Kate Davidson (Eugene City Council), Matthew Yook (Eugene Mayor), Robert Patterson (Eugene Mayor), Mandey Chappell (Eugene Mayor).

**Name: Michelle Hsu****Occupation:**

Librarian

**How long have you lived in the school district?**

6 years, 9 months

**Why are you applying to be a 4J school board member?**

I am interested in serving on the 4J school board as a parent and professional who has worked in educational environments. I'm a product of public education and am willing to dedicate my time, experience and willingness to learn to our schools. I feel I can contribute to and collaborate with the current members of the board as well as with our wider community.

**What strengths do you think you will bring to the school board?**

I am a trained librarian who has lived and worked in many places, both domestic and international. I am invested in education equity and will bring a diverse viewpoint to the district. I work with organizations serving the most vulnerable in our community with patience and compassion. I am adept at deescalation. I value deep listening, analysis and take the responsibility of making decisions to heart.

**What are some of your particular interests or concerns?**

I am interested in reading, digital literacy and feeding people. I am concerned that there are students and families who do not have their basic needs met. I would like to see librarians managing school libraries and to not consider libraries simply as repositories. Libraries are a place for community.

**What do you think are the two most important issues confronting the board in the next two years?**

The most important issue is ensuring that schools are safe spaces for everyone as defined by the collective school community. An equally important issue is teacher retention and engagement.

**Please describe your connection to Eugene School District 4J.**

I am a parent of two 4J students; one who attended briefly and one who has been enrolled for the last 6 years. I have volunteered in school libraries and for various 4J events. I was invited to catalog the print collection for the Chinese Immersion School library when they moved to their current location at Kennedy Middle School.

**What does equity mean to you, as it relates to K–12 education?**

Equity recognizes that opportunities are not the same for everyone. Equity in education means that the district provides flexibility and resources to eliminate barriers in order to accommodate individual needs and preferences. Where there is equity, underrepresented or marginalized groups are valued, welcomed and included in all spaces.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I think about diversity, equity and access in education as well as in relationship and community all the time. I practice dismantling stereotypes and beliefs that I was conditioned to accept both socially and culturally. My range of perspectives would be a contribution in supporting diversity, equity and access. Diverse and equitable schools will build a culture of access.

**Name: Daniel Patrick Isaacson****Occupation:**

Small Business Owner

**How long have you lived in the school district?**

9 years (1998-2005, 2020-present)

**Why are you applying to be a 4J school board member?**

I am asking for your appointment because I believe in the absolute power public education has to change a child's life for the better and because so much rests on every child having the same access to education, with the same resources, and the same support, in and out of the classroom. Our fidelity to them must be made known in every policy we take up; it must be the very ethos we create.

Education is the great equalizer; it is the path that, if taken, affords its user universal access to the blessings of our community. However, if denied, it all but ensures an insurmountable climb throughout life. I was blessed by healthy doses of luck, privilege, hard work and an accident of birth. Many of my childhood friends fight right now against the rip current of poverty, institutionalized racism, mental health concerns and substance abuse. As an adult, I can picture them as classmates and through the lens I have now, identify and remember key moments when a change could have been made to give them a better chance, but it was absent. I want to work to ensure every child under our care is empowered and shown their inalienable value.

Our shared future requires continued commitment from the public and if we want the changes we know need to happen, we need to strengthen our argument for their investment. This synergy happens when talk stops and action starts. Acting as the sea wall for our children and their teachers and assistants, I believe we can give them the room they require to grow. Ultimately, it is our children, our teachers and our staff that serve as the best ambassadors for the district and our work.

**What strengths do you think you will bring to the school board?**

A strong and effective board brings diverse backgrounds and experiences together to meet the challenges, known and unknown, facing it. The difficulty then is how to select which backgrounds and which experiences are needed most. For me, the choice is clear and ever present: we need a voice from our mental health community. We need someone who has established themselves as a leader in its advocacy, who understands both its needs and opportunities, and brings the notion of applying its lens toward the policies, staff and children of the Eugene School District 4J.

I serve as both the President of the National Alliance on Mental Illness, Lane County and the Co-Chair of the Suicide Prevention Coalition of Lane County. During my tenure, we have expanded our programs, opened a permanent office in Springfield, and focused on becoming more public facing.

During the pandemic, we trained over 900 community members to act as a mental health community watch looking for signs of distress and concern to step in and prevent tragedy. We chose previously overlooked professions in our community, like cab drivers and baristas. We trained bank tellers to watch for their small business clients. We reached out to our schools, our first responders and our BIPOC and LGBTQ+ communities. As a result, despite Lane County historically having a suicide rate four times greater than 84% of the counties in the nation, we saw a reduction in suicide both in 2020 and 2021, something never before seen in our records. We now have a pathway to make this a trend.



Outside of my mental health background, my portfolio of experiences I draw from and highlight for you include being a small business owner and knowing the constraints placed on it and the late nights worrying about making payroll, teaching undergraduate and graduate college students as an adjunct professor in Chicago, and serving as one of your Eugene Planning Commissioners, which has given me the experience of being a steward of our voter's trust.

Through it all, one word correctly captures the philosophy I bring to every room I enter: curiosity. Our children come into our classrooms curious about the world around them, looking for an elder to impart the wisdom and wonder of that world upon them. It would be a mistake if we, ourselves, didn't show them that their school board is just as curious in all of the ways to make their education more meaningful and their experience here more memorable.

**What are some of your particular interests or concerns?**

My worry is that we hold for a very short time a tremendous opportunity to take what we have learned from the last two years and make permanent that which has been useful and to galvanize support for the idea of public education in ways that challenge outdated thought and usher in needed change to stagnant ideas. I would welcome being a part of any discussion centered around how to add these best practices to our toolbelt.

We cannot, however, overlook the ways the events of the last two years have negatively challenged our systems, our staff and teachers, and our students. Many students, especially those impacted by an inequitable system, fell further behind. I want to be a part of a board that not only looks for innovative solutions to bring them current, but identifies the pathways that better prepare our district for the next challenge we face.

The more we tether ourselves to curiosity, remove our biases and tendency to worship power over purpose and accept our role in this broader conversation, the better prepared we are, the more informed our community is, and the more our children will thrive.

**What do you think are the two most important issues confronting the board in the next two years?**

I believe that the uncertainty for everyone on what the 'new normal' will look like will occupy a great deal of our time and attention. From internal issues such as our budget and resources, to hybrid ones like student and staff mental health and access to education, the dampening of COVID was simply the first salvo in a very long struggle to recuperate from, at the very time we push to expand the conversation finally around issues of equity and equality.

But I am cautioned in that rarely are we given notice of our impending problems; I doubt that the board that sat in session a couple years ago would have placed a worldwide pandemic in the list of answers to this question. As a result, I am more focused on the team and the process rather than the specific issue. If we strengthen our team, stress test our vulnerabilities, support our teachers and empower our children, then whatever we face we are better prepared for.

**Please describe your connection to Eugene School District 4J.**

My partner and I's son is almost 5 and will be attending Howard Elementary this fall, and with it, the three of us will begin a twelve-year relationship with 4J. My hope is that he is enriched by a fabric of culture, diversity, tradition and excellence. And along the way, that I am able to help, not just my own son, but all our community's children, in making each institution better than when we found it.



**What does equity mean to you, as it relates to K–12 education?**

This is one of the largest questions of our work. Too often equity and horizontal equality are intertwined when there are stark differences between them.

Equity is not simply, for example, ensuring every student has a laptop. That's equality. It's ensuring that child has internet access at home to use it. The Race Matters Institute said, "The route to achieving equity will not be accomplished through treating everyone equally." And without an understanding of the differences between the two terms, this might sound surprising, but it shouldn't.

We cannot overlook the reality that while we may arguably provide an education equally to every child who walks through our doors, many students must overcome several hurdles just to be at where other children start from. At-home family issues or abuse, mental health concerns, lack of access to healthcare, food insecurity, houselessness, and language barriers remain the challenges we must address if we want to start all our children from the same position.

At the same time, however, we must resist the inclination to allow the performance of equity to take the place of actual achievement in the area. Too often, equity work has become procedural and standardized. Our schools should be a house of learning, not a monument to bureaucracy, especially given the purpose of this endeavor is to redistribute power and assets in a decentralized way.

Ultimately, equity work is centered around the goal of making the outcomes more equal. To do this requires us to ask, to learn, to be curious and humble, to have compassion, but also the resolve to act when needed change is identified.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

First, I would do this by listening and seeing. I fear many in my position of seeking a new seat within bodies like this come with great ideas and passion, but forget that we need to pause for a moment and learn from the system we seek to change. Talk with the students and the teachers, listen to the parents and the advocates, see the gaps between our stated goals and the realities within our halls. Only then can a contribution be made that will have a meaningful impact on the world around us.

**Name: Katina Johnston****Occupation:**

Homecare Worker

**How long have you lived in the school district?**

25 years

**Why are you applying to be a 4J school board member?**

I have recently become a legal guardian of my great nephew and I'm seeing a lot of things happening that don't appear to have solid disciplinary protocols in place to deal with these issues and I'd like to be a part of helping facilitate some positive change. Issues that have come up include bullying - physical and verbal - homophobia and racism.

**What strengths do you think you will bring to the school board?**

I have several years of previous experience working in the public school system as a Lane ESD employee and am a strong advocate for children. I also pride myself on being objective and have a strong background in developing behavior programs to deal with various negative behaviors. I'm a strong communicator and am sincere with my intentions for positive change.

**What are some of your particular interests or concerns?**

As answered earlier - recently became legal guardian of my great nephew and the issues that have arisen are quite serious and there doesn't seem to be anything solid in place to effectively deal with those issues.

**What do you think are the two most important issues confronting the board in the next two years?**

Possible shortage of quality educators and developing a solid curriculum and appropriate action to effectively handle students who are harming other students.

**Please describe your connection to Eugene School District 4J.**

I have 2 adult children and 2 stepchildren, who were part of 4J and also worked at numerous public schools for several years through Lane ESD. As mentioned previously, I have taken in my great nephew who is a 7th grader at Spencer Butte MS and the issues that have come up are shocking. I have not seen these issues handled the way I would've expected. I would like to be a part of helping solve this issue for my nephew and others who are experiencing similar issues.

**What does equity mean to you, as it relates to K-12 education?**

Everyone needs and deserves the same opportunities in life, despite their gender, sexual orientation, disability, socioeconomic status, etc.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I envision honing in on current programs in place for the disadvantaged and identifying and filling in the gaps so as to provide opportunities for them. I also see a need to create and implement solid programs to educate students who are bullying other students and a tougher stance on dealing with students who are violating the code of conduct in place. All students should feel safe from bullying of any kind and not be traumatized to the point that it affects their education, mental health and their futures.

**Name: Jennifer Jonak****Occupation:**

Attorney

**How long have you lived in the school district?**

4 years

**Why are you applying to be a 4J school board member?**

I'm a parent of three children in the 4J school system. I have volunteered with several schools that my children have attended in 4J, and for two years, I served as Co-Chair of the PTO for Charlemagne Elementary School. I am a class representative for the Parent Council with Village School and volunteer in the classroom. I am passionate about education and trying to make it more equitable and accessible, including for students with special needs. I have first hand experience parenting a child with a rare medical condition, as well as autism and learning disabilities, and going through the IEP and 504 processes. I'd like to further the district's goals of diversity, equity and inclusion, and I'd also like to be an additional voice and perspective for families of children with special needs.

**What strengths do you think you will bring to the school board?**

I have practiced law for 25 years. One of the most important jobs of an attorney is understanding different points of view and trying to navigate those disparate perspectives. In both my professional and personal life, I am versed in finding common ground, while not losing sight of the end goal: advancing objectives of real change and forward momentum.

I have served with several non-profits, including: Square One Village's Board of Directors, which focuses on expanding affordable housing options; member of the Council of Korean Americans; Steering Committee for Lane County's Campaign for Equal Justice, which fund raises for Legal Aid and tries to ensure equal access in the court system; Lane County Bar Association's Diversity, Equity and Inclusion Committee; Chair of the Lane County Law Library Advisory Committee; President of Eugene Round Table Club; Co-Chair of Charlemagne Elementary School PTO from 2019-2021; President of the Friends of Eugene Public Library from 2010-2014; Director of Eugene Public Library Foundation from 2010-2015; West Cascades Fiddle Camp & Workshops Committee member to fundraise and put on a free/heavily discounted music camp in summer for children; Director of Oregon Bach Festival from 2013-2014; Chair of Events Committee for Eugene Symphony's 50th Anniversary from 2013-2014.

I also serve as a volunteer attorney for the Lane County Public Defender's office and have done pro bono work assigned by the Oregon federal court.

In 2019, I graduated from Emerge Oregon's seven-month program, which trains women to run for political office. The goal is to increase the number of women leaders from diverse backgrounds and change the face of leadership to have policies that are responsive to all.

**What are some of your particular interests or concerns?**

As the mother of a child with special needs, and someone who is neuro-diverse myself, I am interested in the Special Education programs/processes in the school district and how we best serve students with special needs. This includes Special Ed support that will provide long-term benefits to the students, not just ones that may create short-term solutions to the detriment of a

student's long term health or well being. I'm also concerned by the rates of dropouts and failures to graduate among these students and how we can reverse this.

As a Korean-American, and the daughter of an immigrant, I am interested in seeing education embrace greater diversity and inclusion. Even to this day, the role of Asian-Americans in our country's and state's history is something that has been largely ignored or glossed over. I would like to see the district embrace policies that do more than talk about our goals of diversity, equity and inclusion, and find ways to increase access for families of color, low income and/or special needs to the same opportunities and support that other students receive.

I'm also interested in how we support the mental health of our teachers and our students. The pandemic has made this problem particularly timely, but even without the pandemic, we have to take steps to address suicide, bullying, burnout, school violence, and other issues that affect our students and teachers.

We have a limited budget, so we also need to find other ways to increase teacher retention and deal with burgeoning classroom sizes.

**What do you think are the two most important issues confronting the board in the next two years?**

1. Mental health of students
2. Increasing access to education/support for students of color, special needs and/or who do not come from advantaged backgrounds.

**Please describe your connection to Eugene School District 4J.**

I have three children in the 4J schools. I have volunteered with several schools that my children have attended in 4J, and for two years, I served as Co-Chair of the PTO for Charlemagne Elementary School. I am a class representative for the Parent Council with Village School and volunteer in the classroom.

**What does equity mean to you, as it relates to K–12 education?**

It means not only that all children (and families) get the same educational opportunities and support, but that we provide support to children who have special learning needs or haven't had the same advantages so that they can all be successful. It would be wonderful for all children to feel that they have the same educational potential as any other student and to feel equally embraced and valued. Social thinking and emotional support are an important part of the educational process and should also be prioritized.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I would like to work with fellow board members to further the objectives outlined above, including making sure that children of diversity and special needs receive not just educational support, but also feel fully included and valued in our school system. We need to have that culture of equity and inclusion to increase student engagement and success.

**Name: Keerti Hasija Kauffman****Occupation:**

Director, International Partnerships, Teaching Strategies

**How long have you lived in the school district?**

10 years

**Why are you applying to be a 4J school board member?**

I am applying to be a 4J board member because I have been working in educational development in international communities for so many years, that I feel that it's time I bring some of that same passion and commitment, and hopefully lessons and understandings, to impacting and shaping the community in which I live. Plus, I'm raising two Eugenic children, and I want to give them as much of myself in terms of my strengths, and passions, and abilities to contribute to their learning and educational journey. In doing so I hope to contribute to making their schools experience as joyful, nurturing, accepting, pluralistic, and exploratory as it could be—for their well-being, and for the well-being of this growing community.

**What strengths do you think you will bring to the school board?**

I believe that I will contribute several strengths to the board including my professional work experience, my strengths in relationship and consensus-building, and experience from my actual education programs.

Professionally, I've worked twenty years as international education programs and markets specialists—meaning that most of my career has been spent connecting or designing education programs to meet the contextualized learning and teaching needs, environments, and cultures of local populations and communities. I've worked professionally in more than thirty countries, and my work experience has ranged from early childhood education to adult and continuing education, and covered areas as broad as career and technical education, arts education, engineering, assessment, business education, non-formal education programming to post-war democracy and peace-building programming. I have conducted teacher training in social studies education; created content and written curricula; conducted standards alignments; developed dozens of projects plans and proposals; and written extensively on education development, best practices, and socio-economics within the United States and internationally. I believe, having a (literal) global outlook and perspective from which to share and frame recommendations will be a significant strength.

I have a proven track record of developing strategic partnerships to support education activities domestically and internationally, including working with schools, governmental agencies, assessment organizations, corporate businesses, development funding institutions, and non-governmental organizations. The personal connections I have made across several countries have fueled my commitment towards supporting improvements in education programming and continue to give meaning to the work that I do. I believe my success is built on my ability to engage with partners in a culturally nuanced and informed manner and to advocate for local education outcomes. I believe these abilities to make and sustain relationships and build programs based on consensus are two big strengths I can contribute to the board.

I have a masters degree in International Education and Training from American University in Washington DC where I focused on looking at how systems of education can be constructed in a culturally nuanced manner and how development planning is undertaken for large-scale project

implementations; a secondary focus of my graduate education was on organizational behavior and development which overlaps with DEIA programs and psychology. I believe that having a strong educational foundation from which to look at and frame education policy, programs, and behaviors, will be an additional strength I hope to contribute to the board.

**What are some of your particular interests or concerns?**

I have been involved in education development for so many years, and am interested or concerned about so many areas, but a few in particular that stand out include the following:

- Driving real inquiry-based education programming and learning culture within the schools community. I was raised in a very diverse city—racially, ethnically, economically, religiously—and come from a public schools culture that was rooted in connected-mindsets and curiosity culture. My first-generation, immigrant family became an integral part of this schools community, and it was through my teachers and administration, that I developed a love for the world and our local connections as a community to this world. Eugene is growing in terms of diversity and socio-economic status—I would love it if the schools community would grow in sync in terms of developing and/or setting an inquiry-based culture that can lead students to greater exploration of themselves and the world, and in doing so, possibly to greater acceptance mentality. This can be done through active programming, training, and even through leading by example, and policy shifts.

- Ensuring an equitable allocation of resources.

I have worked in many communities where resources often go to the most vocal or involved constituents; in my experience, it's rarely the most vulnerable communities that have the time or know-how to advocate for themselves, and therefore, are not always given their fair share of resources. I've been in Eugene for a decade and some of these divisions are so clearly visible. I'm a firm believer in driving educational and societal growth through an equity and justice framework that takes into account what individual communities need to succeed and would really like to address some of these concerns around increasing disparities through budget reviews or policy changes.

- Exploration-based instruction and programming.

Having worked in education development in more than 30 countries, I personally believe one of the greatest advantages of the US education system is the idea of "choice" we (are supposed) to instill in our students. Countries all over the world track students into particularly narrow subject streams and career paths at a young age, sometimes alleviating time for exploration of other skills sets. The US allows for greater skills and subject exploration at the higher education level, but I would be so interested to see if there were possibilities of exposing students as young as elementary and middle school levels to as many subjects and career paths and options as a means of self-exploration, yes, but also set up the possibility of a future career path. I think innovation comes from passion or necessity, and the more exposure we allow students to options for explorations, the more we set ourselves up as a society for future innovative growth and research.

- Diversity, Equity, Inclusion, and Access.

I believe that Eugene is on a precipice of growth with newer communities of immigrants coming in, and am concerned that these new groups along with other vulnerable communities will continue to face a host of disparities caused by the current socio-economic and political factors. DEIA is a passion of mine, but more importantly, I believe a focus on DEIA is going to be a necessity within our education system in ensuring the health of ALL of our local communities and groups.

**What do you think are the two most important issues confronting the board in the next two years?**



I imagine that the 4J board is going to be dealing with a host of extremely important issues from setting policy and budgets, to hiring of 4J administrative staff, and Eugene is certainly not isolated from national and global events that are affecting all communities. In my opinion, two of the most important issues I believe are going to be facing the board include the following:

A continuation or increase of trauma-informed classrooms and schools.

Due to the continuation and uncertainty caused by the pandemic, economic turmoil that has affected local families, increased social and emotional isolation, displacement and precarity caused by environmental factors like fires or food scarcities, funding and budgeting constraints often affecting already impoverished or under-resourced communities, and the turning of local education communities into the frontlines for the current culture wars, I think it is likely that 4J will continue to see the influx of students and educators that are dealing with increased trauma and stressors. These traumas and stressors are going to greatly influence the children's ability to learn in traditional environments unless adequate supports are in place to address the emotional and health needs required before real learning can take place. Teachers—who are already tasked with providing emotional and social supports beyond their teaching and administrative responsibilities—will be dealing with their own trauma and stressors compounded with addressing learning needs for classrooms with students who are, in turn, experiencing their own array of stressors. I think the 4J board will (and should be) tasked with addressing how best we could alleviate some of the stressors on the school system, and also focus on how classrooms and schools can be reclaimed as secure, supportive spaces for all students.

Access to quality post-secondary career programming and options.

I believe that with the current state of inflation, the increased global economic uncertainty, and the state and costs of higher education, that one of the most important issues facing the board in the next two years will be to make sure that students have options and connections for post-secondary careers and occupations. I believe that students should have credible “hope” for their futures—that they can gain sense of economic security, and even pursue a passion—and that “school” isn't just a meaningless path to nowhere, and I believe as influencers in policy and education, we owe it to our children to make them feel as they will always have a place as contributing members of a society. I believe the 4J board will be dealing with budgetary constraints, the dire state of unemployment, misinformation that will target ‘scapegoat’ communities for the state of such economic distress, and will have to work hard to continue to drive programming that ties schooling to post-schooling options, and to prioritize connections and policies that can demonstrate real, tangible options for our students.

**Please describe your connection to Eugene School District 4J.**

I am a resident of Eugene 4J and a mother to two students—a rising first grader and rising fourth-grader at Adams Elementary. My husband is professor at University of Oregon, and I work remotely for an early childhood education company based out of the state.

**What does equity mean to you, as it relates to K–12 education?**

Equity has always meant to me, that we need to provide children with the supports that they need, individually—and as part of a system—to succeed and achieve the best outcomes for themselves.

First, I believe that these “outcomes” can be achieved by all students provided the right supports and measures, and second, I believe we have a compelling duty as a society to understand what these differentiated supports and measures are, and to provide them to our children. Within the K-12 system, I believe equity to mean taking a deep, meaningful look at the individualized contexts in



which students are developing—their communities, their support structures, their home responsibilities, their access to resources, their individual learning styles, among other indicators—and to develop tailored programs that are going to provide the scaffolds and supports that these children require to address their unique needs.

Equity within the K-12 system, or “inequity,” rather—from beliefs and thought patterns both at the systemic and individual levels. I believe that for many years, school systems, and thought leaders have been stuck in a largely deficit-thinking mentality when it comes to addressing equity especially within the K-12 system—as if in some cases, that what is considered “low performing,” or ‘low achieving’ arbitrary measures are indicative of a larger community culture or worse, intellectual acumen, rather than results of a system that has failed to address overall economic, social, or cultural stressors that have been in play for decades. This deficit-thinking mentality, I believe, has led to a shifting—or shirking—of responsibility from administrators and policy makers to address such needs and in turn, increased these gaps and made “the systems” actually more inequitable in the process. I also have found this “deficit-thinking” mentality when it comes to performance indicators as they relate sometimes to some of our most vulnerable communities, including, for example, immigrants, or English-language-learners. I think the disproportionality of these communities along with others within the framework of ‘equity’ is problematic and believe that this “deficit-thinking” needs to be replaced with an ‘asset-based’ or strength-focused re-contextualizing of students’ abilities. For example, students who come from a dual-language, or non-English language household should not be penalized for lower scores on language tests, but rather rewarded and/or supported for achieving alternate outcomes that rightfully recognize the capacity it takes to master skills without the similar supports and advantages that are available to native English speakers. I think by re-framing equity in a lens that is supportive rather than reductive will go a long way in gaining buy-in or allies—both from community members who sometimes can view the system as a competition for resources, and from students who are often in need of the equity programming, but experience shame or fear repercussions for requiring additional support.

The final thing I want to say here on equity—as I could speak on this for days—is that I know that the main thing is that equity programming and systemic change is going to look different for every child and every community. Having said that, I have seen some communities in this world that are working to address societal inequities in a systemic manner with interesting results. For example, there are secondary schools in Singapore that are designed to accept only the low-scorers on standardized tests. To alleviate any shame associated with “a number,” these schools are equipped with the best equipment, the best counseling, the best resources, and are set up to ensure that students feel that they are valued as a member of society and can still have a strong career path ahead of them. How and whether these schools are succeeding are up for debate, but it is worthwhile examining ways in which other parts of the world are addressing plural societies and inequities to see if there are lessons to be learned.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

If I were to be appointed to this board, I sincerely hope to have an opportunity to affect change or make inroads into the real, meaningful impact diversity, equity, and access programs and policies can have on the learning community and the larger Eugene community as well. Beyond sharing from personal my experiences as a bilingual, woman of color, child-of-immigrants, who is raising two biracial daughters, I see myself contributing to these goals in a number of ways including the couple I have listed below as examples.

Utilizing training tools and methodologies to review and provide oversight and recommendations to proposed programming.

I have a graduate degree in international education and training, and more than twenty years of experience designing educational programming that has to produce measurable indicators and metrics for change. While these metrics are different and aren't always in an enumerated matrix, all training programs should have some key Knowledge, Skills, and Attributes/Attitudes (KSAs) they are trying to achieve. Specifically around DEIA, my experience has shown that many programs put in place at an institutional/organizational and policy levels often amount to a checklist indicating a completion of a set of objectives or tasks rather than implying any meaningful change in behaviors, understanding, or impact on stakeholders. With the high stakes associated with DEIA—when if done ineffectively—can further disparities, cause additional stressors on already vulnerable children, and more importantly lead to health risks both for individuals and for the socio-economic health of communities—development of meaningful programming that truly takes into account the “inclusivity” portion of the diverse, equity-challenged, and differently-abled populations will be a key driver of success in education. I hope to be able to make recommendations to support these programs.

Applying a lens of new DEIA learning and teaching to new programs development.

While I've been working in education systems for the past decades, I've also remained a dedicated student of subjects that I am passionate about: DEIA being one of the top. I am an avid reader of thought leadership on DEIA, especially as it relates to education; the most recent book I have read is “Don't Look Away: Embracing Anti-Bias Classrooms,” by Dr. Iheoma Iruka. I have also worked towards certification in DEIA courses including an “Appreciating Differences” course for organizations through Korn-Ferry, and hope to be able to apply for a certification course on Diversity Management through Cornell University. I have also participated and held leadership positions on DEIA councils in several of the education companies where I have worked, (I am currently on the mentorship committee on the IDEA council at my job). Each of these positions has given me an opportunity to improve the paradigms in which I view the structures of education, the delivery of education programming, and often the institutional and organizational behaviors that can support or hinder the growth of DEIA initiatives and outcomes. I hope to be able to apply these different mechanisms and lenses to how DEIA is delivered in 4J and to contribute a healthy discussion on how best to achieve the outcomes outlined for our community by providing real examples and through the sharing of best practices.

**Name: Jackson Kai Kellogg****Occupation:**

Real estate investor

**How long have you lived in the school district?**

30 years

**Why are you applying to be a 4J school board member?**

I am applying to be a 4J school board member because I care deeply about the children and families of our district. As a parent I have seen the disruption caused by the pandemic and I am concerned that the district is not as effective in serving our kids as it was before 2020. The 4J school district has not found a permanent superintendent. I would like to serve on the board to help the district hire a strong leader. My belief is that public education is one of the best investments a society can make. Public schools must be a force to reduce the inequity in our society by providing all children the resources they need to fulfill their full potential. My concern is the district will be unable to attract a strong superintendent without a functional board. We need an effective board to fulfill the district's objectives and implement policies.

**What strengths do you think you will bring to the school board?**

I enjoy bringing people with different points of view to work together. Currently I am the elected chair of the Cal Young Neighborhood Association in Eugene. Both our board and our neighborhood include people with different backgrounds, values and perspectives. As a neighborhood leader I focus on areas where I think neighbors can work together and reach agreement. It is not always possible but I make an effort to build consensus. One accomplishment I am particularly proud of is an agreement that the neighborhood reached with a developer. The developer's original proposal would have increased traffic on a quiet residential street from a new apartment complex. When I reached out to other Eugene neighborhood leaders some of them advocated digging in and fighting the developer. My sense was a prolonged legal battle would have been costly and unsuccessful. I was able to facilitate a process where the developer, neighbors and the board were able reach an agreement signed by all parties. The solution required the apartment complex to have a gate diverting through traffic away from the residential street. My goal on the school board would be to build consensus and move forward on areas where the board and community can reach agreement.

I will bring a classroom teachers' perspective to the school board. I taught English for two years in Kyrgyzstan to students in grades 5-11 where I managed huge classes with few resources. My goal as a teacher was to engage and value every student. Teaching is a challenging job and teachers deserve respect and recognition. I strongly believe compensating our teachers properly is absolutely critical.

I am very thorough in managing my investment business and am not dissuaded by paying attention to every detail. I have strong research skills and spend a lot of time finding and reviewing information. I know serving on the school board will require a considerable amount of time studying and preparing outside of the required meetings.

As a parent of two 4J students I will bring a parent's perspective to the board.

**What are some of your particular interests or concerns?**

One of my major interests is health and wellness. As a parent of a middle school student, I am concerned that there are not enough opportunities for students in middle and high schools to move their bodies during the day. I was surprised to learn middle school PE is a one-term elective at my son's school. I think students should move every day and develop healthy habits. Our society is facing a crisis of mental and physical health. I would like to see more opportunities for movement and exercise for all 4J students. Numerous studies have shown that physical activity improves the mental health of students by reducing anxiety, stress, depression and increasing self-esteem. Studies suggest some of the behavioral problems facing schools could be alleviated with more exercise.

**What do you think are the two most important issues confronting the board in the next two years?**

The most pressing issue is to hire, supervise and retain the best superintendent. The board is the partner of the superintendent. We need to be ready to empower a strong leader committed to equity and social justice. Studies show that leadership has a big impact on educational outcomes and the board needs to work together to get this hire right.

The second issue is getting the board to function together as a group to meet the challenges of our time including increasing equity, diversity and access. Watching the recordings of the board meetings online I see a lot of room for improving board unity and communication. If the board is unable to work together, it will not be able to fulfill its mission. If appointed, I know I will not always agree with the majority. While I might be on the losing side of some votes, I am committed to be a strong advocate for all the decisions reached by the majority. Having the school board be able to effectively deliver results for children is more important to me than me getting my way. I want to help the board move forward with a common purpose.

**Please describe your connection to Eugene School District 4J.**

I attended Spencer Butte Middle School for one school year (1992-1993) where I served on the Site Council. I have two children who currently attend district schools: my 8-year-old son attends Charlemagne Elementary School and my 12-year-old son attends Roosevelt Middle School. Everyone in my family enjoys using the Sheldon and South Eugene tennis courts and running tracks.

**What does equity mean to you, as it relates to K-12 education?**

Every student is unique and has different needs and abilities. To me equity in K-12 education means providing every student regardless of who they are the education they need to succeed in life. Equity is about fairness and it can level the playing field. The teachers need to be equipped with the training to support the success of every student. In grade school I was a special needs student and received extra attention with reading and math. This assistance made a big difference for me being able to finish high school and later be successful in college.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Diversity, equity and access must be at the core of every decision the school board makes and I am committed to doing everything I can to advance these goals. We need to focus on improving learning outcomes for all students including groups that have been historically marginalized. We need to focus on data to make sure the district is closing the achievement gap and reducing the disparity of outcomes for under-resourced students. I am eager to learn from other board members how the school district can meet its goals of diversity, equity and access. In every decision I want to take into account how we can improve everyone's sense of safety and belonging. My wife is an

immigrant and as a follower of a non-Christian religion, I know how it feels to be in the minority. Schools must work for every type of learner. We need to establish a precedent for members of under-resourced communities to succeed. When students see successful people like themselves, they are more likely to feel empowered and accomplish their goals. I strongly feel that every member of our community should have the right to feel like they belong without sacrificing where they came from or the celebrations of the cultures that made them who they are. We are blessed to live in a diverse country.

**Name: Jeffrey Douglas Krebs****Occupation:**

Attorney

**How long have you lived in the school district?**

Six years

**Why are you applying to be a 4J school board member?**

I am applying to be a school board member because I believe it is very important to be involved in the community and to give back to our schools that do so much for our children. My wife and I have 5 children that will be attending 4J schools and I want to help make decisions that will better their lives and the lives of all families in the 4J school district. I believe it is very important that all voices are heard before decisions are made and I hope to be able to give that voice to those that may feel unheard at times.

**What strengths do you think you will bring to the school board?**

My legal background will help me look at problems the district is facing and help find a workable solution for everyone. One of my greatest strengths is being able to help people come together and find creative solutions to a difficult problem. I work well with other people and am not afraid to stand up for what I believe, yet also listen to what others believe.

**What are some of your particular interests or concerns?**

I love my family. I love outdoor activities, and I love my job.

**What do you think are the two most important issues confronting the board in the next two years?**

I think one of the most important issues facing the board is how to deal with gender and LGBTQ issues. I also think deciding how to allocate school funds is a critical issue.

**Please describe your connection to Eugene School District 4J.**

I have 5 children in the Eugene 4J school district. My wife went to school in the Eugene 4J school district for 13 years, and my father-in-law taught school in the Eugene 4J school district for many years.

**What does equity mean to you, as it relates to K–12 education?**

Equity to me means that everyone feels heard and is given equal opportunities to learn, feel accepted, and safe.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I grew up in Lexington, KY, where diversity was a major part of my education. I learned to love that diversity because I learned so much from people of different backgrounds than my own. It enriched my life and made me a better person. I believe this background would allow me to contribute by fighting for increased diversity, equity and access in education, so that others could experience the same thing that I did.

**Name: Pamela Leuck****Occupation:**

Retiring on 4/29/2022

**How long have you lived in the school district?**

22 years

**Why are you applying to be a 4J school board member?**

Being newly retired I can now dedicate time for the passions I have. These passions are school and community. I feel I have a broad scope of knowledge that would be beneficial to the board.

**What strengths do you think you will bring to the school board?**

I am retiring from the medical field and have been a parent for over 40 yrs. I have lived in Eugene for 23 years and have seen the changes within the city that affects the schools. I love Eugene and the schools we have in our area.

**What are some of your particular interests or concerns?**

Parent involvement and community involvement.

**What do you think are the two most important issues confronting the board in the next two years?**

School choice issues that may affect student numbers.

Public perception of what our board is doing for our children and community.

**Please describe your connection to Eugene School District 4J.**

I have 3 children who have or are in the 4J district. One of whom is a 4th grader at BV. He is fluent in Spanish due to the opportunity available to him at BV.

**What does equity mean to you, as it relates to K–12 education?**

All children have the right to go to school in a safe environment.

Bullying should never be tolerated. Each child is unique and is entitled to feel safe and heard while in the arms of our school system.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I would be a strong voice for equality and acceptance of all. Not to infringe but to include all children.



**Name: Shellia Mace****Occupation:**

Program Supervisor, Lane County Public Works

**How long have you lived in the school district?**

3 years

**Why are you applying to be a 4J school board member?**

My son and stepdaughter both attend 4J schools. I care about their education and about ensuring that 4J schools are a place of equality and inclusion for all students. I have worked for Lane County for over 21 years and I truly love and care about this community. I have been a parent volunteer previously. Serving on the school board would be a way for me to volunteer in a larger capacity and to be more involved with the community and schools.

**What strengths do you think you will bring to the school board?**

As a Lane County employee I have worked at both the Sheriff's Office and Public Works. I was a dispatcher for many years and have been a supervisor for the last ten. I am familiar with government and public departments, policies and procedures. I have a background with budgeting, teams and building public trust. I believe I could offer strengths in the areas I'm familiar with and also be a willing participant to learn more about the school board and the procedures that occur there.

**What are some of your particular interests or concerns?**

My particular interests and concerns include school budget, communication with parents and staffing shortages. If selected these are some items I would hope to focus on.

**What do you think are the two most important issues confronting the board in the next 2 years?**

In my opinion, the two most important issues confronting the board in the next two years are budget and staffing shortages. COVID has affected the entire community to include schools, teachers and students. Ensuring we have enough staff to teach our children as well as the essential supplies to run schools are continuous issues that were only made worse by the pandemic. The next two years will likely be a recovery and growing stage and I would like to be a part of that.

**Please describe your connection to Eugene School District 4J.**

I live in the Crescent/Coburg area in Eugene. My son attends Monroe Middle School and my stepdaughter attends Cal Young Middle School. My husband and stepson both graduated from Sheldon High School and both of the younger children will also eventually go there. I really want to be an active voice in my community, not only for my own children but for other children as well.

**What does equity mean to you, as it relates to K–12 education?**

Equity to me means every child has the chance to attend school and learn. Each child should have the opportunity to participate as a student and to attend school in an environment that is educational, inclusive and reflects the importance and uniqueness that they each have and bring.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Regardless of race, gender, religion or socioeconomic status each child deserves an opportunity to receive an education in a safe and inclusive environment. I am a Latina woman and I strive to be a good example for my children and for other women and Latin people. I would personally bring that diversity to the school board. I think it's very important for children from all backgrounds to have support and to see representation of themselves in their schools.

**Name: Rosalie Mack**

**Occupation:**

Manager/Optician

**How long have you lived in the school district?**

June 2021

**Why are you applying to be a 4J school board member?**

I believe everyone's voices should be heard and I'd like to be a part of that

**What strengths do you think you will bring to the school board?**

A vision where all is included in a professional yet family friendly environment.

**What are some of your particular interests or concerns?**

I care about the vision needs for all children, and how maybe possibly we could all agree on a proper agenda for our children.

**What do you think are the two most important issues confronting the board in the next two years?**

Whether or not sexuality should be introduced to our children, and at what age.

**Please describe your connection to Eugene School District 4J.**

My children attend school here

**What does equity mean to you, as it relates to K-12 education?**

That everyone is seen, and heard.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I feel like after my before mentioned answers, you can see that those things are of great concern to me. I only want to be fair and just.

**Name: Danny McDiarmid**

**Occupation:**

Child support case worker

**How long have you lived in the school district?**

22 months

**Why are you applying to be a 4J school board member?**

To serve the community which I am raising my son in

**What strengths do you think you will bring to the school board?**

Open mindedness, critical thinking and interpreting laws, rules, regulations, statutes and processes in the legal field. 18 years with the family law division of the superior court in Santa Clara County California, and 8 months incurring experience at the Division of Child Support with the State of Oregon.

**What are some of your particular interests or concerns?**

Interested in learning and being adaptive to already regulated processes as well as advancing new and positive policies within reasonable boundaries.

**What do you think are the two most important issues confronting the board in the next two years?**

Administrative management recruitment and readapting the community back from isolation.

**Please describe your connection to Eugene School District 4J.**

My son started in person kindergarten at Awbrey Park Elementary in March 2022.

**What does equity mean to you, as it relates to K–12 education?**

The fair and equal access to pinnacle education for all families.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Find local, state, and federal programs that can possibly provide grants and scholarships that can assist in the access to various types of resources for families, teachers, and schools in the district, while encouraging and engaging in other board members ideals with fervor and zeal.

**Name: Jessica Medaille****Occupation:**

Retired

**How long have you lived in the school district?**

17 years

**Why are you applying to be a 4J school board member?**

I would like to serve on the board because great schools are essential to building strong communities. I'd like to help ensure that Eugene has the highest possible quality schools that support students from all backgrounds, socioeconomic levels, abilities and preferences. I recently retired from a career in education management where I met and learned from many inspiring teachers, administrators and education leaders around the country. Now, with more time now available to me, I've been eager to find ways to plug in, to focus my energies locally, and give back to this community. Since supporting educators and their students has been the focus of my work for decades, I believe I could bring experiences and perspectives that may be of value to the Board. Growing up, community involvement and public education were a major focus in my family. My father, a community newspaper publisher, served several terms on our local school board in suburban Philadelphia. His enthusiasm about the work the board was doing, and his commitment to serving the community that way is a fond memory.

**What strengths do you think you will bring to the school board?**

For 14 years I was a member of the executive leadership team at ISTE (International Society for Technology in Education, in Eugene), in the role of Chief Membership Officer and then as a Senior Advisor. It was a privilege to get to know and work with ISTE's members, who include classroom teachers, librarians, technology coordinators, principals, and superintendents, from primarily public schools and districts across the country. It really was the highlight of my career. Professionally, I have demonstrated strengths in collaborative leadership, creative problem solving, professional coaching, and working with teams from diverse backgrounds. I was often acknowledged for my calm demeanor and ability to help bring issues to consensus. I have many years of experience working with boards, both as a staff member reporting to an education-focused BOD, and serving on a board myself. For the ISTE Board I served as staff liaison to various board committees, including the board elections and appointments committee and the diversity committee. I also helped the BOD create a new board member orientation and mentor program. Over several years, that board took on the heavy lift of transitioning its structure, size, and member composition, so I have learned quite a bit about various board governance models and practices. I also served a two-year term as a member of the Client Advisory Board to the Philadelphia Convention & Visitors Bureau. ISTE was a significant client of the bureau, as our organization hosted a very large education conference (22,000+ attendees) in Philadelphia on an every-4-years rotating basis. I've worked collaboratively with peers, volunteers, and leadership on creating many organizational agreements and frameworks including developing code of conduct guidelines, core values, and DEI position statements. I helped launch ISTE's diversity, equity and inclusion efforts, organized and led diversity committees, and started a scholarship program to engage more educators from underrepresented backgrounds and under-resourced schools at our conferences and with our professional learning opportunities. I'm a lifelong learner; I'm curious, an avid reader and researcher, and an active, empathetic listener. I find deep satisfaction in coaching and mentoring others and watching them flourish.

**What are some of your particular interests or concerns?**

Given the many challenges of the pandemic and its impact on students, teachers, administrators, and families, I'm particularly concerned about issues around students' mental health, and teacher stress and burnout. I am passionate about equity, access, and representation. At a macro level I'm alarmed and concerned about school boards across the country being the newest front lines in the culture wars re: accurately teaching history, book banning, and attacks on gender diverse children and families. I can't think of another time when it's been more important to come together to focus on what's best for kids. I was pleased to learn that the district is beginning to create more opportunities for students to participate in career and technical education, and would love to see that focus continue to grow.

**What do you think are the two most important issues confronting the board in the next two years?**

I think the challenges we face as we gradually come out of the pandemic will likely be with us for some time. I expect that students' mental health, and teacher morale and burnout, will likely be two of the most important issues confronting the board for the next few years. Many families, especially those from historically marginalized backgrounds, and families of students with special needs, will likely be needing additional support.

**Please describe your connection to Eugene School District 4J.**

As a member of the community, I believe strongly that excellent schools are critical to both our local and national future. My two children didn't attend school in the district, but after they graduated from public schools in Northern California, both chose to attend the U of O. My husband and I followed them up here, moving to Eugene in 2005. A few of my connections to 4J: In 2020, when we were all deep in Covid lockdown, some mom friends and I were looking for something we could do to help students who were experiencing isolation. We thought having access to learning a musical instrument, even via remote instruction, might help. So we started the Replay the Music Forward initiative, reaching out to the community asking folks to upcycle their unused musical instruments. We collected more than 50 instruments, arranged with a local music store for them to be cleaned and repaired (with a small grant from the City of Eugene to help cover those costs) and then delivered them to the staff of the music program at Roosevelt Middle School. They then distributed them to students who didn't have the resources to afford to purchase instruments. Another connection: to help ISTE staff in Eugene better understand the day-to-day experience of the educators we served, the 4J district graciously agreed to arrange for each of us to shadow a teacher in their classroom for a day. I got to spend my day with a very talented teacher and her students at Howard Middle School. In appreciation for these teachers opening their classrooms to us, we gave each of them an ISTE-published book on digital citizenship, and extended invitations for them to join the organization at no cost to them.

**What does equity mean to you, as it relates to K-12 education?**

Public schools that serve the needs of families of all backgrounds and income levels, and students of all abilities, are foundational to a healthy democracy. Fostering environments where all educators, students, and their families are heard, valued and engaged is key. Exploring equity awareness, identifying implicit bias, and finding ways to proactively engage underrepresented voices and perspectives is an ongoing process that takes proactive work, trust, openness, and respect for all stakeholders.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

From my experiences leading ISTE's DEI (diversity, equity and inclusion) efforts I believe I could contribute some ideas and strategies for furthering the district's goals. My efforts were focused on two fronts: the work we needed to do internally as a staff team, and also identifying ways to support the work of our volunteer educator members who were themselves trying to tackle equity issues in their schools and districts across the country. Internally with staff, we ramped up by discussing shared reading lists, and bringing in expert resources and trainers to build awareness and understanding. It required time, patience, perseverance and humility to bring our teams and our leadership into alignment and agreement on next steps. Externally, we supported our member groups and committees who were learning and sharing best practices, helping one another build capacity for change. One of the initiatives I launched was called the Equity Action Forum, which was held at our national conference. The goal for the Forum was to move beyond simply discussing equity issues; we wanted to help make the leap from talk to action. Working with diversity expert moderators, 100 attendees picked their top equity topics, and formed into work teams to design and implement the equity projects they would pursue over the next year in their own schools and districts. If I were on the Board, I would bring those kinds of experiences and my understanding of the outreach and work required to help bring about changes that support all involved.

**Name: Erika Rauer****Occupation:**

Executive Director

**How long have you lived in the school district?**

4 years, 8 months

**Why are you applying to be a 4J school board member?**

I am interested in serving my community and believe school board service to be a deeply impactful way of doing so. I understand schools to be the practical realization of shared cultural values. I am interested in the larger political structures that impact decision making practices. My background is in arts education in classrooms in New York City and in non-profit management, both in NYC and in Eugene. I am also currently studying social work in a second advanced degree. I see school board service as a merger of those interests and a way to better serve children in our region.

**What strengths do you think you will bring to the school board?**

I bring diplomatic skills and skills in collaborative decision-making. In my current position as an Executive Director of an arts organization, I manage budgeting process and make financial and personnel decisions for the company, as well as fundraise through grant-writing and donor cultivation. I also work with a range of constituents from board members to patrons to staff. I have over 12 years direct experience in New York City public schools as a teaching artist in K-12 classrooms across Queens and the Bronx. I have also served in multiple cultural organizations as arts administrator of non-profit and public school collaborations, including Carnegie Hall and New York City Opera. Finally, I have worked at the university-level as an Instructor in courses ranging from Systems Thinking to Arts for Social Change. I think creatively about partnerships and opportunities and approach big challenges and bring a positive but realistic and practical problem-solving approach. I also recognize that board service requires a steep learning curve, and I would approach the position as someone who has much to learn.

**What are some of your particular interests or concerns?**

I am deeply invested in academic outcomes for students from marginalized communities, as well as the equitable distribution of resources across schools and communities. My many years of experience working in Latino/a/x, Black and immigrant communities and schools in Queens and Bronx developed a deep awareness of social injustice in our society and systems. I am also interested in advocating for teachers whose work has become even more difficult for the past two years. I am invested in mental and behavioral health outcomes of the 4J population and would prioritize those issues as a member of the board, particularly with regard to the increased funding from the Student Success Act.

**What do you think are the two most important issues confronting the board in the next two years?**

The superintendent search will set the tone and tenor of the school district for years to come. The selection of a candidate who speaks to the issues of the community, is invested in both the managerial and political role, and also prioritizes values of equity, care and community, is essential. The superintendent search is the immediate issue, followed by the onboarding process and relationship building with the selected individual.



I think the second major issue facing the board is the long-term impact of the pandemic, both in terms of student academic and behavioral outcomes. I think that the role schools play as providers of wrap-around social services has become even more apparent in the last few years. There is now a broader understanding that the best way to serve families and make systems level change is through the school as a purveyor of social services. This takes coordination, political alignment, and operationalization based on shared values.

**Please describe your connection to Eugene School District 4J.**

I moved to Eugene in 2017 and have two daughters in the school district at Edison Elementary. One will attend Roosevelt Middle School next year.

**What does equity mean to you, as it relates to K–12 education?**

Equity is the central lens through which all decision making should be made. To me, equity means that the system provides additional supports for students whose individual circumstances or socioeconomic status is less robust than others in the community. In terms of K-12 education, this means engaging in culturally competent practices that honor the family and/or caregiver while recognizing that some children have fewer options and opportunities. Targeted, well-designed culturally component interventions and programs will be key for making sure that resources are deployed efficiently and appropriately by the schools and the district at large.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

The diversity, equity and access lens should be applied for all decision-making practices. That means asking questions about who benefits from each decision and who is impacted. If I were on the board, I would strongly advocate for partnership opportunities, arts-based programming through nonprofit partnerships, and clearly designed plans and priorities around resource allocation.

**Name: Edgar Ted Rodriguez****Occupation:**

Sociologist, Environmental Engineer, Historian, Education, and Arts

**How long have you lived in the school district?**

6 years

**Why are you applying to be a 4J school board member?**

I'm going to be honest with this question, more so all of the questions. When I see applications like these, I think of the goodwill that people want to do for the community. I want to apply because it would benefit the children of the 4J school district. I think as we move forward in our society, we have to focus on the educational attainment of the kids, the parents, and the educators. I really want to join the board to bring a better understanding to an already expanding board of people. We need to have young people who have attainment on boards and offices that are usually attained by election. As a sociologist, I want to use my knowledge to empower the people around me and to understand the situations around complex social problems. I think I would fit, well on the board.

**What strengths do you think you will bring to the school board?**

I have several degrees; I have the ability to adapt to the current issues at hand I think I would be very well suited to give advice while taking it. I think my greatest strength will come from understanding the situations that come from being from a poverty-stricken Hispanic background. I don't think many people get the correct representation they need; I think I can help with the many of the cultural changes that are being implemented in the district while planning ahead for the future of education as whole in our area. The ability to think and listen is great, the ability to think and listen is greater when that person comes from a demographic that is underrepresented. I like to walk in people's shoes if I can to understand.

**What are some of your particular interests or concerns?**

Well, I'd have to say that the biggest concerns that I have seen are:

1. Social issues relating to education in the district
2. Formation of certain cliques that are not inline with state requirements.
3. Implementation of core issues relating to education and culture.
4. Issues relating the effectiveness of the board.
5. Creating a cultural aspect to bring all community members, of all backgrounds.
6. Creating classrooms that function correctly in order to make productive students.
7. Teaching students life skills that will actually help if they do got to college.

**What do you think are the two most important issues confronting the board in the next two years?**

I would say that this question is loaded in my opinion.

1. The board will need to adapt to rules and regulations requiring mandated education goals and aspects adapted by the state. The process of adapting issues in regard to modernization is always complex, this will require a diverse board.
2. The board will need to adapt to new social norms, including the modernization of education aspects for the board itself. We would have to make sure that the board is willing to adapt and learn in order to avoid the school board being turned into an appointment board instead of elected.

**Please describe your connection to Eugene School District 4J.**

My family has owned many Mexican restaurants here in Eugene for decades. Los Dos Amigos Hacienda, Don Juan's, El Charro, and Jalisco to list the few. The connection to the people is important to myself and my family. My cousins went to school here and I have watched and learned from many of them, generally speaking, I have learned the failures of the system. I still have family that goes to school at Churchill, they helped me to create a working system that I used to create a working model for the State of Oregon in regards to education and school board modernization. I might not have a strong tie to the district itself but my family has a history of serving the people in this community thru our businesses. I have a strong connection to the Hispanic population in this community.

**What does equity mean to you, as it relates to K–12 education?**

Education is important, education is the main process that brings students from different backgrounds together, we must provide a greater understanding in this subject matter. I believe that everyone is entitled to the best education possible. The process that is used in courtrooms to help defendants get the best possible outcome. The schools must be able to provide this fair and impartial assessment in all instances. I believe that we must move towards a system that is fair, we must start at a young age, we must change the negative outcomes before they become detrimental. We must have the same service in education affairs from K-12, this must be the way, in order to achieve equity. The processes of providing concise, fair, modern, and just education for a better future.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Realistically, I don't think I'll make it to the board. In this instance if I were to be appointed to the board, I would try my best to bring all my education know how and processes to create a better educational process within the structure of the board. We must have diversity, we must have better educational attainment at all levels, this included the board itself. My contribution would be the best I can be, I only know how to work, I come from a diverse background. I came from nothing and know what it means to survive and live with your own two hands. The goals are easy, the processes are easy, the implementation is the hard part. I know how, I know what to do, I have the background, I have the ability but I need the cooperation of the board. I can and will use anything at my disposal within limits of the board to process and move diversity, equity and access in education ahead, I would need the backing of my fellow board members and the input of the community. In all fairness, I would just need the chance to look at the problems and work from there, where there is problem, there is solution.

**Name: Andrew Ross****Occupation:**

Retired attorney

**How long have you lived in the school district?**

1991-present. In Harlow/Bertha Holt neighborhood since 2007.

**Why are you applying to be a 4J school board member?**

I have a son at Bertha Holt school and want to be involved in local education.

I am concerned about recent events at other school boards, in which people, often from outside the district and without children enrolled in the schools, have disrupted meetings and caused problems because of their political, anti-learning agenda.

I have recently retired from my profession and am interested in continuing to contribute to the community.

**What strengths do you think you will bring to the school board?**

I have a legal background and have broad experience in conflict resolution.

I read banned books.

**What are some of your particular interests or concerns?**

American history, government, law, literature

**What do you think are the two most important issues confronting the board in the next two years?**

Enabling the school system to thrive on a limited budget

Enabling traditionally marginalized populations to experience their school as a place where they are safe, heard and belong, while resisting the attempts of people with a political agenda to erase them and their histories from the curriculum.

**Please describe your connection to Eugene School District 4J.**

I have a son at Bertha Holt elementary. My eldest went to South Eugene High via International school. I also had a special needs daughter with an extreme IEP.

**What does equity mean to you, as it relates to K-12 education?**

Equity means that every student counts and is encouraged to thrive. The rights and needs of all, not just the privileged few or the homogenous majority, are respected and met.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

By ensuring that these things are indeed a priority, by looking to see that all are included, and being prepared to answer the false claims that, for example, race-inclusive educational materials are "indoctrination" or that materials that support LGBT students are somehow not age-appropriate.

**Name: Harry Sanger****Occupation:**

Sr. Application Support Technician

**How long have you lived in the school district?**

2 years

**Why are you applying to be a 4J school board member?**

I believe in strengthening the interconnected web we all weave. The current tenor of our community feels divided and I would like to help reconnect the Board to District staff and families. As a parent actively involved in my community, I have been approached by concerned parents who do not currently feel represented. As a resident of the North Eugene area with children in the language immersion feeding into Churchill I also bring a unique opportunity to provide representation for both North and West Eugene families. After 2 very challenging years, I believe this Board can be a beacon of hope for the community and help set a tone of cooperation and compromise.

**What strengths do you think you will bring to the school board?**

I have extensive experience working in the public sector and volunteering for community organizations. I recently completed a two-year term on the River Road Community Organization Board including serving as Treasurer to the Board. I have also served on the Cottage Grove Planning Commission and prior to that was the Land Use and Transportation Chair for the Sumner Association of Neighbors in Portland. Playing intercollegiate Rugby at Virginia Tech helped provide essential lessons in competition, teamwork, and trust. My diverse background of interests would help lend an understanding of the different requirements and concerns families in the Eugene School District 4J experience.

**What are some of your particular interests or concerns?**

My primary concern is that my children and their peers will receive the best education available. Oregon schools carry a stigma that I would like to help reverse, focusing on student success and increasing graduation rates by recognizing a variety of learning needs and working to provide the diversity of programming required to optimize chances for success. Like other areas in our community, the 4J District has aging infrastructure that needs to be addressed. Fortunately, there are several projects under way that we should continue to ensure meet not only the current community needs but forecasted needs well into the future.

**What do you think are the two most important issues confronting the board in the next two years?**

The two most important issues that I have personally seen and heard from other parents are recovering from the interruption caused by the pandemic and hiring a Superintendent. I think we need to focus on helping families feel safe while returning to a fully functioning system without discriminating against the religious beliefs, disabilities, or medical issues that may inform families' medical decisions. We are seeing a need to address the mental health fallout caused from this unprecedented impact on our society as well as the political polarization and media/technological overload that is shaking up the foundations of our community.

As mentioned, this event was unprecedented and Interim Superintendent Vandercar has done an admirable job handling this challenge in her current role. This process needs to continue moving forward so that we can remove the uncertainty that exists by not having the permanent position

filled by whomever is selected. I believe that working through this process can help restore trust between the Board, 4J Staff, and the community while showing that there is a clear vision for what success means for the District.

**Please describe your connection to Eugene School District 4J.**

I am a former 4J student and current parent of two 4J students (one in their first year). Prior to the pandemic I was a volunteer at my daughter's school and involved in the PTA. I was also raised by an educator who worked outside of the Eugene School District 4J but gave me insights into the challenges and opportunities involved in this profession.

**What does equity mean to you, as it relates to K–12 education?**

Every child deserves a chance at success in education. The District should continue to strive to provide a diverse set of opportunities to achieve this success whether through academic excellence, alternative career paths, or other options that will allow a student's potential to be realized as a community benefit.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I would ensure that discriminatory barriers are appropriately recognized and work towards reducing those barriers for all students. To accomplish this, I would encourage more opportunities to engage teachers, staff, parents, and students in the District directly through open forums and dialogue with the board.

**Name: Marianne Senhouse****Occupation:**

Forensic Scientist

**How long have you lived in the school district?**

Approximately 5 years at my current address, and about 8 years previous to that.

**Why are you applying to be a 4J school board member?**

My experience growing up in a developing country has provided me with a unique perspective on how the distribution of resources can affect the circumstances of people. As such, I would like to contribute more varied viewpoints so that they can be a part of the Board's decision-making process. I think that the system works better when a larger cross-section of the community contributes their efforts and resources, and I would like to be a part of that solution.

**What strengths do you think you will bring to the school board?**

I consider myself a very resourceful person and I think my contributions would strengthen the effectiveness of the Board.

I have been a member of the greater community for over 18 years: I have lived in both rural and urban areas of Lane county, and I can provide a perspective of a parent who has experience being involved in my students' school life both within and outside of the 4J school district.

I also grew up in a different country and system of education, and would like to share the positive aspects of such a system with the Board.

**What are some of your particular interests or concerns?**

I believe the number of children in the classroom should be reduced to a more manageable number. Teachers are able to work more efficiently with smaller class sizes.

**What do you think are the two most important issues confronting the board in the next two years?**

First, the Board will need to support K-12 students, to provide opportunities to the kids to gain the knowledge and experience that was lost during the pandemic. Kids have fallen behind through no fault of their own and it is the responsibility of the adults to help them thrive.

Secondly, the pandemic has highlighted the need for some students to have easier access to technology, including reliable internet access. The Board should address these issues quickly.

**Please describe your connection to Eugene School District 4J.**

I am the biological parent of two children. My daughter attended Bertha Holt Elementary and Churchill HS. My son also attended Bertha Holt Elementary, Monroe Middle School, Kennedy Middle School and Churchill HS.

I also have two step children, who both attend Camas Ridge Elementary.

I have been an active part of school life, volunteering in the classroom, giving presentations for the Women In Science and Engineering symposium, helping with track meets, attending Site Council meetings etc.



**What does equity mean to you, as it relates to K–12 education?**

Although the school system has been set up to provide each child with quality education, there are unique circumstances that children have to overcome to receive the education provided. Even within the same family, each individual child may have different obstacles to overcome. Equity means providing each child in the district with quality education, regardless of their individual circumstances.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I envision speaking up and speaking out on issues that are both directly related to my personal experience and issues that I have not experienced personally. I see myself welcoming ideas that are not my own, being honest about my own opinions and treating others the way they would like to be treated.

**Name: Carlos Sequeira****Occupation:**

Educator, School Administration

**How long have you lived in the school district?**

9 years

**Why are you applying to be a 4J school board member?**

I would be delighted to serve our community and join the current Board of Directors in their collaborative efforts to strive for improvement and achieve educational equity for all our students. I wholeheartedly believe in the core principles and the moral imperative to build educational systems that support our students to develop highly cognitive critical thinking skills, acquire mastery of content and build character qualities such as courage, integrity, concern, curiosity, and leadership. I am compelled to want to make a difference in our community for our students, for their future, for our future. So I want to invite our board to ask ourselves what are the dreams and beliefs that we have for our community, about our students, about our teachers, support staff, administrators, and elected leaders in our board rooms? Will our behavior and beliefs shape the kind of future we dream for our students? You see, I have the desire to make something happen, to change how things are, to create something that no one else has ever created before. I believe I can help make a difference.

**What strengths do you think you will bring to the school board?**

First and foremost my dedication and commitment to want to see our schools be the best they can be, and I want to give back to a community that has given me so much. The multifaceted nature of my experiences as an educator has helped me gain a deep sense of respect for all individuals, the willingness to collaborate with others, and the commitment to life-long learning. For almost three decades, I have been privileged to be part of diverse communities in both urban and rural settings. Every one of these communities has given me great appreciation and practical understanding of the complexities of our educational system and the urgency to meet the needs of all our students. And in my role as a board member, I want to continue to grow in my awareness, respect and appreciation for the richness that diversity of culture, beliefs, ideas, and experience offer an interdependent community such as the city of Eugene, where I have made my home for almost ten years now.

**What are some of your particular interests or concerns?**

I want to be part of a board that (1) Leads by Example and (2) Inspires a Shared Vision for our Community.

(1) I would love for our Board to begin by clarifying and affirming our core values, what we are about and then expressing them in a way that is authentically our own. Then let's align our shared values with our actions. Let's demonstrate through deeds and words how deeply committed we are to our beliefs, in what we say and we do, and how we behave, on and off our places of work. Let's take the necessary actions necessary to build consensus around our shared values. We cannot impose our values, policies or practices on others no matter how hard we try or how much power we have. Unless values are shared among all those who we work with or for, intense commitment is impossible. Leading by example is essentially about earning the right and the respect to lead through direct individual involvement and action.

(2) When we think about our community, what are the visions and dreams that come to our minds? As a school board, we must be confident in our abilities to make extraordinary things happen. Let's envision the future by imagining exciting and innovative possibilities. Let's gaze for a moment across the horizon of time. We are exactly where we are supposed to be. We created this reality. The reality that we are in. I am exactly where I thought I would be today, in front of you, both in my personal and professional life. The actions of my past have brought me here, I am not here by coincidence. The beliefs and actions of my past have brought me exactly where I am today. And today I get to dream with you, where do we want to be in three years, in five years, in ten years?

**What do you think are the two most important issues confronting the board in the next two years?**

1) Setting a vision where all students, staff and the parent community belong and (2) Addressing Mental/Emotional health for the adults and the students in our schools.

(1) I believe that together we can make this community a better place than how we found it. Let's pretend for a moment that we had nothing to do with the complexities of our current educational system that our students and our families have to navigate, the polarization, the finger pointing, the name calling, the anger, frustration, and disappointment that you and I are experiencing in our community. Let's pause and look around, and ask ourselves, what can I do, what will I do, to make this a better place? Let's gaze across the horizon of time and imagine the incredible, life and joy giving opportunities that are in store once we as a community arrive at our final destination, that place we dream of for ourselves and our children.

(2) Addressing the Social-Emotional and Mental Health of both adults and students in our schools. Now more than ever, building connections and relationships with all students should be a critical priority. This is informed by systems level commitments to social-emotional standards and ethnic studies standards which can serve as a road map for our district. But it is also something more basic and human: everyone needs to feel valued and have a sense of belonging. We need to acknowledge that these last two years many of our students experienced the traumatic experience of feeling disconnected to their schools and have experienced learning loss, many of them due to lack of access to good instructional experiences in their homes. They are coming to our schools oftentimes ill-equipped to handle stressful situations. Our teachers need our support and our students and their families need our guidance and understanding to ensure them we will do whatever is possible within our means to ensure the success of their children's education.

**Please describe your connection to Eugene School District 4J.**

I can relate at a personal level with this community. I have made Eugene my home for almost ten years now. I love the diversity of culture, beliefs, ideas, and experiences. I attended a K-12 school very similar to the immersion schools we have in this district. I was a language learner similarly to hundreds of students that attend our schools in Eugene. So I can relate with the parents and the student's experiences navigating the school system. I also attended a community college in Vancouver WA, a similar institution to Lane Community College, so I understand the need to provide our high school students with the knowledge and skills necessary to succeed in a post secondary career and education. I also attended a private university for my undergrad studies, George Fox University. I can relate with the families who are investing heavily in their efforts to ensure that our students come out prepared to navigate the education systems and rigor of highly competitive private institutions. And I can also relate with families and students who choose to send their high school graduates to state universities as I got my higher education degrees from two state institutions, Portland State University and the University of Oregon. And I am the proud

dad of two amazing young women who are graduating this year, one with a humanities degree in anthropology from the University of Oregon, and my youngest one with an engineering degree from Oregon State University. I can also relate very closely with our families and their children with exceptional needs. These last 6 years at Lane Education Service district I have been working closely with amazing colleagues serving our children in life skills classrooms at our Westmoreland campus, as well as similar teachers in classrooms both in Eugene in many other districts in our county. I know this does not in any way make me an expert in Special Education, but I am keenly aware of their needs and I can work well and closely with folks who know their craft and have a passion for some of our most vulnerable students. The time is now.

**What does equity mean to you, as it relates to K–12 education?**

Educational equity to me means that each and every student has access to the right resources they need to succeed at the right moment in their education, and removing any barriers that have historically and currently gotten in the way because of their group affiliation such as their race, gender, sexual orientation, disability, ethnicity, language, religion, family background, or family income or zip code. Many policymakers, researchers, district administrators, and teachers have taken up the cause of bringing “equity” among different groups of students—by race, income level, and disability status. I also see educational equity as the eradication of disparities or achieving “equal” academic outcomes among all student groups. It has also come to mean equal access to gifted programming, high-quality teachers, and high-quality curriculum.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

In order for schools to break down barriers that block access to opportunity, as a board member I can model and help foster in our board room a learning environment that ensures that educators believe that all students can achieve at high levels. This often includes challenging people’s mindsets about race and bias and talking bluntly about longstanding practices that have kept students of color and students in poverty from accessing the same learning opportunities as their white and more affluent peers. I want to be a part of a Board of Directors who intentionally and explicitly foster community conversations about equity, and adopt policies and practices that aim to eliminate long standing gaps in access to high quality educational opportunities for students of color, students with disabilities, and low-income children.

**Name: Jacon Taylor****Occupation:**

Leadership Engagement and Organization Director, Oregon Farm Bureau Federation

**How long have you lived in the school district?**

10 years

**Why are you applying to be a 4J school board member?**

Our schools, parents, educators, administrator and others have been through a lot lately. I figured it was my time to step up and help with these difficult choices for our community. In my role at work I encourage community leaders to serve in more ways within their local communities. This is an opportunity for me to take my own advice!

**What strengths do you think you will bring to the school board?**

I am a strategic thinker and often find pathways forward by combining ideas. I know the importance of serving on a board and my schedule allows for the time and energy commitment it requires.

**What are some of your particular interests or concerns?**

I believe in local participation, so I am always looking for ways to engage the community.

**What do you think are the two most important issues confronting the board in the next two years?**

Budgeting seems to always be on the mind of educators and community leaders. Also health, safety and inclusion of staff and students are important. How can we move forward and unite our communities while making very difficult decisions?

**Please describe your connection to Eugene School District 4J.**

I have three children in 4J. Have lived in Eugene most of my life - I love it here!

**What does equity mean to you, as it relates to K-12 education?**

Equity means having equal access across all spectrums.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I value understanding more than agreement. Understanding is the first step in changing a point of view. I'm open minded and also a questioner - this allows me to dig in and get a full understanding of an issue. I may not agree in the end, but I strive to be able to articulate each point of view on an issue in a truly caring and compassionate way. I believe this leads to better collaboration and better decision making.

**Name: Gena Weishar****Occupation:**

I'm at the end of my time with Lane county. I've been working for COVID unit. Before this I ran head starts policy council as chair for three years. I was involved for five and the first parent to be a 5 year position

**How long have you lived in the school district?****Why are you applying to be a 4J school board member?**

I have experience on head start's boards. Both on the parent side and the business side. Policy Council is a third the governing body of head start. I not only meet with legislators but with the ways and means committee. I have the skills.

**What strengths do you think you will bring to the school board?**

I'm a part of my community. I've been working with Lane county on COVID outreach. I also have worked a long time with head start, then as a parent lead the policy council. I was a state representative to the state head start. My kids are in 4J and we know how good our teachers are

**What are some of your particular interests or concerns?**

I'm here for students. I know my complex upbringing gives me an understanding not everyone gets. I stand not only for my own students, but my kids, and all those in the community.

**What do you think are the two most important issues confronting the board in the next two years?**

Equality is huge. That's huge for me. Also we have to address how this pandemic has affected kids. The outcomes aren't known.. and there's a lot to do still.

**Please describe your connection to Eugene School District 4J.**

I started out my education journey at UO in 2000. I'm from Portland, but very quickly adapted Eugene as home. I know have two kids in 4J, 2nd and 5th grade. I am here for them and every student in 4J. There are many issues left to discuss.

**What does equity mean to you, as it relates to K-12 education?**

Equity to means that we all have the same equal access to education. We have a lot to work towards in Oregon. I'm always thrilled when my kids come home excited about what they're learning. But we need to expand what they're learning and include more voices.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I know how boards work. I have had my issues with my kids' education this far, but I've had choices. I want to contribute to open dialog and continue the work going forward. We have to work for the best of all our children. I want the best.

**Name: Lucas Weiss****Occupation:**

Self employed massage therapist

**How long have you lived in the school district?**

Over 7 years

**Why are you applying to be a 4J school board member?**

I care deeply about my son's education, and all children's for that matter. I want to help ensure that what's happening in the schools is what's best for our community.

**What strengths do you think you will bring to the school board?**

I am smart and aware, not just intellectually, but also emotionally and intuitively. I have authentic love for all people and am committed to creating positive action that benefits our whole community. I have the ability to understand most all view points, even if I don't fully agree with them, and find ways to include everyone for the best possible outcome.

**What are some of your particular interests or concerns?**

Funding, curriculum, and district protocols.

**What do you think are the two most important issues confronting the board in the next two years?**

Obviously the protocols around Covid and any other possible pandemic. How do we ensure a safe learning environment while not being divisive within such a strongly polarized community- how can we bring the community together when issues like this arise.

I think budget is likely to be a major issue as well.

**Please describe your connection to Eugene School District 4J.**

My eight year old son attends Family School.

**What does equity mean to you, as it relates to K-12 education?**

That whatever gender, class, or race of a student and their family they have equal opportunities to education and that all students reach at least a basic level of skill.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I'm not fully aware of how much power the board has over everything but making sure that what's taught doesn't exclude or stigmatize anyone based on class, religion, race, or gender. Also that there is maybe some extra attention given towards including those who are in minorities and have less opportunities to make their voices heard.



**Name: Amber White****Occupation:**

Chief Financial Officer - Oregon Pacific Bank

**How long have you lived in the school district?**

9 years

**Why are you applying to be a 4J school board member?**

I have two daughters who attend a Eugene 4J school. My background in finance and my desire to seek the best education for my daughters, allows me to balance those needs when evaluating the Eugene 4J budget, strategic vision and potential barriers to the best education that Eugene 4J students can receive.

**What strengths do you think you will bring to the school board?**

I have a balanced, financial, based approach to reviewing any issue. I aspire to be someone who can evaluate all sides of any issue to hopefully reach consensus in decision making.

**What are some of your particular interests or concerns?**

Diversity, Equity and Inclusion and how the district is adapting to changing demographics. Additionally, I want to provide support to district teachers, support staff and classified staff through the challenging time of the pandemic and beyond.

**What do you think are the two most important issues confronting the board in the next two years?**

How the district returns to a non-pandemic based funding structure  
How the district continues to provide superior education to ALL children within the 4J borders.

**Please describe your connection to Eugene School District 4J.**

I have two daughters [age 7 and 9] who attend who attend Gilham Elementary. I have seen the unbelievable efforts of the educators and support staff at Gilham and I want to advocate on behalf of teachers, students and tax payers.

**What does equity mean to you, as it relates to K–12 education?**

Regardless of your background or socioeconomic status, you are afforded the same opportunities within the Eugene 4J district.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

My mother is a first generation US citizen. Her parents immigrated to the US from Denmark and she experienced barriers to inclusion. Her perseverance and personal experiences has underscored that “the American dream” may not be the same as it once was. We have a responsibility to do as much as the district can to support inclusion and recognition that the needs of one child may be different from the needs of another.

**What do you think are the two most important issues confronting the board in the next two years?**

The two most important issues facing the board are finding ways to support students and families recovering from the negative social and emotional impacts of the Covid-19 pandemic and deconstructing institutionalized racism and white supremacy within the public school system.

**Please describe your connection to Eugene School District 4J.**

As I have mentioned before, my only connection is that I have a daughter in the Eugene School District 4J.

**What does equity mean to you, as it relates to K–12 education?**

As a community organizer, I place equity as the foundation of any and all work I do. Equity in education means that I make it a priority that all voices impacted have an opportunity to engage and be heard. It means that front-line/BIPOC communities have a seat at the decision table from the get-go. It is understanding, identifying, acknowledging systematic oppression, racism, and discrimination. It's knowing that I don't know what others' needs are. Therefore, it is my job to ask questions and educate myself before making decisions that impact minority and BIPOC communities. It's having the courage to take on the responsibility to address and remove barriers so many students in our community struggle to overcome.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

In addition to what I have already shared in the previous question, I see myself contributing the ample knowledge I have of diversity/equity issues is Eugene is facing in general. I would engage with our Spanish-speaking families directly, I would strive to build stronger relationships with BIPOC led social service organizations by attending their meetings, listening, and supporting their efforts and goals.

**Name: Nicole Winther**

**Occupation:**

Banker at Wells Fargo River Road

**How long have you lived in the school district?**

5 years

**Why are you applying to be a 4J school board member?**

I care. I have three children. Two are school age. One attends Holt.

**What strengths do you think you will bring to the school board?**

Objectivity, and always putting children first. I can read, understand and comprehend codes and statutes.

**What are some of your particular interests or concerns?**

Community. I want to be more engaged and participate as a member of the community.

**What do you think are the two most important issues confronting the board in the next two years?**

I'm guessing diversity and inclusion? My thoughts are towards getting the kids all caught up to grade level and then exceeding statewide expectations if we aren't already.

**Please describe your connection to Eugene School District 4J.**

I have a child in 4J and another about to start next year. I'll be here for the next 20 years.

**What does equity mean to you, as it relates to K-12 education?**

All children treated equally.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

Oh well I think I have answered this already. I promise I haven't read ahead either!  
Hope to meet you soon.

**Name: Chris Young****Occupation:**

Academic Counselor/ Advisor

**How long have you lived in the school district?**

10 years

**Why are you applying to be a 4J school board member?**

I would like to help make a difference for all the students experience in the 4J school district. I have a strong background in leadership, academia, and teamwork. I am educated in diversity and history of working with marginalized communities. I am first generation Samoan and active in this community and on the University of Oregon campus. My wife is first generation Mexican-American and has her masters degree. We don't have similar upbringings; however, we both find common ground in what is important in the values and education we focus on for our children.

**What strengths do you think you will bring to the school board?**

My strength is my passion for helping others. Teamwork and working under pressure is something that I have developed working with student- athletes at the UO. My input from being a parent, coaching both of my children (3rd grade Buena Vista and 7th grade Monroe), and being a high school teacher and coach for 8 years will add to my ability to have relevant input in making policies that are fair and appropriate. I have my masters in Special Education and my BA in English Literature.

**What are some of your particular interests or concerns?**

In no particular order, I am interested in diversity (staff, education, training), education, school budgets, community building and support, extra-curricular activities, and bus transportation.

**What do you think are the two most important issues confronting the board in the next two years?**

I think the most important issues confronting the board is creating a team that will be able to work and identify needs of the school district. Developing benchmarks that are realistic and needed. Creating a culture where the community feels supported and heard. I believe communication and togetherness is going to be the greatest challenge. There are a lot of things to focus on, but putting time and energy in the correct places will be key. Especially due to the challenges that schools are having with returning to "in-class" learning.

**Please describe your connection to Eugene School District 4J.**

My son is at Monroe Middle School (7th grade). My daughter is at Buena Vista (3rd grade). I have coached both kids and their classmates for many years.

**What does equity mean to you, as it relates to K–12 education?**

Equity means that every child has the same opportunity for the same level of education that is available in the K-12 education system. Regardless, all students without any area of discrimination will have access to the same material and resources.

**If you were on the board, how would you see yourself contributing to the goals of diversity, equity and access in education?**

I believe this would be my strongest area. I am a Samoan male. Everywhere I go, I bring diversity with me coupled with respect for others. However, to answer this question, there are many areas where diversity can be celebrated and respected. Diversity education and training for the staff is a start, adding people who are qualified and come from diverse backgrounds, also adding educational material that focuses on characters that come from diverse backgrounds.

I believe having this conversation is important and relevant for healthy contributions to diversity, equity, and access in education.



## **ITEM FOR ACTION AT A FUTURE MEETING (First Read)**

### **Date of Meeting**

February 2, 2022

### **Title**

Consider revisions to board policies GBA – Equal Employment Opportunity; IGBB – Talented and Gifted Program; JFCJ – Weapons in Schools, and adoption of board policy KGBB – Firearms Prohibited

### **Presenter(s)**

Christine Nesbit, General Counsel

### **Policy GBA – Equal Employment Opportunity**

Policy GBA is a long-standing board policy that addresses equal employment opportunity and treatment. The proposed revisions to board policy GBA include:

- Listing gender identity as a protected status in the body of the policy, and removing a now-outdated definition of sexual orientation from a footnote
- Incorporating an expanded definition of race to include physical characteristics historically associated with race, consistent with state law
- The designation of an equal employment opportunity coordinator (consistent with policy AC and current district practice)
- Clarification of the Title IX Coordinator’s scope of responsibility

Most of the proposed changes are necessary to align with civil rights laws, the implementation of which supports equity and inclusion efforts.

### **Policy IGBB – Talented and Gifted Program**

The 2021 legislature amended the law relating to talented and gifted program plan requirements, necessitating changes to district’s talented and gifted program policy and plan. The proposed changes:

- Provide that each talented and gifted student and their parents have the opportunity to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student
- Require the inclusion of the name of the district’s coordinator of special education services and programs for talented and gifted students in the district’s plan
- Provide the plan on the district website and at other key locations;

Most of the proposed changes are necessary to align district policy to changes in the law.

### **Policy JFCJ – Weapons in Schools**

Policy JFCJ prohibits students from bringing weapons to schools and other properties under the jurisdiction of the district. Most of the recommended revisions are for clarity or to provide a more complete statement of law, which assist staff with legal compliance.

### **Policy KGBB – Firearms Prohibited**

Proposed policy KGBB is a new policy adoption. If approved by the board, the policy would prohibit persons with concealed carry licenses from bringing firearms onto a district property.

District policy GBJ currently prohibits employees, contractors and volunteers from possessing firearms onto district property, even those with concealed carry licenses, while board policy JFCJ prohibits students from bringing firearms on district properties. In 2018, the board, affirmed its intention to maintain a zero-tolerance policy for the possession of guns on school campuses to the maximum extent permitted by law. (Board Resolution 2018-05). Oregon law has allowed members of the public possessing a concealed carry license to carry firearms on district property in accordance with ORS 166.370(3)(g). However, legislation passed in 2021 allows districts to prohibit even those with concealed carry licenses from carrying firearms on district property by adopting a policy and posting notice at entry points.

If the district wants to prohibit concealed carry licensees from carrying firearms on district property, the district must adopt a policy. If the district does not want to limit concealed carry licensees from bringing firearms on district property, the district does not need to adopt this policy.

#### **Options and Alternatives:**

To be discussed.

#### **Recommendation**

The superintendent will make recommendations related to the above-mentioned board policies at a future meeting.



# Eugene School District 4J

Code: GBA  
Adopted: 12/18/96; 7/02/73  
Revised/Readopted: 8/15/77; 3/07/84; 6/26/91;  
12/18/96; 10/24/18; 1/15/20;  
XX/XX/22  
Orig. Code: GBA; 2420; 2425; 2430

## Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race<sup>1</sup>, color, religion, sex, sexual orientation, gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition, age, veterans' status<sup>2</sup>, service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The superintendent will appoint an employee to serve as the officer in charge of compliance coordinator for ~~with~~ the Americans with Disabilities Act, ~~and of 1990~~, the Americans with Disabilities Act Amendments Act ~~of 2008~~ (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate an employee to oversee compliance with equal employment and all laws prohibiting discrimination against employees and a Title IX coordinator to coordinate the district's compliance ~~comply~~ with the requirements of Title IX of the Education Amendments, including investigation of ~~of 1972. The Title IX coordinator will investigate~~ complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

The superintendent will develop administrative regulations and other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy.

END OF POLICY

### Legal Reference(s):

[ORS 174.100](#)  
[ORS 243.317 – 243.323](#)  
[ORS 326.051](#)  
[ORS 332.505](#)  
[ORS 342.934](#)  
[ORS 408.225](#)  
[ORS 408.230](#)

[ORS 408.235](#)  
[ORS 652.210 - 652.220](#)  
[ORS 659.850](#)  
[ORS 659A.003](#)  
[ORS 659A.006](#)  
[ORS 659A.009](#)  
[ORS 659A.029](#)  
[ORS 659A.030](#)  
[ORS 659A.040](#)

[ORS 659A.409](#)  
[ORS 659A.820](#)  
[OAR 581-021-0045](#)  
[OAR 581-022-2405](#)  
[OAR 839-003-0000](#)  
[OAR 839-006-0435](#)  
[OAR 839-006-0440](#)  
[OAR 839-006-0450](#)  
[OAR 839-006-0455](#)

<sup>1</sup> Race includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles. A protective hairstyle means a hairstyle, hair color or manner of wearing hair that includes but is not limited to braids, regardless of whether the braids are created with extensions or styled with adornments, locs and twists.

<sup>2</sup> The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).  
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (2018).  
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2018); 29 C.F.R Part 1626 (2019).  
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).  
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).  
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (2018); 34 C.F.R. Part 104 (2019).  
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).  
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).  
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).  
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).  
The Vietnam Era Veterans’ Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).  
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018).  
Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).  
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2018).  
House Bill 2935 (2021)  
House Bill 3041 (2021)

**Related Policies**  
**AC – Nondiscrimination**

Corrected 11/18/21

# Eugene School District 4J

Code: **IGBB**  
Adopted: 11/07/18  
Revised/Readopted: XX/XX/22

## Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the superintendent to develop a written identification process for identifying academically talented and intellectually gifted students in grades K through 12.

A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students and provides an opportunity for the student's parents to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student shall be similarly developed.

The plan will be provided at the school or the district office when requested and on the district's website. The website shall also provide the name and contact information of the district's coordinator of special education and programs for talented and gifted.

The district may also identify and provide programs for students who demonstrate creative abilities, leadership abilities or unusual abilities in visual or performing arts.

END OF POLICY

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### Legal Reference(s):

[ORS 343.391 - 343.401](#)  
[ORS 343.407 - 343.413](#)

[OAR 581-022-2325](#)  
[OAR 581-022-2330](#)

[OAR 581-022-2500](#)

Senate Bill 486 (2021)

# Eugene School District 4J

Code: JFCJ  
Adopted: 9/02/98  
Revised/Readopted: 5/21/14; 11/28/18; 11/06/19;  
XX/XX/22  
Orig. Code: JFCJ

## Weapons in ~~the~~ Schools\*\*

Students shall not bring, possess, conceal or use a weapon on or at any district property under the jurisdiction of the district, any activities under the jurisdiction of the district or any interscholastic activities administered by a voluntary organization.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone,” as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.<sup>1</sup>

For purposes of this policy, and as defined by state and federal law, “weapon” includes:

1. A “dangerous weapon” means any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;
2. A “deadly weapon” means any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;
3. A “firearm” means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm muffler or silencer or any destructive device;
4. A “destructive device” includes but is not limited to means any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

Weapons may also include, but are not limited to, knives, metal knuckles, straight razors, noxious or irritating gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and community members. patrons.

Replicas of weapons, fireworks and pocket knives are also prohibited by Board policy. Exceptions to the district’s replicas prohibition may be granted only with prior principal approval for certain curriculum or school-related activities.

Prohibited weapons, replicas of weapons, fireworks and pocket knives are subject to seizure or forfeiture.

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<sup>1</sup> “School” also includes any site or premises that at the time is being used exclusively for a student program or activity that is sponsored or sanctioned by the district and that is posted as such. Any such notice shall identify the district as the sponsor, and state that the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under Oregon Revised Statute (ORS) 166.370.

In accordance with Oregon law, any district employee who has reasonable cause to believe a student or other person, while in a school, is or ~~has~~, within the previous 120 days ~~has~~, ~~unlawfully~~ been in possession of a firearm or destructive device, as defined by this policy, shall immediately report such violation to an administrator or, ~~his/her~~ designee or law enforcement. Employees who report directly to law enforcement shall also immediately inform an administrator.

Administrators shall promptly notify the appropriate law enforcement agency of staff reports received and at any other time there is reasonable cause to believe violations ~~for firearms or destructive devices~~ have occurred or that a student has been expelled for bringing, possessing, concealing or using a dangerous or deadly weapon, firearm or destructive device.

A person making a report as described above who has reasonable grounds for making the report is immune from liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the report. The identity of a person participating in a good faith report as described above may not be disclosed except when allowed by law.

Parents will be notified of all conduct by their student that violates this policy. Employees shall promptly report all other conduct prohibited by this policy to an administrator.

Students ~~determined~~ ~~found~~ to have brought, possessed, concealed or used a firearm, as defined in policy, in violation of this policy or state law shall be expelled from school for a period of not less than one year. All other violations of the policy will result in discipline ~~up to~~ and ~~may include~~ ~~including~~ expulsion and ~~may result in a~~ ~~or~~ referral to law enforcement, as appropriate. The superintendent may, on a case-by-case basis, modify this expulsion requirement. The superintendent may propose alternative programs of instruction or instruction combined with counseling that are appropriate and accessible to the student, and shall provide such information in writing to the student and the parent in accordance with law<sup>2</sup>. Appropriate disciplinary and/or legal action will be taken against students or others who assist in activity prohibited by this policy.

Special education students shall be disciplined in accordance with federal law and Board policy JGDA ~~Discipline of Students with Disabilities~~, and accompanying administrative regulation.

Weapons under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property.

~~In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A "school zone," as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.~~

"Gun-Free School Zone" signs may be posted in cooperation with city and/or county officials as appropriate. Violations, unless otherwise ~~excepted~~ ~~accepted~~ by law or this policy, shall be reported to the appropriate law enforcement agency.

The superintendent will annually report the name of each school and the number of students from each listed schools expelled for bringing, possessing, concealing or using a firearm to the Oregon Department of Education.

END OF POLICY

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**Legal Reference(s):**

[ORS 161.015](#)  
[ORS 166.210 - 166.370](#)

[ORS 166.382](#)  
[ORS 332.107](#)  
[ORS 339.115](#)  
[ORS 339.240](#)

[ORS 339.315](#)  
[OAR 581-021-0050 - 0075](#)  
[OAR 581-053-0010\(5\)](#)

<sup>2</sup> At least once every six months or at any time the information changes because of the availability of new programs.

[OAR 581-053-0330\(1\)\(r\)](#)

[OAR 581-053-0430\(17\)](#)

[OAR 581-053-0531\(16\)](#)

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2018).  
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).  
Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2018).  
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101, 7111-7121 (2018).  
Oregon Senate Bill 554 (2021).

Corrected 4/15/22

# Eugene School District 4J

Code: KGBB  
Adopted: XX/XX/22

## Firearms Prohibited

No person on grounds of the schools controlled by the board (including in school buildings), will possess any firearm<sup>1</sup>, except when said firearm is possessed by a person who is not otherwise prohibited from possessing the firearm, and is unloaded and locked in a motor vehicle. The exception provided in Oregon Revised Statute (ORS) 166.370(3)(g) for concealed carry licensees (see ORS 166.291 and 166.292) does not apply to the possession of firearms on grounds of the schools controlled by the board.<sup>2</sup> Firearms under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities when in compliance with law and board policy.

Any person violating or threatening to violate the above rules, as determined by the district, may be issued a trespass citation, ejected from the premises and referred to law enforcement officials<sup>3</sup>.

The district will post clearly visible sign(s) at all normal points of entry to the school grounds subject to this policy indicating that the affirmative defense described in ORS 166.370(3)(g) does not apply. The district will post on the district's web pages designated for school board operations, identifying designated school grounds that are subject to this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 161.015](#)  
[ORS 164.245](#)  
[ORS 164.255](#)  
[ORS 166.210 - 166.370](#)  
[ORS 297.405](#)  
[ORS 332.107](#)  
[ORS 332.172](#)  
[ORS 339.315](#)

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<sup>1</sup> "Firearm" has the meaning given that term in ORS 166.210, except that it does not include a firearm that has been rendered permanently inoperable.

<sup>2</sup> See Senate Bill 554 (2021).

<sup>3</sup> ORS 339.315 requires any district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in violation of Oregon law in the previous 120 days report such information to an administrator or law enforcement. A district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in the previous 120 days in violation of Oregon law, may report such information to law enforcement.



Gun-Free Schools Act, 20 U.S.C. § 7961 (2018).  
Senate Bill 554 (2021).

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## ITEM FOR ACTION AT A FUTURE MEETING (First Read)

### Date of Meeting

April 20, 2022

### Title

Approve the 2022–23 Academic Calendars

### Presenter

Christine Nesbit, General Counsel

### Background

State law requires that the school board adopt the district’s annual academic calendar. The calendars are developed in collaboration with instructional and operations leadership and shared with the Eugene Education Association (EEA).

Article 10.2.4 of the district’s collective bargaining agreement with EEA provides that the district will present the draft academic calendar and consult with EEA in advance of the board’s adoption of the calendar. Draft calendars were presented to EEA in February and subsequently discussed in the joint contract administration committee meeting and in email.

Considerations in developing the calendar include student and family needs, winter and spring break periods for University of Oregon and LCC, requirements of labor contracts, board policies and law relating to instructional time and holidays, and feedback from constituents.

The proposed 2022-23 calendars include the following features:

- Wednesday, September 7 – start date for most students
- Thursday, September 8 – start date for 7<sup>th</sup> and 8<sup>th</sup> grade students
- June 15, last day for students; seniors’ last day is June 9
- August 26 – Teacher report date
- 2 professional development days for licensed staff in addition to regular contract year
- 2 teacher work days in lieu of student instruction days
- Number of student days:
  - Elementary: 170.5
  - Middle: 169
  - High: 170

The proposed 2022–23 calendars closely resemble 4J’s pre-pandemic calendars, with a few exceptions. First, the proposed calendars reduce two days of instruction for students to accommodate two added work days for teachers. Although a reduction in student days is not recommended over the long-term, doing so on a temporary basis – as the district has done in the present year – is justified. The ongoing pandemic has resulted in substantial student absences creating increased work load on teachers.

Second, the second Friday of October has often been scheduled as a non-contract day to support some licensed staff members access statewide professional development opportunities held that day. In the 2022-23 proposed calendars, the second Friday of October is scheduled as a no-school, work day for licensed staff members to avoid scheduling teacher work days, if possible, in the third full week of June.

**Options and Alternatives**

The draft 2022–23 academic calendars may be adopted as presented or as modified following comment.

**Budget/Resource Implications:**

The addition of two professional development days prior to the regular contract year, if approved, will cost approximately \$1.2 Million and would be supported by ESSER III funds.

**Recommendation**

The superintendent recommends the adoption of the 2022–23 calendars.

# EUGENE SCHOOL DISTRICT 4J – ELEMENTARY SCHOOLS INSTRUCTIONAL CALENDAR 2022-23

(Subject to Possible Revision)

23 First day for Psychologists, SPED Consultants & Nurses  
 26, 29 Professional Development  
 30 Planning Day (No School)  
 31 School Improvement & Planning (No School)

August 2022						
Su	M	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2023						
Su	M	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

**Second Semester (83.5 Days)**

3 Semester Grading Day (No School)  
 20 Presidents Day (School Closed/Non-Paid Holiday/Possible Weather Make-Up Day)

18 student days

**First Semester (87 Days)**  
 1-2 School Improvement & Planning (No School)  
 5 Labor Day (Holiday School Closed)  
 6 Planning Day (No School)  
 7 Classes Begin

18 student days

September 2022						
Su	M	Tu	We	Th	Fr	Sa
						3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

March 2023						
Su	M	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 Workload Relief (No School)  
 27-31 Spring Break

17 student days

14 Planning/PD Day\* (No School)  
 \*5.5 hours PD/ 2 hours interrupted planning

20 student days

October 2022						
Su	M	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2023						
Su	M	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 Planning/PD Day\* (No School)  
 4 Classes Resume

19 student days

\*5.5 hours PD/2 hours uninterrupted planning

9-10 Parent/Teacher Conference (No School)  
 11 Veterans Day (Holiday School Closed)  
 24 Thanksgiving (Holiday School Closed)  
 25 Thanksgiving (School Closed/Non-Paid Holiday)

17 student days

November 2022						
Su	M	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2023						
Su	M	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

29 Memorial Day (Holiday School Closed)

22 student days

2 Workload Relief  
 19-31 Winter Break

11 student days

December 2022						
Su	M	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2023						
Su	M	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**Missed days due to school closures will be made up**

9 Grading Day (No School)  
 15 Possible Last Day for Students (Early Release)  
 16 Possible Last Day for Teachers (No School)  
 19 Juneteenth (No School)  
 20-22 Possible School Closure Make-up Days

9.5 student days

1-2 Winter Break (continued)  
 3 Planning/PD Day\* (No School)  
 4 Classes Resume  
 16 M.L. King Day (Holiday School Closed)

\*5.5 hours PD/2 hours uninterrupted planning

19 student days

January 2023						
Su	M	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

	School Improvement & Planning
	Planning, Professional Development or a combination
	Early Release
	Grading Day
	Classes Resume
	Holiday
	Winter/ Spring break
	Possible Hazardous Weather make-up days

Updated: 04/15/2022 1:10 PM

Schools may not vary from board adopted calendar

When schools are closed, make up days may be scheduled on January 3, Feb 20, March 17 or April 3, or added to the end of the year.

**EUGENE SCHOOL DISTRICT 4J – MIDDLE AND HIGH SCHOOLS INSTRUCTIONAL CALENDAR 2022-23 (Subject to Possible Revision)**

<p>23 First day for Psychologists, SPED Consultants &amp; Nurses</p> <p>26, 29 Professional Development</p> <p>30 Planning Day (No School)</p> <p>31 School Improvement &amp; Planning (No School)</p>	<p align="center"><b>August 2022</b></p> <table border="1"> <thead> <tr><th>Su</th><th>M</th><th>Tu</th><th>We</th><th>Th</th><th>Fr</th><th>Sa</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	Su	M	Tu	We	Th	Fr	Sa		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p align="center"><b>February 2023</b></p> <table border="1"> <thead> <tr><th>Su</th><th>M</th><th>Tu</th><th>We</th><th>Th</th><th>Fr</th><th>Sa</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>3 Mid-Trimester Progress Report/ PD Day (No School)</p> <p>20 Presidents Day (School Closed/Non-Paid Holiday/Possible Weather Make-Up Day)</p> <p>18 student days</p>	Su	M	Tu	We	Th	Fr	Sa				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28																		
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<p><b>First Trimester (54 Days for MS, 56 for HS)</b></p> <p>1-2 School Improvement &amp; Planning</p> <p>5 Labor Day (Holiday School Closed)</p> <p>6 Planning Day (No School) Freshman Orientation (grade 9)</p> <p>7 Classes Begin (grades 6, 9-12)</p> <p>8 Classes Begin (grades 7-8)</p> <p>17 student days (MS), 18 days (HS)</p>	<p align="center"><b>September 2022</b></p> <table border="1"> <thead> <tr><th>Su</th><th>M</th><th>Tu</th><th>We</th><th>Th</th><th>Fr</th><th>Sa</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </tbody> </table>	Su	M	Tu	We	Th	Fr	Sa					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		<p align="center"><b>March 2023</b></p> <table border="1"> <thead> <tr><th>Su</th><th>M</th><th>Tu</th><th>We</th><th>Th</th><th>Fr</th><th>Sa</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table> <p><b>Third Trimester (56 Days)</b></p> <p>16 Grading Day (No School)</p> <p>17 Workload Relief Day</p> <p>20 Third Trimester Begins</p> <p>27-31 Spring Break</p> <p>16 student days</p>	Su	M	Tu	We	Th	Fr	Sa				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31															
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<p>9 MS Conferences (No School)</p> <p>10 PD Day (No School)</p> <p>11 Veterans Day (Holiday School Closed)</p> <p>24 Thanksgiving (Holiday School Closed)</p> <p>25 Thanksgiving (School Closed/Non-Paid Holiday)</p> <p>17 student days (MS), 18 days (HS)</p>	<p align="center"><b>November 2022</b></p> <table border="1"> <thead> <tr><th>Su</th><th>M</th><th>Tu</th><th>We</th><th>Th</th><th>Fr</th><th>Sa</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </tbody> </table>	Su	M	Tu	We	Th	Fr	Sa			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				<p align="center"><b>May 2023</b></p> <table border="1"> <thead> <tr><th>Su</th><th>M</th><th>Tu</th><th>We</th><th>Th</th><th>Fr</th><th>Sa</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table> <p>5 Mid-Trimester Progress Report/ PD Day (No School)</p> <p>29 Memorial Day (Holiday School Closed)</p> <p>21 student days</p>	Su	M	Tu	We	Th	Fr	Sa		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																	
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<p>1-2 Winter Break (continued)</p> <p>3 Planning/PD Day* (No School)</p> <p>4 Classes Resume</p> <p>16 M.L. King Day (Holiday School Closed)</p> <p>*5.5 hours PD/2 hours uninterrupted planning</p> <p>19 student days</p>	<p align="center"><b>January 2023</b></p> <table border="1"> <thead> <tr><th>Su</th><th>M</th><th>Tu</th><th>We</th><th>Th</th><th>Fr</th><th>Sa</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Su	M	Tu	We	Th	Fr	Sa	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<table border="1"> <tbody> <tr><td></td><td>School Improvement &amp; Planning</td></tr> <tr><td></td><td>Planning, Professional Development or a combination</td></tr> <tr><td></td><td>Mid-trimester progress report/ Professional Development</td></tr> <tr><td></td><td>Grading Day</td></tr> <tr><td></td><td>Classes Resume</td></tr> <tr><td></td><td>Holiday</td></tr> <tr><td></td><td>Winter/ Spring break</td></tr> <tr><td></td><td>Possible Hazardous Weather make-up days</td></tr> </tbody> </table> <p>Updated: 04/15/2022 1:08 PM</p> <p>Schools may not vary from board adopted calendar</p> <p>When schools are closed, make up days may be scheduled on January 3, Feb 20, March 16, April 3 or added to the end of the year.</p>		School Improvement & Planning		Planning, Professional Development or a combination		Mid-trimester progress report/ Professional Development		Grading Day		Classes Resume		Holiday		Winter/ Spring break		Possible Hazardous Weather make-up days																																								
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