

Board of Directors Meeting
School District 4J, Lane County
Hybrid Meeting (virtual and
in-person)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, October 7, 2026

NOTICE: The Regular Board Meeting at 6:00 p.m. will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at <https://icecast.4j.lane.edu/board> and via **Zoom Webinar at: <https://4j-lane-edu.zoom.us/j/95182566139> Webinar ID: 951 8256 6139**
A video of the meeting will be made available after the meeting at <https://vimeo.com/4Jschools>

School Board Meeting Request Forms:

Sign up to provide public comment: www.4j.lane.edu/board/publiccomment

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

Requests to provide public comment must be submitted **no later than 5:00 p.m. on the Monday before the meeting.**

6:00 PM

Regular Board Meeting

- | | | |
|-------|--|----|
| I. | 6:00 p.m. Regular Board Meeting: | |
| II. | Call to Order, Roll Call, Land Acknowledgment | |
| III. | Board Chair Welcome | |
| IV. | Agenda Approval | |
| V. | Introduction of Guests and Superintendent's Report | |
| | 1. Introduction and Installment of Student Board Representatives | 3 |
| | Presenter: Miriam Mickelson, Superintendent | |
| | 2. Recognizing Staff Achievements | |
| VI. | Receive Reports from High School Student Representatives | |
| VII. | Hearing of the Public | |
| VIII. | Comments by Employee Groups | |
| IX. | Consent Group - Items for Action | |
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| | – September 16, 2026 Board Work Session | |
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| | Presenters: Courtney Leonard, Secondary Curriculum & MTSS Administrator, | |
| | Erin Gaston, Elementary Curriculum & MTSS Administrator | |
| | Brooke Wagner, Assistant Superintendent | |
| XI. | Items for Action | |
| | 1. Approve the Postponement of the Elementary Social Studies Curriculum | 22 |

Adoption

Presenters:

Erin Gaston, Elementary Curriculum & MTSS Administrator

Brooke Wagner, Assistant Superintendent

2. Budget Committee Selection Process for 2026-27

24

Presenters: Ericka Thessen, Board Chair and Bob Blyth, Interim Director of Financial Services

XII. **Items for Action at a Future Meeting**

– There are no Items for Action at a Future Meeting

XIII. Board Committee Reports

XIV. **Consider Board Requests for Agenda Items or Information**

XV. Adjourn

INFORMATION FOR THE DEAF AND HARD OF HEARING:

Closed Captioning is available during Board meetings through a zoom live feed which is also displayed at in-person meetings.



ITEM FOR ACTION

Date of Meeting

October 7, 2026

Title

Introduction and Installment of Student Board Representatives

Presenter

Miriam Mickelson, Superintendent

Description

The 2026-27 Student Board Representatives will be introduced and formally installed as board representatives.

Board Policy BCBA provides a formalized process for communicating and involving students in school board meetings via the positions of student representatives to the board.

The student representative shall be installed on the board through the following Oath of Office.

"I _____, will support the Constitution and the laws of the United States, the state of Oregon and the laws thereof, and the policies of the Eugene School District, and will discharge the duties of Student Representative to the Eugene School District Board to the best of my ability."



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:

October 7, 2026

Title:

Approve the DRAFT Board Meeting Minutes for:

- September 16, 2026 Board Work Session

Background:

The board meeting minutes listed above are in draft form. Once approved, the minutes will be uploaded to BoardBook and available to the public.

**MINUTES OF THE WORK SESSION
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

Date: September 16, 2026

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 6:00 p.m. via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on September 11, 2026.

ROLL CALL

BOARD MEMBERS PRESENT:

Ericka Thessen
Maya Rabasa
Jenny Jonak
Judy Newman
Morgan Munro
Rick Hamilton

ABSENT:

Tom Di Liberto

STAFF:

Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Bob Blyth, Associate Director of Finance
Kelly McIver, Director of Communications
Brooke Wagner, Assistant Superintendent for Administrative Services
Oscar Loureiro, Director of Research and Planning
Steve Shininger, Network Services Manager
Dan Farley, Director of Technology
Cynthia Calletano, Executive Assistant to the Chief of Staff and Board
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

OTHER GUESTS:

None

EMPLOYEE ASSOCIATIONS:

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) Eugene Chapter 1
President

Jamie Myers, Eugene Education Association (EEA) President
Dave Wines, Eugene Education Association (EEA) Vice President

MEDIA:

KRVM

I. CALL WORK SESSION TO ORDER AND ROLL CALL

Chair Thessen called the work session to order at 6:03 p.m. and conducted roll call.

II. BOARD CHAIR WELCOME

Chair Thessen welcomed attendees to the Eugene School District 4J work session. She brought attention to Senate Bill 141 – Education Accountability Act. She provided some context around the district’s goal of balancing mandate accountability with student support. She also highlighted inadequate state and federal education funding.

III. AGENDA APPROVAL

The agenda was approved as presented.

IV. HEARING OF THE PUBLIC

Sara Victoria Lopez, 4J parent, shared concern about recent budget cuts impacting educators indiscriminately. She challenged the process for determining which educators were kept versus which were cut. She described an incident involving her child and a 4J staff member and said she is filing a complaint. She claimed the staff member had disciplinary actions against them and questioned why they were not cut.

V. COMMENTS BY EMPLOYEE GROUPS

Jamie Myers, Eugene Education Association (EEA) President, provided comments. She brought attention to last minute involuntary transfers of from one school to another. She said shuffling teachers and students at the last minute is painful for all involved. She recommended recalling laid-off members to fill positions at schools where enrollment has exceeded expectations, while acknowledging that the 4J budget prevents it. She encouraged the district to partner with EEA to apply pressure on legislators in Salem to increase funding. She ended with a call to action to write and send letters to legislators on Sunday, September 20, 2026, from 11:00 a.m. to 3:00 p.m. at the WOW Hall in Eugene.

VI. CONSENT GROUP – ITEMS FOR ACTION

1. APPROVE DRAFT MEETING MINUTES FOR: SEPTEMBER 2, 2026, REGULAR BOARD MEETING

There was no discussion.

2. APPROVE PHASE 2 DISTRICT INTERCOM REPLACEMENT PROJECT

There was no discussion.

3. APPROVE BOND PROJECT – MULTI SITE HVAC IMPROVEMENTS – BUILDING CONTROLS PHASE II

There was no discussion.

MOTION: Ms. Jonak moved to approve the consent agenda. Ms. Munro seconded. **The motion passed unanimously, 5:0:0; Chair Thessen, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor of the motion.**

Vice Chair Rabasa was not present at the time of the motion; she arrived at 6:18 p.m.

VII. ITEMS FOR INFORMATION

1. COMMUNITY ENGAGEMENT SPOTLIGHT: FOOD FOR LANE COUNTY

Director of Development and Communications Rebecca Sprinson provided a PowerPoint presentation about Food for Lane County (FFLC).

She outlined FFLC programs in partnership with 4J:

- 4 school-based pantries in 4J
- Mobile Pantry distribution at Sheldon Community Center to serve Sheldon HS and Buena Vista
- Summer Food Program
- All 4J schools will be added to Cereal for Youth

Ms. Sprinson detailed the School Pantry start-up guide:

- Created by a coalition funded by United Way
- Incorporates extensive school and educator feedback
- Hard copies were offered to all Lane County Schools in 2025, pdf also available

She described how the district can help:

- Be a creative connector across the community
- Volunteer your time
- Visit our programs
- Advocate for policies that support food security

Ms. Sprinson briefly responded to questions and received comments from the Board of Directors (BOD).

Ms. Munro asked how many people are served by FFLC across Lane County, and how many of those people are children.

Ms. Sprinson said it is difficult to track the number of people FFLC serves across Lane County because there are 150 partner agencies with 170+ sites. She said there are over

80,000 individuals served on a monthly basis; they are unsure what percentage are children.

Ms. Newman asked if changes in federal eligibility have impacted their agency.

Ms. Sprinson described impacts from the cessation of national programs and the temporary freeze on Supplemental Assistance Nutrition Programs (SNAP). She said that generally their pantry partners do not have enough food to meet demand, and that some families feel unsafe visiting food pantries.

Chair Thessen invited collaboration with the 4J Legislative Committee.

Ms. Sprinson closed by announcing that the FFLC 23rd Annual Empty Bowls Auction is scheduled for Saturday, October 3, 2026, at the Lane Events Center. More information can be found at <https://www.foodforlanecounty.org/event/23rd-annual-empty-bowls-auction/>.

2. RECEIVE THE INTEGRATED GUIDANCE/PROGRAM (IG) 2025-26 ANNUAL REPORT

Chief of Staff Carmen Xiomara Urbina and Judy Jesiah Manager of Financial Stewardship and Compliance (State and Federal Grants) presented the Integrated Guidance/Program (IG) 2025-26 Annual Report.

Ms. Urbina highlighted the following:

- Regular attendance increased from 67 to 67.4
- Kindergarten attendance increased from 72 to 74
- Early literacy increased from 44 to 49
- Ninth grade on track increased from 85 to 87

She highlighted areas for improvement:

- Consistency across schools
- Secondary attendance

She said the report also includes 2025-26 expenditures, showing how the integrated guidance fund supported students and district priorities during the academic year.

Ms. Urbina and Ms. Jesiah invited questions from the Board.

Responding to a question from Ms. Munro, Ms. Urbina said the key priority driving attendance is belonging. She recognized the work of the Attendance Committee and of Director of Secondary Education Sebastian Bolden, for centering the Every Student, Every Day 4J campaign. She also highlighted Student Comprehensive Improvement Plans (SCIP) attendance goals.

Ms. Jesiah added that 2026-27 federal school improvement funding is mainly focused toward attendance.

Ms. Newman stressed the importance of educators and schools receiving data about the attendance progress being made.

Chair Thessen emphasized a need to track high school students missing school due to external factors such as work requirements, financial pressure, and/or familial responsibilities – pointing to challenging economic conditions.

VIII. ITEMS FOR ACTION

1. APPROVE POLICY KNA – IMMIGRATION ENFORCEMENT ON DISTRICT PROPERTY (REQUIRED)

Ms. Urbina recommended approval of Policy KNA – Immigration Enforcement on District Property (Required).

Ms. Jonak asked if there is an indemnity in case 4J employees find themselves in the crosshairs of state law and federal immigration policies.

Ms. Urbina indicated that the policy is straightforward to implement. She said staff will seek guidance from legal counsel and follow-up with Ms. Jonak's question. She mentioned further developing a safety plan alongside Director of School Safety and Emergency Management Jen Bills.

Superintendent Mickelson added that generally if staff members are following policy, they are protected and indemnified.

MOTION: Vice Chair Rabasa moved to approve Policy KNA – Immigration Enforcement on District Property (Required). Ms. Munro seconded. **The motion passed unanimously, 6:0:0; Chair Thessen, Vice Chair Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor of the motion.**

2. APPROVE THE 2026-27 SUPERINTENDENT EVALUATION TIMELINE

Chair Thessen recommended approval of the 2026-27 Superintendent Evaluation Timeline.

Superintendent Evaluation Timeline:

- December 16, 2026: Mid-year Performance Check-in
- February 17, 2027: Superintendent Evaluation Development
- April 14, 2027: Superintendent Evaluation Review
- May 5, 2027: Superintendent Evaluation Presentation

Ms. Newman recommended expanding opportunities to receive diverse feedback in future years.

Responding to a question from Ms. Munro, Superintendent Mickelson said that there are opportunities to discuss the process in November or December.

MOTION: Vice Chair Rabasa moved to approve the 2026-27 Superintendent Evaluation Timeline. Mr. Hamilton seconded. **The motion passed unanimously, 6:0:0; Chair Thessen, Vice Chair Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor of the motion.**

IX. ITEMS FOR ACTION AT A FUTURE MEETING

1. BOARD SELF-ASSESSMENT

Chair Thessen invited the BOD to discuss a Board Self-Assessment. Ahead of the meeting, Board members reviewed samples of self-assessments from other school boards.

Board members discussed the components they preferred/did not prefer from the samples.

Ms. Munro recommended starting with a Likert scale (5 or 7-point ordered categories; e.g., strongly disagree → strongly agree) combined with the Mapleton School District questions.

Mr. Hamilton recommended incorporating components from various samples.

There was consensus for Board members to email additional feedback about their preferences to Board leadership in a timely manner. The goal is to complete an interim Board Self-Assessment by October 21, 2026, and begin development of a longer Board Self-Assessment for future use.

X. BOARD COMMITTEE REPORTS

Ms. Newman reported that the Board Workforce Negotiations Ad Hoc Committee met and discussed gaining an understanding of lines of authority, determining who is going to bargain, decision-making, and other components of public employee collective bargaining law.

XI. CONSIDER BOARD REQUESTS FOR AGENDA ITEMS OR INFORMATION

Ms. Jonak recommended discussing a potential workgroup to develop an artificial intelligence (AI) policy. Ms. Munro referenced Policy BDD.

Vice Chair Rabasa suggested discussing the Oregon Department of Education (ODE) 10-day Inactive Policy. Ms. Munro referenced Senate Bill 315.

Chair Thessen recommended discussing developing a neurodiversity policy.

XII. FOR THE GOOD OF THE ORDER

Vice Chair Rabasa reported speaking with district students and relayed the enthusiasm she observed.

Chair Thessen shared a positive story from a former student – specifically about the positive influence of janitors and food service workers.

XIII. ADJOURN

Chair Thessen adjourned the work session at 7:46 p.m.

Miriam Mickelson, Superintendent

Ericka Thessen, Chair

Recorded by Terah Van Dusen, Lane Council of Governments (LCOG)



ITEM FOR ACTION – CONSENT AGENDA

Date of Meeting

October 07, 2026

Title

Routine Personnel Actions

Presenter

Brooke Wagner D.Ed., Assistant Superintendent of Administrative Services

Recommended Action

The superintendent recommends that the board of directors:

- 1. Approve the employment of the licensed administrators or executives listed below for the 2026-27 school year:***

Employee ID	Last	First	Position	Location	FTE
160698	CUADROS	JUAN	TEMPORARY EXT DAY & BEST PRGM ADMN	INSTRUCTION	1.0

- 2. Approve the employment of the licensed employees listed below for the 2026-27 school year:***

Employee ID	Last	First	Position	Location	FTE
163109	BISBY	MISTY	TEACHER - PHYSICAL ED	MADISON MIDDLE	1.0
172680	CACHU	ESMERALDA	SCHOOL PSYCHOLOGIST INTERN	SPED ADMIN SERVICES	1.0
172983	CASWALL	JULIE	TEACHER - SPECIAL EDUCATION	COBURG CHARTER SCHOOL	1.0
172728	JACKSON	DAVID	TEACHER - PHYSICAL ED	MCCORNACK ELEMENTARY	0.6
172023	LUTHRINGE R	ISABEL	TEACHER - SCIENCE	KELLY MIDDLE	1.0

162874	MITCHELL	CHRISTOPHER	TEACHER - PHYS ED & HEALTH ED	SPENCER BUTTE MIDDLE	1.0
171170	NEWMAN	NORA	TEACHER - KINDERGARTEN	RIVER ROAD ELEMENTARY	1.0
171523	RODGERS	ZACHARY	TEACHER - PHYSICAL ED	CAL YOUNG MIDDLE	0.6
166524	RYAN	DANSBY	TEACHER - SPECIAL EDUCATION	ADAMS ELEMENTARY	1.0
167371	SHAFFER	ANGELA	TEACHER - SPECIAL EDUCATION	SOUTH EUGENE HIGH	0.5
172973	TATUM	EMMA	TEACHER - MUSIC	ADAMS ELEMENTARY	0.9

3. Approve the acceptance of the resignations and retirements of the licensed administrators, executives, or directors listed below:

None.

4. Approve the acceptance of the resignations and retirements of the licensed personnel listed below:

Employee ID	Last	First	Position	Location	Reason	Effective Date
171556	CORONEL	YAZMIN	FACILITATING TEACHER – BILINGUAL	RIVER ROAD ELEMENTARY	Resignation	09/11/2026
166751	ANSEN	REBECCA	SPEECH SPECIALIST	SSD	Resignation	09/15/2026
171072	ZEIGLER	ANNIKA	TEACHER – SOCIAL STUDIES	INTERNATIONAL HIGH SCHOOL	Resignation	09/25/2026
164552	ERICKSON	CATHERINE	NURSE	HEALTH SVCS	Retirement	01/01/2027



ITEM FOR INFORMATION

Date of Meeting:

October 7, 2026

Title:

Receive Monthly Financial Report

Presenter:

Bob Blyth, Interim Director of Financial Services

Background:

To maintain fiscal transparency and prepare for the 2027-28 budget process, the Associate Director of Financial Services will submit monthly financial reports comparing budget to year-to-date (YTD) actuals throughout the 2026–27 school year. This ongoing overview gives the Board consistent insight into district finances and regular opportunities for Q&A as the year progresses.

Budget Update to the Board October 7, 2026



1. Executive Summary

The first quarter of the new fiscal year has just ended. The information presented here is through August 31, 2026 (Month 2 [16.7%] of FY 2026–27), General Fund revenues collected total **\$32,180,000** (12.4% of budgeted operating revenue), and General Fund expenditures/encumbrances total **\$30,738,000** (11.2% of budget).

Other funds expenditures are shown in table 2 on page 3. Special revenue funds are shown separately and include; various grant funds, student body, curriculum reserve and nutrition services. The majority of funds in this category are tracking as expected. The curriculum reserve, however, has accounted for the majority of its current budget (99.6%) for the year with half of that being current encumbrances.

Finally, all other funds are listed as well; debt service, capital, internal service and trust & agency funds. Capital funds currently have a large encumbrance totaling \$19.7 million accounting for current ongoing projects.

2. Key Variance Highlights (Gen Fund)

- **Local and Local Option Revenue:** The majority of revenue in these two areas is collected in November and December in conjunction with Lane County Property Tax collections. During these months the district receives approximately 90% of the year's annual revenue.
- **Other Expenditures:** Current spend shows 74.2% of budget spent already due to the annual insurance payments to PACE and Brown and Brown that are due on 07/01. This represents the lion's share of the budgeted costs to Other Expenditures.
- **Supplies & Materials:** Currently stands at 22.9% of budget. This is due to the level of encumbrances currently present in this category. This is typical of Supplies & Materials as departments and schools create blanket purchase orders for known upcoming expenses. Actual expenses are only 14.4% of budget. Finance will be monitoring spending in these categories monthly in order to ensure that schools and departments are staying within budget.

3. Action Required

None at this time.

YTD General Fund Expenditures as of 08/31/2026

	Adopted Budget	YTD Actuals as of 8/31/26	Outstanding Encumbrances	Total Activity w/ encumbrances	Balance	% Used / Encumbered
Revenues - General Fund						
Local Revenue	101,845,100	623,141		623,141	101,221,959	0.61%
Local Option	27,834,100	181		181	27,833,919	0.00%
State Revenue	126,319,600	31,556,919		31,556,919	94,762,681	24.98%
Other Revenue	2,600,000	-		-	2,600,000	0.00%
Total Revenues	258,598,800	32,180,241	-	32,180,241	226,418,559	12.44%
Expenditures - General Fund						
100 - Salaries	143,793,000	13,991,952	-	13,991,952	129,801,048	9.73%
200 - Associated Payroll Costs	93,086,000	8,655,752	2,000	8,657,752	84,428,248	9.30%
300 - Purchased Services	23,209,000	3,321,355	594,467	3,915,822	19,293,178	16.87%
400 - Supplies & Materials	7,228,000	1,040,269	616,594	1,656,863	5,571,137	22.92%
500 - Capital Outlay	2,613,000	455	21,249	21,704	2,591,296	0.83%
600 - Other	3,363,000	2,386,702	107,006	2,493,708	869,292	74.15%
700- Transfers Out	1,700,000	-	-	-	1,700,000	0.00%
Total Expenditures	274,992,000	29,396,485	1,341,316	30,737,801	244,254,199	11.18%

Source: Current Financial Report 9/16/2026. Subject to journal entry adjustment.

YTD Other Fund Expenditures as of 08/31/2026

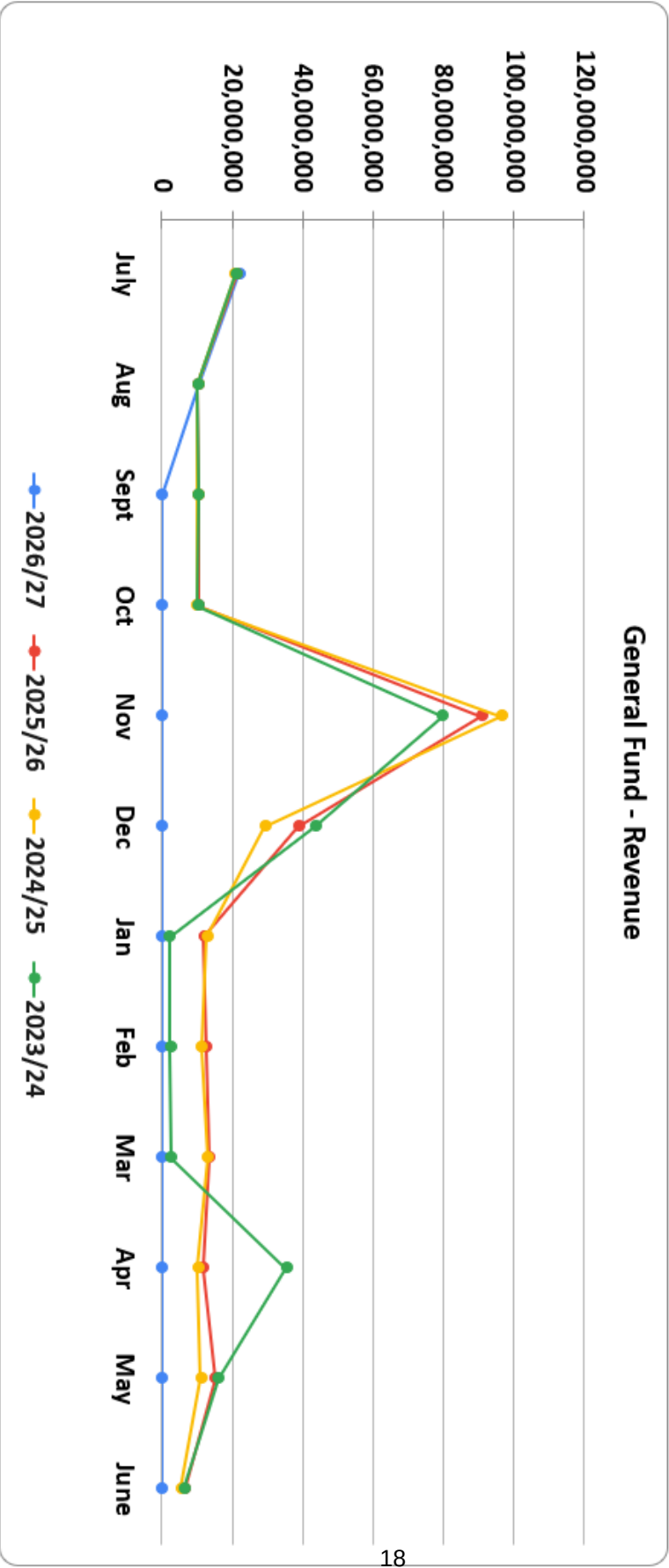
	Adopted Budget	YTD Actuals as of 8/31/26	Outstanding Encumbrances	Total Activity w/ encumbrances	Balance	% Used / Encumbered
Expenditures - Special Revenue Funds						
210 - Title	8,648,346	521,642	8,994	530,636	8,117,710	6.14%
220 - IDEA	2,218,265	346,687	-	346,687	1,871,578	15.63%
Other Federal Grants	2,313,849	237,693	8,069	245,762	2,068,088	10.62%
251 - SIA	15,459,361	1,365,150	-	1,365,150	14,094,211	8.83%
252 - HSS	4,792,588	465,169	386	465,554	4,327,034	9.71%
Other State Grants	5,206,066	562,890	128,320	691,209	4,514,857	13.28%
27X EEFF Grants	442,474	8,269	23	8,292	434,182	1.87%
Other Misc. Grants/Billables	2,755,545	369,536	98,059	467,595	2,287,950	16.97%
28X - Student Body	7,500,000	173,110	152,426	325,536	7,174,464	4.34%
290 - Curriculum Reserve	487,050	247,453	237,559	485,012	2,038	99.58%
299 - Nutrition Services	8,977,598	419,708	2,634	422,342	8,555,256	4.70%
Total Expenditures	58,801,143	4,717,306	636,469	5,353,775	53,447,368	9.10%

Source: Current Financial Report 9/16/2026. Subject to journal entry adjustment.

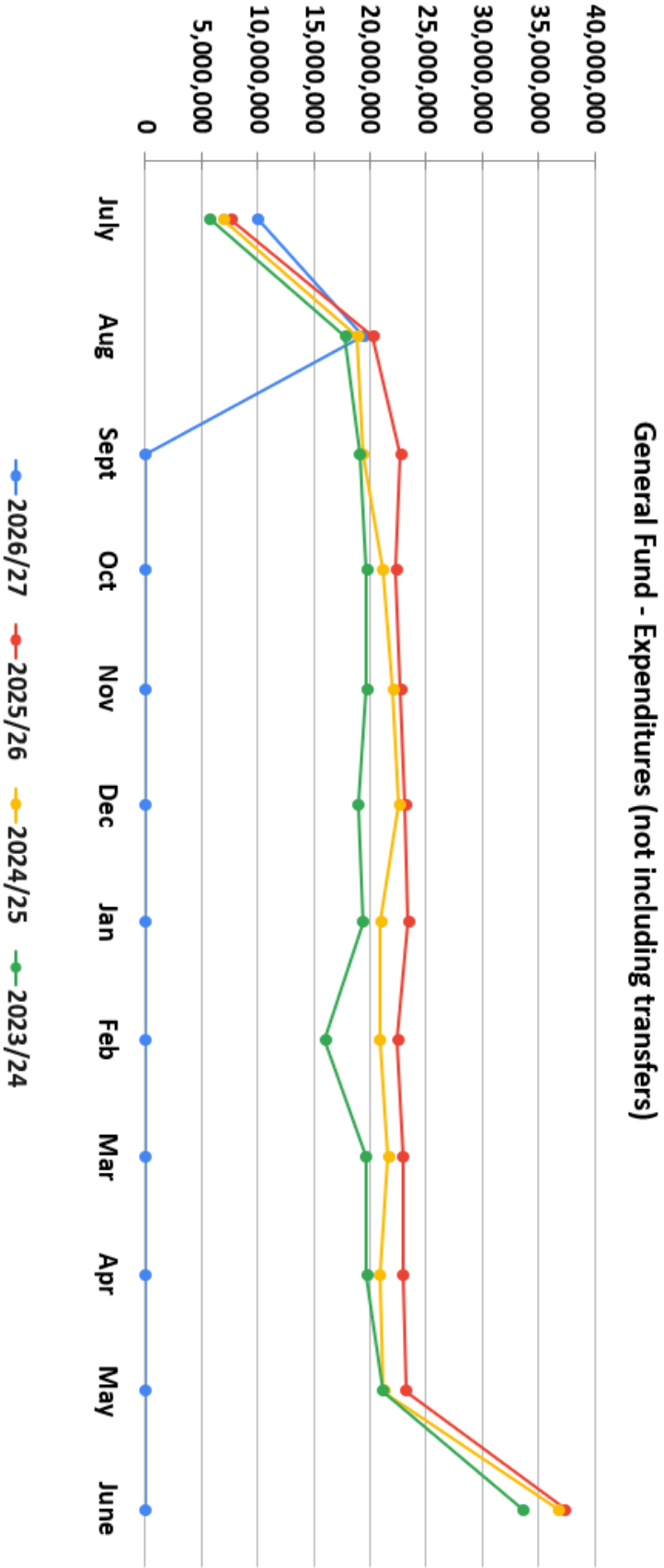
	Adopted Budget	YTD Actuals as of 8/31/26	Outstanding Encumbrances	Total Activity w/ encumbrances	Balance	% Used / Encumbered
Expenditures - Other Funds						
3XX - Debt Service	56,166,000	-	-	-	56,166,000	0.00%
4XX - Capital Funds	60,299,734	4,161,377	19,718,738	23,880,115	36,419,619	39.60%
6XX - Internal Service Funds	54,546,000	7,860,096	15,899	7,875,996	46,670,004	14.44%
780 - Trust & Agency Funds	184,968	9,400	14,000	23,400	161,568	12.65%
Total Expenditures	171,196,702	12,030,873	19,748,637	31,779,510	139,417,192	18.56%

Source: Current Financial Report 9/16/2026. Subject to journal entry adjustment.

General Fund Revenues by Month 2023-24 to present



General Fund Expenditures by Month 2023-24 to present



GF EXPENSES	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2026/27	9,976,221	19,420,265										
2025/26	7,571,884	20,226,908	22,728,128	22,300,996	22,667,884	23,097,155	23,401,680	22,427,096	22,879,519	22,876,467	23,153,110	37,343,204
2024/25	6,908,424	18,846,462	19,355,776	21,147,835	22,010,096	22,551,911	20,890,632	20,849,708	21,583,911	20,833,481	21,204,365	36,733,138
2023/24	5,733,192	17,720,675	19,042,723	19,665,191	19,674,211	18,903,037	19,359,580	15,945,515	19,612,669	19,670,577	21,113,634	33,513,338



ITEM FOR INFORMATION

Date of Meeting:

October 7, 2026

Title:

K-12 PE Resource Materials

Presenters:

Erin Gaston, Elementary Curriculum & MTSS Administrator
Courtney Leonard, Secondary Curriculum & MTSS Administrator
Brooke Wagner, Assistant Superintendent

Background

To comply with the Oregon Department of Education (ODE) adoption timeline, Physical Education instructional materials aligned with state standards must be implemented by fall 2027. Eugene School District 4J's last PE adoption occurred around 2008 via a Physical Education Program (PEP) grant, implementing *SPARK* at the elementary level and *Fitness for Life* at the secondary level. Today, these materials are outdated, and physical availability across schools is severely fragmented. Consequently, educators frequently rely on open-access online resources, such as *OPEN Phys Ed* and *Dynamic PE ASAP*, to bridge instructional gaps and meet state standards.

Per the ODE website, ODE is scheduled to publish its list of recommended K–12 Physical Education instructional materials in late October 2026.

Adoption Proposal:

We propose launching an independent physical education adoption to satisfy OAR 581-022-2355. This adoption will include:

1. Access to high-quality instructional materials tailored for educators and students at every grade level.
2. Access to online resources if part of the adopted materials.
3. Accessibility features and updated equipment to serve all learners.
4. Professional development opportunities for physical educators.

To fully support our new PE standards, we need centralized instructional materials that provide a consistent, current foundation for teaching and learning. A shared curriculum

will help strengthen learning sequences, support coherence and vertical alignment across grade levels, and ensure that all students have access to high-quality instruction and learning experiences, regardless of school or class placement.

Providing the equipment needed for implementation will give students more opportunities for active participation and meaningful learning. The right equipment will support educators in delivering standards-aligned instruction, meeting a range of student needs, and creating engaging learning experiences. Adaptable equipment also supports Universal Design for Learning (UDL) by providing multiple ways for students to participate, access instruction, and demonstrate their learning.

Options and Alternatives

If we do not engage in a PE adoption, our teachers will continue to use the current resources, which may not fully meet the updated PE standards.

Which students, and how many, are served by this project?

This adoption will serve K-12 students across 30 in-person schools plus EOA, approximately 12,000 students annually. The adoption period, 2027 - 2035, represents service to the majority of our student population.

Budget/Resource Implications:

We plan to use Open Education Resources for instructional materials, resulting in a \$0 cost for purchasing curriculum. We plan to spend about \$50,000 to provide updated equipment to our sites. We estimate teacher extended contracts and sub release to engage in both standards alignment and curriculum resource mapping will cost approximately \$25,000.

Recommendation:

The Superintendent recommends approval to launch the adoption of Physical Education instructional materials in the spring of 2027.



ITEM FOR ACTION

Date of Meeting:

October 7, 2026

Title:

Approve the Postponement of the Elementary Social Studies Curriculum Adoption

Presenter:

Erin Gaston, Elementary Curriculum & MTSS Administrator
Brooke Wagner, Assistant Superintendent

Background:

Per ODE's adoption cycle, social studies materials that meet Oregon's social studies standards must be in use in classrooms by fall of 2026. The state also allows for districts to extend or postpone adoptions for up to two years. Our practice over the last 10 or more years has been to adopt a suite of teacher developed and free resources to comprise a complete Social Studies curriculum. The Oregon Department of Education updated the social sciences standards in 2024. Given the current budget constraints, our intention is to review our current social studies materials, alongside our adopted instructional materials for other subjects, and align them to the updated standards. We would then need to source or create additional curricular materials for any remaining uncovered standards.

We began this work during the 2025-26 school year by seeking a representative team of K-5 educators to align our current resources with the updated standards. We received a limited number of responses from teachers. We made a second request and again only heard from a smaller group of teachers that did not fully represent the K-5 grade level bands. The district understands while some teachers showed interest in participating in this work, others did not have the bandwidth for this work currently. We chose to move forward with just fourth and fifth grade teachers to start the process. That team was representative of our different language programs and had strong experience with our current materials and previous social studies work.

Our fourth grade team was able to meet to review and rate our current materials and their alignment to the updated standards. Our fifth grade team needs additional time to finish the alignment work.

Extension Proposal

It is vital that we ensure our teachers and students have access to high quality social studies materials that are aligned with the updated social studies standards, are culturally relevant, and, to the greatest extent possible, provide opportunities for integration with language arts, math, and science units.

2026-27: Teacher teams review and rate current instructional materials for alignment with the 2024 ODE Social Studies standards and identify instructional gaps that require additional lessons or units of study.

2027-28: Teacher teams identify Open Education Resources or develop district-created lessons or units of study to ensure all required standards are addressed.

Fall 2028: Full implementation of updated social studies curriculum.

Options and Alternatives

If we do not receive approval to extend the adoption, we will be out of compliance with Division 22 requirements.

Which students, and how many, are served by this project?

This project serves every K-5 student.

Budget/Resource Implications:

We plan to use Open Education Resources for any additional lessons or units, resulting in a \$0 cost for purchasing materials. We estimate teacher extended contracts and sub release to engage in both standards alignment and curriculum resource mapping will cost approximately \$50,000. We anticipate an annual cost of approximately \$25,000 to print consumable workbooks and student-facing materials.

Recommendation

The Superintendent recommends approval to extend the elementary Social Studies adoption through 2028 with a full curriculum in place in classrooms by fall of 2028.



ITEM FOR ACTION

Date of Meeting:

October 7, 2026

Title:

Budget Committee Selection Process for 2026-27

Presenters:

Ericka Thessen, Board Chair and Bob Blyth, Interim Director of Finance

Background:

The role of the budget committee is to hear the budget message, review the proposed budget, listen to comments from the community, then declare the tax rates and approve the budget totals to forward to the school board for adoption.

By statute, each school district in Oregon has a budget committee composed of the School Board and an equal number of district residents appointed by the board. By law, budget committee members must reside within the school district boundaries, be registered to vote, and district employees are not eligible to serve on the committee. Budget committee members serve three-year terms, staggered so that approximately one-third of members' terms expire each year.

There are no term limits for budget committee members, so the members previously in the vacant positions do have the opportunity to reapply for their budget committee positions.

The last requirement is that budget committee members must serve their committee without compensation.

The district is seeking to fill four open positions on the Budget Committee:

- **Three Full Terms (3-Year Duration):** Positions previously held by Abbie Stillie, Courtney Salic, and Scott Fellman, whose terms expired on June 30, 2026.
- **One Partial Term (2 Years Remaining):** A position created by the resignation of Dakota Boulette.

Staff have prepared the application form, as a resource for obtaining interested community members. The application form had several questions that the board approved during the last selection process. The questions are intended to be a tool for the first round where the board selects the six finalists from the applicant pool.

To establish the pool of six finalists at their October 7, 2026 meeting, the Board will be asked to identify their top six (6) finalists via a ballot process (*a second ballot process may be needed depending on the voting results to create the six finalists*).

The second step would consist of each of the finalists to speak for 3-5 minutes at the next board meeting scheduled for October 21, 2026.

Timeline

- 09/4/26 - Application opened.
- 09/30/26 - Application closed. Staff confirms statute requirements with applicants and prepares for presentation to school board for October 7, 2026.
- 10/07/26 - Board reviews applicants to determine finalists to invite to speak at the next board meeting.
- 10/21/26 - Finalists speak for 3-5 minutes and the board completes ballot voting. The four new selected members will be announced and approved.

Budget Committee Candidate Selection Process:

1. Initial Voting - The Ballot
 - Voting Begins: Each board member casts a vote for their preferred candidates. **Each board member selects their top six candidates.**
 - Advancement Threshold: Any candidate receiving four or more votes advances to the next round.
 - Elimination Rule: Candidates receiving fewer than four votes are eliminated from consideration.
2. Stopping Condition
 - Voting continues until the number of remaining candidates is reduced to six.
 - Once exactly six candidates remain, the process concludes.
3. Iterative Voting (If Needed)
 - If more than six candidates remain after a round:
 - A new round of voting is conducted.
 - The same four-vote minimum threshold is applied.
 - This continues until only six candidates meet or exceed the threshold.

Summary:

- Bob will lead the board through this process.
- Staff will pass out and collect the ballots. Staff will read the votes into record. Board member names will be announced announcing the board member
- Staff will upload the votes to a spreadsheet that will be visible to attendees in the room and those on Zoom.

- In each round, candidates must receive at least four votes to advance. Voting is repeated as necessary until the field is narrowed down to exactly six finalists.

At the October 21, 2026 meeting, the Board will ballot to select the top candidates and appoint four Budget Committee Members.

- One candidate will be appointed to fulfill the two year term.
- Three candidates will be appointed to fulfill three year terms.



Eugene School District 4J Budget Committee Application /Postulación para el Comité de Presupuesto del Distrito Escolar de Eugene 4J

There are four open positions for the Eugene School District 4J Budget Committee that will be filled through an application process. Applications may be submitted on September 4th through September 29th by filling out this form. Three positions are for a three-year term and one partial term. The board will select the top finalists from the pool of applicants on October 7th at a board meeting. The finalists will be asked to address the board in a three- to five-minute presentation at the October 21 regular board meeting.

Hay cuatro puestos vacantes para el Comité de Presupuesto del Distrito Escolar de Eugene 4J que se cubrirá mediante un proceso de solicitud. Las solicitudes se pueden enviar del 4 de septiembre al 29 de septiembre completando este formulario. Tres puestos vacantes son por un período de tres años y un puesto vacante por 2 años. La junta seleccionará a los finalistas principales del grupo de solicitantes el 7 de octubre en la reunión regular de la junta . Se les pedirá a los finalistas que se dirijan a la junta en una presentación de tres a cinco minutos en la reunión regular de la junta del 21 de Octubre.

* Indicates required question

Email *

Cannot pre-fill email

Full Name / Nombre completo *

Your answer



This is a required question

Email Address/ Correo electrónico * *

Your answer

Home Address/ Dirección de domicilio * *

Your answer

What is your connection to Eugene School District 4J? ¿Cuál es su conexión con el Distrito Escolar de Eugene 4J? *

Your answer

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about? ¿Por qué está interesado en servir en el Comité de Presupuesto? ¿Qué parte del trabajo le entusiasma más? *

Your answer

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work? *

El Distrito Escolar de Eugene valora la diversidad, la equidad y la inclusión. ¿Qué papel ve usted que juegan la diversidad, la equidad y la inclusión en el trabajo del comité de presupuesto?

Your answer

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)? *
¿Qué atributos aportaría al comité de presupuesto si fuera nombrado (como experiencia laboral, de voluntariado, comunitaria o experiencia vivida)?

Your answer

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community? *
Los miembros del Comité de Presupuesto sirven de puente entre el 4J y la comunidad. ¿De qué maneras aportaría las perspectivas de la comunidad al Comité de Presupuesto y compartiría las del Comité con la comunidad?

Your answer

While not required, please share any experience you have with finance, accounting, and/or budgets. *
Aunque no es obligatorio, comparta cualquier experiencia que tenga en finanzas, contabilidad o presupuestos.

Your answer

Get link

Never submit passwords through Google Forms.

This form was created inside of 4j.lane.edu. - [Contact form owner](#)

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Google Forms

2026 Budget Committee Candidates:

Paul Ahearn
Pamela Culbertson
Scott Fellman
Bonnie Glass
Katherine Jones
Heather Rankin
Kristin Rush
Courtney Salic
Debra Smith
Abbie Stillie
Elizabeth Tate
Terence Vance

Name: Paul Ahern

What is your connection to Eugene School District:

Parent two kids who attend.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

My connection to 4J began as a student at Edison Elementary in the 1990s. I remember hearing about school budget challenges even then, and I would like to understand more deeply the key causes of these recurring pressures and help the district work toward lasting financial stability. What excites me most is understanding how financial decisions translate into educational opportunities and working with others to support students today while planning responsibly for the future. Serving on the committee would be a meaningful way to give back to the district that helped educate me.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work?

Diversity, equity, and inclusion should guide how the committee evaluates both budget proposals and the process for considering them. Students have different needs, and an equal reduction across programs or schools can have unequal consequences. I would want to understand who benefits from proposed spending, who would be most affected by reductions, and whether students facing greater barriers would retain access to the support they need. That requires listening to a range of perspectives, especially those less often represented in public discussions, and considering those experiences alongside the financial data.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

I would bring a practical, resourceful approach shaped by working in startup companies, where limited resources require adaptability and creative problem-solving. That experience has taught me to question assumptions, consider alternative approaches, and stay focused on results. I would apply those habits with respect for the distinct responsibilities of public education and the knowledge of educators, families, and district staff. I would also bring curiosity, a willingness to prepare carefully, and an openness to changing my view when evidence or another person's experience offers a better understanding.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

I would make a deliberate effort to listen beyond my immediate circle, through school and community gatherings and conversations with families, staff, and residents with different experiences of 4J. My connections with Camas Ridge families through my kids' friendships and involvement in kids' sports would provide a natural starting point. I would bring community questions and concerns into committee discussions while being careful not to treat any one perspective as representative of everyone. To share the committee's work, I would explain key decisions and tradeoffs, point people toward public budget materials and meetings, and encourage participation through official feedback channels. I would also distinguish my own views from committee decisions and follow up on questions when more information becomes available.

While not required, please share any experience you have with finance, accounting, and/or budgets.

My relevant experience comes from working with tight budgets in startup companies that need to demonstrate results within those constraints. That work involves weighing competing priorities, assessing costs against expected benefits, and making choices about where limited funds can have the greatest impact. I believe that practical experience would be useful in reviewing budget proposals and exploring creative solutions. I would take time to learn the specific funding rules, requirements, and limitations of school finance so that my contributions are grounded in the realities facing 4J.

Name: Pamela Culbertson

What is your connection to Eugene School District:

We recently moved into the 4J school district. My 2 children attend Edgewood Elementary.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

I enjoy understanding the current needs and long-term plans. I also enjoy helping to create pathways to meet long term goals.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work?

It is something that touches all of our lives and receiving a variety of lived experiences helps us navigate being more inclusive to those who have smaller voices. From my lived experience, I am a tribal member, full-time Housing Officer for my federally recognized Tribe and a single mother. Not

only do I have my own experiences, I also work with people every day with a variety of stories that make you think about how if we set things up just a little different it could make it easier for everyone.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

I graduated with a construction engineering degree from OSU, worked for a large commercial contractor for 20 years (lived in 5 states during that time), managed projects from every aspect of the type of concrete to schedule and budget for schools, hospitals, shopping centers. Now I am an officer for our housing and facilities department where I manage grants, internal budgets, and plan for future developments.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

Since I am new here, I would bring those items that jump out at you. When you live in a community for a long time, you can get very comfortable with the way things are. As someone who is new, it is easy to see the things that may be off putting and/or really heartwarming.

While not required, please share any experience you have with finance, accounting, and/or budgets.

25+ years of experience managing construction budgets from \$5M to \$800M, 4 years of multiple government grant budget and compliance management, Data gathering, organizing, and evaluating to make reasonable suggestions. Breaking down complex projects into bite sized manageable and achievable tasks.

Name: Scott Fellman

What is your connection to Eugene School District:

Outgoing Budget Committee Member, two graduated 4J last year, one is a Junior in 4J

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

To continue to contribute my experience and skills to the committee process in support of the district.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work?

This is critically important to ensure policy considers the needs of the communities our district serves. It's also critically important to help ensure that all students varying needs are met by the district. In order to know this is being accomplished, inclusion of representatives with different backgrounds is crucial.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

Patience, 28 years public sector experience including 14 years supervising, a masters in public administration, 3 years' experience on this committee, a collaborative approach, strong understanding of budget process and policy development, strong communication and meeting skills. A solid understanding of the role of the committee in this process.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

As a retired police officer I have served and worked closely with every part of our community. I understand a lot of different experiences as much as an outsider can, and can help identify when others should be asked for input. As a professional police instructor, and pro tem UO college instructor I also have some understanding of the demands placed on our classroom staff.

While not required, please share any experience you have with finance, accounting, and/or budgets.

3 years on this committee, Masters of Public Administration including budgeting courses, responsible for budgets in public sector jobs ranging from one million to fifteen million dollars per year.

Name: Bonnie Glass

What is your connection to Eugene School District:

Parent of student.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

I would like to serve on the Budget Committee because I want to take an active role in helping our school district navigate these challenging financial times. As a former business owner, I understand the importance of making difficult decisions while remaining fiscally responsible and focused on long-term sustainability.

My experience as a former public sector employee has also given me an understanding of the complexities involved in meeting federal, state, and local requirements and mandates. I hope to bring both perspectives to the committee and use my experience, practical judgment, and commitment to our schools to help the district make thoughtful and responsible budget decisions.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work?

I believe the Budget Committee should be guided by the values of diversity, equity, and inclusion in every aspect of its work. Budget decisions have a direct impact on students and families, and it is important that those decisions consider the different needs and circumstances of the students we serve.

I see DEI as an important lens for evaluating priorities and recommendations—not as separate from fiscal responsibility, but as part of making thoughtful and responsible decisions about how limited resources are allocated. Public schools should strive to provide every student with meaningful opportunities to succeed, while recognizing that providing equitable opportunities does not always mean providing the exact same resources or support to every student.

As a committee member, I would want to listen to different perspectives, understand how budget decisions may affect different groups of students, and help ensure that recommendations reflect the district's commitment to serving all students fairly and equitably.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

I believe I would bring a combination of leadership, business, public-sector, higher education, and personal experience to the Budget Committee.

My experience as a business owner has taught me how to lead, evaluate competing priorities, manage limited resources, and make difficult decisions while keeping the long-term health of an organization in mind. Running a business also taught me the importance of listening to different perspectives and taking responsibility for the decisions that are made.

Prior to owning my own business, I worked as a research fellow for the Arizona Department of Transportation, as a development coordinator at the ASU College of Law, and as a constituent services representative for Senator John McCain. These roles gave me experience working within public institutions, understanding complex issues, communicating with diverse groups of people, and navigating the challenges that come with serving the public.

Finally, as a parent, I bring a personal connection to our schools and a strong interest in ensuring that the district uses its resources wisely to support students and families. I believe this combination of professional and personal experience would allow me to bring a thoughtful, practical, and balanced perspective to the committee.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

My previous work in the public sector provided me with many opportunities to interact with the public, communicate complex issues, and share information about the work of public institutions. Those experiences taught me that transparency and trust are essential when serving a community. People may not always agree with a decision, but they deserve honest, straightforward information about how and why decisions are being made.

As a Budget Committee member, I would make an effort to listen to parents, staff, and community members and bring their questions, concerns, and perspectives back to the committee. I would also work to communicate the committee's work and the realities of the district's budget in a clear and accessible way. I believe effective community engagement should be a two-way conversation, not simply sharing information after decisions have been made.

As a parent, I also bring a personal perspective to these conversations. Like many parents, I am concerned about the future of my child's education and the opportunities available to our students. I understand the worries that families may have during a time of difficult budget decisions, and I would strive to make sure those concerns are heard while helping

While not required, please share any experience you have with finance, accounting, and/or budgets.

As a former business owner, understanding the financial health of my company was critical to making sound decisions and ensuring its long-term success. I have experience reviewing and understanding profit and loss statements, monitoring expenses and revenue, and using financial information to make informed business decisions.

I also have experience with forecasting and financial planning, including thinking about both short-term needs and the longer-term financial health of an organization. While I am not an accountant, I am comfortable working with financial information, asking questions, evaluating priorities, and understanding the financial implications of decisions. I believe this practical experience would be valuable in reviewing and evaluating the district's budget.

Name: Katherine Jones

What is your connection to Eugene School District:

My child attends a 4J school, and I attended several budget meetings for 4J last year during their bargaining.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

I want to see that people who care about the structure and success of the school are on the board. Schools are the future and they should be managed by people who know what they're doing and care about the outcome of the decisions that are being made. I care deeply about the future we are setting up for our communities.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work?

I think these values are vital to the success of all aspects of a community.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

I have 2 years of community organizing experience and over those two years, I've made connections within that organizing that I would utilize to help me make well balanced decisions that encourage growth and success for the school and for the community.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

I already organize within the community and with labor groups. I would love to have the opportunity to be that connection between labor and community interests, while also encouraging a positive connection with 4J and the community.

While not required, please share any experience you have with finance, accounting, and/or budgets.

I have been the treasurer on a petition committee for an Oregon ballot initiative for about 4 months now. I enjoy accounting, my mom was an accountant and very good at it. I got that from her.

Name: Heather Rankin

What is your connection to Eugene School District:

I live in district and have school age children

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

I think a budget is a priorities document. It tells the community what an institution actually values when resources are limited. I'm interested in serving because I want to help make sure 4J's budget reflects its priorities, uses public resources responsibly, and ultimately serves students well.

As a former teacher, a parent, and someone with professional experience managing budgets, I'd bring several perspectives to that work. I'm particularly interested in the difficult but important work of weighing competing priorities and figuring out how to make limited resources go as far as possible.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work?

I see diversity, equity, and inclusion as part of the basic responsibility of a public school system, and therefore part of the budget committee's job. We are making decisions about how to spend limited public resources, so we should be asking who has access to those resources, who may be getting left behind, and whether our investments are actually improving outcomes for students.

For me, part of equity is recognizing that students don't all start from the same place and making sure every student has a genuine opportunity to succeed. I also think DEI and accountability belong together. We should be willing to invest in programs that address inequities, and we should be willing to ask whether those investments are working. Ultimately, I want a school system that is both equitable and effective - and a budget process that is transparent and accountable to the families and students it serves.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

I would bring a combination of professional, community, and lived experience. As a former teacher, I have firsthand experience with how decisions about resources, staffing, and priorities ultimately affect what happens in the classroom. My professional experience managing budgets has also taught me to pay attention to data, processes, and whether the results justify the investment.

As a parent, I bring the perspective of someone who is deeply invested in the long-term success of our schools and in making sure they serve students and families well. I also bring experience living in different communities and adapting to different environments, which has given me a broad perspective and an appreciation for the role that strong, reliable institutions play in a community.

I would bring curiosity, careful listening, a willingness to learn, and a commitment to thoughtful decision-making. I value being able to look at an issue from multiple perspectives and to ask hard questions while remaining open to the answers.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

I think the most important thing I could bring to the committee is a clear understanding of the financial pressures families and the broader community are facing. When every dollar has to stretch further, people need to know that public dollars are being spent carefully and effectively.

I would listen to community members about what they see as the most important priorities and communicate the committee's work back in clear, accessible language—including the difficult choices and tradeoffs. At a time when trust in institutions is fragile, I think transparency, accountability, and honest communication are essential to rebuilding that trust.

While not required, please share any experience you have with finance, accounting, and/or budgets.

I have experience managing and analyzing budgets in both public and nonprofit settings. As a lab manager and QA/QC coordinator, I oversaw departmental budgets, managed resources, and worked to make operations more efficient while meeting regulatory and operational requirements. This experience gave me a strong foundation in analyzing financial information, making cost-effective decisions, balancing competing priorities, and maintaining accountability.

Name: Kristin Rush

What is your connection to Eugene School District:

I am a Eugene community member, parent, and public education professional with experience spanning direct student services, district systems, educator preparation, and state education policy. My work has given me a broad view of how district-level decisions affect students, educators, families, and schools, while being part of the 4J community gives me a personal investment in the district's long-term strength.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

I am interested in serving because budgets are ultimately expressions of priorities. Especially when resources are constrained, I believe thoughtful budgeting requires understanding not only what programs cost, but what students and educators need and what the longer-term consequences of investment or disinvestment may be.

I am particularly interested in the connection between budget decisions, staffing, student supports, and the district's ability to recruit and retain a strong educator workforce. I would be excited to dig into the data, ask thoughtful questions, and help the district make difficult tradeoffs in ways that are transparent, strategic, and grounded in its commitments to students.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work?

Equity should be part of how the committee examines both investments and reductions. An equal reduction across programs or schools does not necessarily have an equal impact on students. I would want the committee to consider who benefits from a particular investment, who may be disproportionately affected by a reduction, and whether students who have historically had less access to opportunity and support are being adequately served.

I also think equity requires looking beyond aggregate data. Districtwide averages can obscure meaningful differences among schools and student groups. The committee can help by asking whose experiences are represented in the information before us, whose may be missing, and how those differences should inform resource decisions.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

I would bring experience looking at education from multiple levels of the system. I began my career working directly with students and families as a school psychologist, later worked at the district level, and now work in state education policy and educator preparation. That experience has taught me to connect policy and resource decisions with what actually happens in classrooms and schools.

I also bring experience facilitating groups, analyzing data and policy, translating complex information for different audiences, and working with people who bring different perspectives to difficult decisions. I tend to ask both "What does the evidence tell us?" and "What will this look like in practice?" I think that combination would be useful on a committee responsible for weighing competing needs with finite resources.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

I see the bridge role as going in both directions. I would actively listen to students, families, educators, and other community members, particularly when their experiences complicate or add context to the quantitative information before the committee. I would also pay attention to perspectives that may be less likely to reach formal public meetings or comment processes.

In the other direction, I think community members deserve budget information that is understandable without specialized knowledge. I would work to explain the committee's questions, constraints, tradeoffs, and decisions in plain language and help people understand not just what is being considered, but why. I would also be careful to distinguish my own views from the work and decisions of the committee.

While not required, please share any experience you have with finance, accounting, and/or budgets.

I currently serve as treasurer for my SEIU 503 sublocal, which has given me direct experience with financial oversight, budgeting, expenditures, and accountability to members. In my professional work, I also regularly work within public-sector systems where policy decisions, program implementation, staffing, and available resources are closely connected. In addition, my research and project work has involved developing project budgets, evaluating costs and resource needs, and making decisions within funding constraints. While I am not an accountant, I am comfortable

working with quantitative information, asking questions about assumptions and tradeoffs, and learning the technical details necessary to make responsible decisions.

Name: Courtney Salic

What is your connection to Eugene School District:

Parent of a 4J student, former 4J student myself, local community member.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

I really enjoyed serving on the Budget Committee for the past 3 years and would like to continue giving back to my community in this way. I am excited to be a voice for our community and students.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work?

DEI plays an important role in the budget committee's work as the budget needs to be a reflection of the needs of all students and staff and not just the majority.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

I have worked in Finance for the past 15 years which helps me understand the budget process at a more in-depth level. Additionally, I served on the Budget Committee from the 2023/24-2025/26 school years, including during 2 of the most difficult budget seasons 4J has had in many years.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

I would bring the community perspectives to the Budget Committee by actively listening during the public and staff comment portions of the meeting, writing down the key points that are being addressed with their comments, and bring these up as discussion points during the Budget Committee meetings to ensure the comments are being addressed.

While not required, please share any experience you have with finance, accounting, and/or budgets.

I have worked in Finance for the past 15 years in both the for profit and non-profit sectors.

Name: Debra Smith

What is your connection to Eugene School District:

My connection to 4J is both personal and longstanding. My children attended schools throughout the district, including Evergreen, Santa Clara and Gilham elementary schools; Cal Young, Spencer Butte and Madison middle schools; and North, South and Sheldon high schools. As a result, I have had firsthand experience with a wide range of schools, neighborhoods and school communities across 4J.

I also previously served for several years on the 4J Budget Committee during George Russell's tenure as superintendent and later served on a 4J Capital Advisory Committee that helped inform a district bond measure.

Eugene has been my community for many years, and 4J has been an important part of my family's experience here. I would value the opportunity to serve the district again.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

I am interested in serving because public education is fundamental to the strength of a community, and budgeting is one of the most important ways an organization turns its values and priorities into action.

I have spent much of my career working with complex public-sector budgets and understand how difficult it can be to make thoughtful choices when needs exceed available resources. I also understand the importance of transparency, long-term financial discipline and making decisions that can be clearly explained to the public.

What most interests me is the opportunity to dig into the district's current financial challenges, understand the tradeoffs, ask good questions and help ensure that limited resources are directed toward the district's highest priorities. Having served on the committee previously, I also know that the work requires both financial rigor and an appreciation for the real-world impact budget decisions have on students, families and employees. I would welcome the opportunity to contribute that perspective again.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work?

I see diversity, equity and inclusion as an important part of responsible budgeting. A budget is not simply a financial document; it is also a statement of priorities, and resource decisions can affect students and school communities differently.

For the Budget Committee, that means asking not only whether a proposal is financially sound, but also who benefits, who may be disproportionately affected, and whether all students have meaningful access to the opportunities and support they need to succeed.

I believe this work should be grounded in data, informed by community perspectives and integrated into the overall decision-making process rather than treated as a separate consideration. Financial discipline and equity are not competing objectives. Good public budgeting requires both: careful stewardship of limited resources and thoughtful attention to the consequences of the choices being made.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

I would bring a combination of senior leadership, extensive financial and budgeting experience, prior service on the 4J Budget Committee, and a long personal connection to the district.

I served on the 4J Budget Committee for several years during George Russell's tenure as superintendent, so I understand both the responsibilities of the committee and the importance of thoughtful, transparent stewardship of public resources. I also served on a 4J Capital Advisory Committee that helped inform a prior bond measure.

My connection to 4J is also personal. My adult children attended schools across the district, including North, South and Sheldon high schools; Cal Young, Spencer Butte and Madison middle schools; and Evergreen, Santa Clara and Gilham elementary schools. That experience gave me firsthand exposure to a broad range of 4J schools and communities.

Professionally, I have spent much of my career in senior executive and CEO roles with significant responsibility for budgets, financial planning, public accountability and long-term decision-making. I believe that combination of financial experience, institutional knowledge and community perspective would allow me to contribute meaningfully to the Budget Committee.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

I am an engaged member of the Eugene community with deep connections through extended family, friends, colleagues, volunteer activities, church, and the University of Oregon community. I am an active Track & Field volunteer, I attend church regularly, my husband is a longtime University of Oregon employee, and I have also consulted for the University.

If selected, I would be intentional about using those relationships to listen to community perspectives and better understand how budget decisions are affecting students, families, employees, and the broader community. I would also look for opportunities to explain the work of the Budget Committee in clear, accessible language and encourage people to participate in the process.

I am a strong public speaker and communicator, but I also believe effective community engagement begins with listening. I would see my role as helping information move in both directions—bringing community perspectives into the Budget Committee's work and helping the community better understand the choices, constraints, and priorities involved in the district's budget.

While not required, please share any experience you have with finance, accounting, and/or budgets.

I have extensive experience in finance, accounting, budgeting and financial management. I earned a business degree with an emphasis in finance and began my career working in accounting and controller roles.

During my 17 years at EWEB, I served in a number of increasingly senior positions, including Senior Staff Accountant, Risk Manager, Chief Financial Officer and Assistant General Manager. I subsequently served as General Manager of Central Lincoln PUD and as General Manager and CEO of Seattle City Light.

Throughout my career, I have been responsible for developing, reviewing and overseeing large and complex public-sector budgets, long-term financial planning, risk management, financial

reporting and the stewardship of public resources. I have also worked extensively with governing boards and public processes around financial decision-making.

Name: Abbie Stillie

What is your connection to Eugene School District:

Parent of two 4J students and former budget committee member.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

Having served on the budget committee for three years, I've seen how valuable community members can be in the budget review process. I found that I can come at the budget with an independent perspective, asking questions those more deeply involved in the process may not think to ask or may not be positioned to ask. With this experience, I understand the budget and the process even better and can ask more informed questions. My goal is to better inform the public and ensure that the district is looking at the budget from all angles.

I look forward to scrutinizing every aspect of the budget and ensuring we are doing what we can to minimize impact on our students and staff. I also enjoy sharing the work of the budget committee with the community.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work?

Diversity, equity, and inclusion are central to the budget committee's work. As we approach the budget and make recommendations, we must always keep in mind how the decisions we are recommending affect the whole of our district, not just the loudest or most influential voices, and hear from a range of perspectives. Last year's budget roadshows were instrumental in informing all school district stakeholders, and I thought it was a great way to make the process more inclusive. Budget reduction decisions, such as reducing free lunch availability, often have the most profound effect on our most vulnerable students. With more reductions ahead, it's important to find ways to lessen the negative effects these decisions have on our students who rely on our schools the most.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

I have been involved in 4J schools for more than 10 years, serving a variety of elected roles in the Howard Elementary PTO, as well as being involved in the Kelly parent group and North Eugene parent group. I have served on site council at all three schools as well. Following my children through all three levels of 4J has given me perspective on the needs of students at every level, as well as allowing me to build connections with teachers, staff, and families across the district. I have served on the budget committee for the past three years, so I also have a working knowledge of the district budget and the policies that govern it.

As a communications professional and former journalist, I believe strongly in the power of a connected community. I work to bring my community together through sharing information and connecting people I think should know each other. As a member of the budget committee, I use my

communications skills to make complex budget information clear and accessible, so more families are informed and can weigh in on the decisions the district faces.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

I am always excited to talk about the budget with anyone who is interested, and have regularly shared information with parent groups at the schools my children attend. I encourage people to get involved, to sign up for public comment and write emails to share their perspectives and questions. I seek out questions and input from teachers and staff, and try my best to represent them and the rest of the community in the questions and comments I bring to the budget committee.

While not required, please share any experience you have with finance, accounting, and/or budgets.

I have three years of experience serving on the 4J budget committee. I previously served as a finance committee member on the Eugene Science Center board, and as president and treasurer of Howard Elementary PTO, a 501(c)(3), where I managed the budget and financial reporting. I have a graduate certificate in nonprofit management from the University of Oregon, where the coursework included classes on financial management for nonprofits.

Name: Elizabeth Tate

What is your connection to Eugene School District:

My daughter has been attending school within the 4J district for the past 11 years and is now a senior.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

As a parent of a high school senior, I'm passionate about serving in the community because I believe in preparing future generations for success. As my daughter prepares to graduate, I'm eager to give back to the community that supported her throughout her years of education. I'm excited about the opportunity to guide students and families in making sustainable budget decisions that will shape their future.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work?

It's crucial to involve everyone when reviewing and making decisions that affect everyone. My daughter and I have been participated in the NATIVES Program in the past, and my daughter has also participated in NASU. When reviewing a budget, it's important to consider programs that have been historically overlooked and to prioritize those that offer value to underrepresented students.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

I've been actively involved in the community for several years. I've held positions on local nonprofit boards, including Friends of South and the School Garden Project. Currently, I serve on the City of Eugene Airport Advisory Committee, Lane County's Equity Program Advisory Board, and the City of Eugene Technical Advisory Group. Our primary focus on the Technical Advisory Committee was exploring opportunities to generate more sustainable revenue sources for the city as well as looking at opportunities to reduce spending.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

As someone with limited experience in reading budgets until last year, I would be eager to discuss ways for anyone to review and understand budgets. It's easy to acknowledge overspending, but pinpointing a specific area of concern from a budget can be challenging. Personally, I prefer sharing the rationale behind budget decisions and encouraging individuals to actively seek learning opportunities rather than making assumptions.

While not required, please share any experience you have with finance, accounting, and/or budgets.

Apart from joining the City of Eugene Technical Advisory Committee, where we were provided with a comprehensive overview of the city's budget and guidance on its interpretation, I am responsible for preparing my office budget at work. In my current role, I oversee over \$8 million in annual revenue and manage the budget for the South Eugene High School Girls Basketball team through their booster club account.

Name: Terrence Vance

What is your connection to Eugene School District:

My family and I returned to Eugene last year after many years away from Oregon. I am an Oregon native, a University of Oregon alumnus, and Eugene has long been a community that we hoped to return to and make our home. We now have three school-aged children, including two at South Eugene High School and one at Roosevelt Middle School, so the quality and future of our local schools are important to me both as a parent and as a member of the community.

My connection to 4J is therefore personal, but I also believe public education is foundational to the long-term strength of the Eugene community and Lane County. Since returning, I have looked for meaningful ways to contribute locally, including current service on the Lane Workforce Partnership board and mentoring students through the University of Oregon. Serving on the 4J Budget Committee would be another opportunity to invest in the community my family has chosen to call home.

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

I am interested in serving because I believe our district budget is more than just a financial document—it is one of the clearest expressions of our priorities for our children and the future generations that comprise our community. In a public school district, those choices have direct

consequences for students, teachers, families, and the broader community, particularly when resources are constrained and difficult tradeoffs are required.

Throughout my professional career, I have worked in complex public- and private-sector organizations where leadership must translate strategy into resource decisions, evaluate competing priorities, manage risk, and improve outcomes within real financial and operational constraints. I enjoy that work because it requires both analytical rigor and an understanding of how decisions affect the people and systems responsible for delivering results.

What excites me about the Budget Committee is the opportunity to apply that experience in service to our local community. I would welcome the chance to understand 4J's priorities and challenges in greater depth, ask thoughtful questions, and work collaboratively with board members, district leaders, educators, families, students, and other community members to help ensure limited resources are directed toward the outcomes that matter most for students.

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work?

Diversity, equity, and inclusion should be meaningful considerations in how 4J establishes priorities and allocates its limited resources. Students do not all enter the education system with the same circumstances, needs, or barriers to success, and responsible budgeting should recognize those differences while maintaining a clear focus on educational outcomes for every student.

For the Budget Committee, I believe this means moving beyond broad statements of intent and asking practical questions about resource allocation and results. Who benefits from a particular investment? Are resources accessible to the students and families they are intended to serve? Are there populations experiencing persistent gaps in opportunity or outcomes? When reductions are necessary, are we considering whether their effects will fall disproportionately on students with greater needs? And, importantly, do we have evidence that the programs and investments intended to address those needs are achieving their objectives?

I would approach these questions with curiosity, respect for the experiences of students, families, and educators, and a willingness to examine both quantitative and qualitative evidence. Equity and fiscal stewardship should not be competing objectives. Good stewardship in 4J requires understanding where resources can make the greatest difference and being transparent about the choices and tradeoffs involved.

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

I bring a combination of strategic, financial, operational, and public-sector leadership experience developed over more than two decades in the military, government, consulting, and private industry. Across those roles, I have frequently worked at the intersection of strategy, resources, and execution—helping organizations establish priorities, make decisions under constraint, manage risk, and translate complex information into actionable choices.

I currently serve as a senior operations and strategy leader for a regional construction company, where my responsibilities include portfolio performance, financial and operational planning, organizational improvement, and the development of better systems for understanding cost, risk, and performance. Previously, as a management consultant and executive, I worked with large public- and private-sector organizations on strategy, transformation, organizational design, and performance improvement. My military career also included command, strategic planning, and

responsibility for public resources in environments where competing requirements routinely exceeded available resources.

I hold an MBA in Finance and professional certifications in project management and Lean Six Sigma process improvement, but I believe the attributes I would bring are as important as the technical experience. I am comfortable working through ambiguity, asking difficult but constructive questions, listening to perspectives different from my own, and separating assumptions from evidence. I tend to look at decisions systemically—considering not only immediate financial effects, but also operational consequences, risks, tradeoffs, and intended outcomes.

Most importantly, I would approach the committee as a steward of public resources and as one member of a collaborative body. My goal would not be to bring predetermined solutions to 4J, but to contribute useful experience, disciplined analysis, and thoughtful judgment to the decisions the district and community must make together.

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

I believe an effective Budget Committee member should both help the community understand the choices facing the district and ensure that community perspectives are considered in evaluating those choices. That requires listening beyond the people who routinely participate in formal meetings and being willing to engage with perspectives that may differ from my own.

Since returning to Eugene, I have made a deliberate effort to become engaged in the community through several different avenues. I serve on the Lane Workforce Partnership board, participate in the City Club of Eugene and the Eugene Area Chamber of Commerce's Local Government Affairs Committee, mentor students through the University of Oregon, and have been engaged with my neighborhood association. I am also a parent of school-aged children who are actively involved in band and music programs at both SEHS and Sheldon High School. Together, these experiences connect me with different parts of the community—families, employers, workforce and education partners, students, civic leaders, and neighbors—and expose me to different perspectives on Eugene's needs and priorities.

I would use those connections as opportunities to listen and to better understand how district budget decisions are experienced across the community, rather than assuming that any one group speaks for Eugene as a whole. I would also make a point of seeking perspectives that are not represented in my existing networks, particularly from students, families, educators, and communities most directly affected by difficult resource decisions.

Ultimately, I see the role as a two-way bridge: bringing community perspectives into the budget process while also helping communicate the constraints, tradeoffs, and reasoning behind difficult decisions. Transparency and meaningful engagement are especially important when resources are limited, because people are more likely to trust a process when they understand both how decisions were made and how their perspectives were considered.

While not required, please share any experience you have with finance, accounting, and/or budgets.

Financial management, budgeting, analytics, forecasting, resource allocation, and stewardship have been significant responsibilities throughout my career across the public and private sectors.

At Ernst & Young, I supported major public-sector transformation efforts, including financial recovery programs exceeding \$20 million and work to ensure state-level audit readiness for a large government client. My consulting experience also included substantial engagements involving financial modeling, supply chain, customer service, human resources, and information technology programs. This breadth required me to understand not only financial performance, but how resources, people, processes, technology, and organizational priorities interact to deliver results.

In my current role as an operations executive, I oversee project delivery across a portfolio of more than 40 projects representing approximately \$100 million in work. I regularly use financial and operational information to evaluate performance, forecast outcomes, identify emerging cost and schedule risks, and make resource decisions across competing priorities. I am also leading the technology transformation and data architecture for improvements to the systems and management processes used across a \$1B corporation to provide earlier and more reliable visibility into financial and operational performance.

Earlier in my career, as an Air Force commander and strategic planner, I was responsible for organizational budgets, resource plans, investment decisions, and stewardship of public resources. My MBA education further strengthened my foundation in corporate finance, accounting, economics, strategy, and quantitative decision-making.

I would bring the Budget Committee experience working with complex financial information at both the detailed and strategic levels—testing assumptions and forecasts, evaluating controls and risks, understanding tradeoffs, and connecting resource decisions to intended outcomes. I also understand that a school district is a complex organization in which decisions about staffing, facilities, technology, programs, procurement, and other resources are interconnected. Effective budgeting requires understanding those relationships while keeping the ultimate objective in view: using public resources responsibly to support educators and improve outcomes for students.

Name:

What is your connection to Eugene School District

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work?

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

While not required, please share any experience you have with finance, accounting, and/or budgets.

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While not required, please share any experience you have with finance, accounting, and/or budgets.

Name:

What is your connection to Eugene School District

Why are you interested in serving on the Budget Committee? What part of the work are you most excited about?

The Eugene School District values diversity, equity, and inclusion. What role do you see diversity, equity, and inclusion playing in the budget committee's work?

What attributes would you bring to the budget committee if appointed (such as work, volunteer, community, or lived experience)?

Budget Committee members serve as bridges between 4J and the community. What are ways that you would bring community perspectives to the Budget Committee and share the work of the Budget Committee with the community?

While not required, please share any experience you have with finance, accounting, and/or budgets.

Budget Committee Applicant - Votes Round 1	Tom Di Liberto	Rick Hamilton	Jenny Jonak	Morgan Munro	Judy Newman	Maya Rabasa	Ericka Thessen	
Paul Ahearn						1	1	2
Pamela Culbertson				1		1	1	3
Scott Fellman	1	1	1	1	1			5
Bonnie Glass		1	1		1			3
Katherine Jones	-					1		1
Heather Rankin	1		1					2
Kristin Rush	1	1				1	1	53
Courtney Salic	1	1	1	1	1	1	1	4
Debra Smith	1	1	1	1	1		1	7
Abbie Stillie	1	1	1	1	1	1	1	6
								7
Terence Vance				1	1			2

VOTES RECEIVED

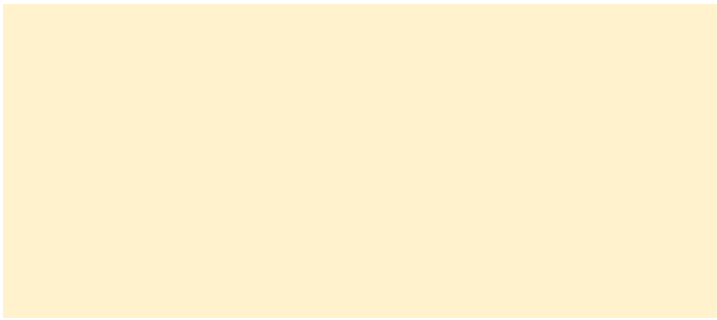
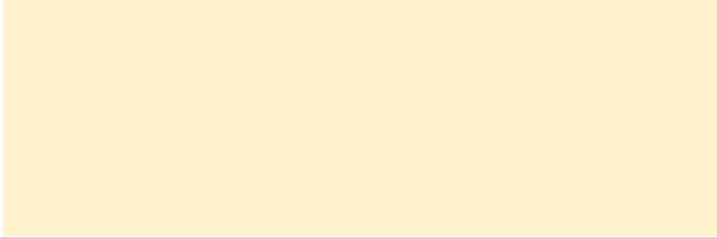
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BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Tom Ballot Round # 1

Please mark your top six candidates for appointment to the budget committee.

CANDIDATES	
PLEASE CHOOSE 6	
Paul Ahearn	
Pamela Culbertson	
Scott Fellman	X
Bonnie Glass	
Katherine Jones	
Heather Rankin	X
Kristin Rush	X
Courtney Salic	X
Debra Smith	X
Abbie Stillie	X
Elizabeth Tate	
Terence Vance	

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Morgan Ballot Round # 1

Please mark your top six candidates for appointment to the budget committee.

CANDIDATES	
PLEASE CHOOSE 6	
Paul Ahearn	
Pamela Culbertson	✓
Scott Fellman	✓
Bonnie Glass	
Katherine Jones	
Heather Rankin	
Kristin Rush	
Courtney Salic	✓
Debra Smith	✓
Abbie Stillie	✓
Elizabeth Tate	
Terence Vance	✓

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Maya Ballot Round # 1

Please mark your top six candidates for appointment to the budget committee.

CANDIDATES PLEASE CHOOSE 6	
Paul Ahearn	X
Pamela Culbertson	X
Scott Fellman	
Bonnie Glass	
Katherine Jones	X
Heather Rankin	
Kristin Rush	X
Courtney Salic	X
Debra Smith	
Abbie Stillie	X
Elizabeth Tate	
Terence Vance	

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Judy Ballot Round # 1

Please mark your top six candidates for appointment to the budget committee.

CANDIDATES	
PLEASE CHOOSE 6	
Paul Ahearn	
Pamela Culbertson	
Scott Fellman	X
Bonnie Glass	X
Katherine Jones	
Heather Rankin	
Kristin Rush	
Courtney Salic	X
Debra Smith	X
Abbie Stillie	X
Elizabeth Tate	
Terence Vance	X

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Rick Ballot Round # 1

Please mark your top six candidates for appointment to the budget committee.

CANDIDATES	
PLEASE CHOOSE 6	
Paul Ahearn	
Pamela Culbertson	
Scott Fellman	✓
Bonnie Glass	✓
Katherine Jones	
Heather Rankin	
Kristin Rush	✓
Courtney Salic	✓
Debra Smith	✓
Abbie Stillie	✓
Elizabeth Tate	
Terence Vance	

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: Venny Ballot Round # 1

Please mark your top six candidates for appointment to the budget committee.

CANDIDATES PLEASE CHOOSE 6	
Paul Ahearn	
Pamela Culbertson	
Scott Fellman	X
Bonnie Glass	 X
Katherine Jones	
Heather Rankin	X
Kristin Rush	
Courtney Salic	X
Debra Smith	X
Abbie Stillie	X
Elizabeth Tate	
Terence Vance	

BUDGET COMMITTEE CANDIDATE BALLOT

Board Member Name: ERICKA Ballot Round # 1

Please mark your top six candidates for appointment to the budget committee.

CANDIDATES	
PLEASE CHOOSE 6	
Paul Ahearn	✓
Pamela Culbertson	✓
Scott Fellman	
Bonnie Glass	
Katherine Jones	
Heather Rankin	
Kristin Rush	✓
Courtney Salic	✓
Debra Smith	✓
Abbie Stillie	✓
Elizabeth Tate	
Terence Vance	