Jefferson County School District 509J
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## 2025-2026 BOARD MEETING @6:30PM
## Jefferson County School District 509-J
## Monday, April 13, 2026

*Hybrid: In-person and Electronic via Zoom available for both meetings*
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*Phone: 253 215 8782 US (Tacoma)*
*Meeting ID: 889 4120 9942  Passcode: 285232*

**MEETING LOCATION:**
**Jefferson County School District 509J**
**445 SE Buff Street, Madras, OR 97741**

**2025-2026 Board of Directors:**
Chair Jacob Struck, Vice Chair Regina Mitchell, Kevin Richards, Laurie Danzuka and Courtney Snead

# REGULAR SESSION MEETING MINUTES

**BOARD OF DIRECTORS ATTENDANCE:** Chair Jacob Struck, Laurie Danzuka, Courtney Snead and Vice Chair Regina Mitchell

**ABSENT**: Kevin Richards

### 1. CALL TO ORDER / BOARD MEMBERS & BUDGET COMMITTEE MEMBERS ATTENDANCE

**509J Board:** Chair Jacob Struck, Vice Chair Regina Mitchell, ~~Kevin Richards,~~ Laurie Danzuka and Courtney Snead. **509J Budget Committee Members:** Demus Martinez, Sean Gallagher, Marissa Wilson, Melissa Irvine ~~and Danni Katchia.~~

Board Chair Jacob Struck called the regular session meeting to order at 6:34PM, followed by the Pledge of Allegiance. The Board Secretary noted board member attendance for the record.

### 2. CALL TO ORDER / BOARD MEMBERS & BUDGET COMMITTEE MEMBERS ATTENDANCE

Board Chair Jacob Struck asked board members if they had the time to review the agenda, and called for a motion to adopt the agenda as presented.

Courtney Snead made a motion to adopt the agenda as presented; a vote was taken and passed unanimously – **APPROVED 4/0** (1 Absent).

| **Board Member:** | Jacob Struck | Laurie Danzuka | Courtney Snead | Regina Mitchell | Kevin Richards |
|---|---|---|---|---|---|
| **Vote:** | Y | Y | Y | Y | Absent |

### 3. HEARING OF CITIZENS / DELEGATIONS / PUBLIC COMMENT [2-OPTIONS]

Board Chair Jacob Struck informed the board that the schedule of the agenda was rearranged due to all the efforts to reach out by community members wanting to speak - we will start with the hearing of citizens, and he read through the public comment options to make sure everybody understands how he will keep the meeting in order.

**OPTION 1**: Each person wishing to speak will have signed in at the beginning of the meeting to be recognized. The 509-J Board of Directors reserves this time for citizens to share comments or concerns. Because time is limited, as a standard practice, as a courtesy to others, and to maintain our meeting

schedule, guests will be allotted three minutes to speak. If you have a group attending regarding the same topic, you will need to appoint one speaker. The Chair has authority to keep order and impose any reasonable restrictions necessary to conduct an efficient meeting. The Board reserves the right to delay discussion on any item presented until later in the meeting or at a subsequent meeting. Objective criticism of operations and programs may be heard, but no complaints concerning specific personnel, the visitor will be directed to the appropriate means for filing complaints as necessary.
**OPTION 2**: Jefferson County School District 509-J will accept public comment in writing prior to the meeting. Written comments must be received online (via the comment link on the agenda) by 1:00 pm [the date of the board meeting] and may be read during the public comment section of the meeting. Comments or complaints regarding specific people or personnel WILL NOT be accepted, please refer to the district complaint policy. – There were not comments submitted online (Option 2).

## PUBLIC COMMENTS

**The following people signed-up to speak to the 509J Board of Directors (Name and Topic):**

1. Sam Robinson – Sister City Program
2. Betsy Rochelle – Music
3. Nolan Hurd – OBOB
4. Hannah Feigner – OBOB
5. Jamie Hurd – Reading Support/OBOB
6. Pia Alliende – District Librarian Position
7. Trinity Hunt – Music
8. Hannah Love – Music
9. Tia Lindstrom – Music
10. Marissa Wilson – CTE/Ag
11. Jane Ellis – JC Library

Board Chair Jacob Struck explained in respect for time and so many signed up to speak, he would like to have one spokesperson designated for each topic; he read off names from the sign-up sheet and called each speaker to the designated microphone.

The following people spoke:

**Sam Robinson – Sister City Program:**
*[Formal written comment was not submitted to the board secretary; therefore, the following is a brief summary of the topic shared as a public comment during the meeting.]*
Sam Robinson provided public comment regarding the Sister City program. He noted that he had previously submitted a statement asking whether the Board was aware of the program and whether a 501(c)(3) structure was required. He reported that, after discussion with Superintendent Jay Mathisen, he understands that because the Madras High School Japan Club is student-run, funds transferred from the Sister City nonprofit were handled legally and appropriately.

Mr. Robinson also stated that he was informed there were no students from Tomi City scheduled to visit in March, and he acknowledged that this was outside of local control. In addition, Mr. Robinson shared that Unity for Inclusion recently received a $5,000 grant from St. Charles Health System, noting this as the organization's first grant award.

He concluded by expressing appreciation for the Madras community and reiterating that the Sister City program funds were properly accounted for.

Following Sam Robinson's public comment, the Board Chair invited individuals present to coordinate and select the next spokesperson to address the topic of **music**.

**Betsy Rochelle – Music**

*[Betsy Rochelle was selected to speak. Formal written comment was not submitted to the board secretary; but she read her statement – the summary is as follows:]*

Good evening. Thank you for the opportunity to speak. My name is Betsy, and I have been the elementary music teacher at Madras Elementary since 2023. I am here today to speak about the importance of music education and to briefly share my personal experience. I attended elementary school from 2005 to 2011; at Jefferson County, until the fifth grade when I moved to Crook County. After my kindergarten year, the elementary music program was no longer available. From what I remember, the music teacher at that time was serving multiple schools before eventually leaving the district.

Throughout elementary school, I struggled academically. I often chose the easiest path and did not yet know how to work through academic challenges, which resulted in low test scores and placement in remedial programs. I did not begin band until seventh grade, later than many of my peers. Because of this, I had to quickly learn to read music and play an instrument. Although the experience was challenging, it taught me perseverance and revealed that I was capable of more than I initially believed. Over time, my academic performance improved. By high school, I was enrolled in honors courses and earned my first and only B in a math class.

Research supports that learning music strengthens neural pathways that support academic skills such as reading, writing, math, and history. In my own experience, I believe music education played a significant role in my academic growth. During middle school, I also struggled with my mental health. I was invited to join the high school jazz band, which was a significant honor, especially given that I had only started playing the previous year. Even during difficult personal periods, band gave me a reason to stay engaged and attend school consistently. In eighth grade, I received an award for perfect attendance, which I attribute to the goals and structure provided by music.

I can say with confidence that without band, I would not have graduated, and I would not be where I am today. I credit music education with having a life-changing impact on me. Because of these experiences, I strongly believe that earlier access to music education could help support students in overcoming academic and personal challenges. This is why I chose to become an elementary music teacher rather than teaching at the secondary level.

In my current role, I have seen firsthand the importance of consistency and trusted adult relationships for students. Over the past three years, I have worked to provide that consistency. I have seen second-grade students learn to independently read and count rhythms, and fourth-grade students become increasingly fluent in reading music and sight-reading. I am very proud of their growth. I believe music education is in the best interest of students. Maintaining strong elementary music programs supports academic achievement, improves engagement, and contributes positively to graduation rates and test scores. Thank you for your time.

*[**RESPONSE** Following Betsy's public comment, Board Chair Jacob Struck said the board almost never responds to comments during the meeting, but they want to share their passion as a board for music and for the programs that they all have come to talk about tonight; he thanked district leadership for providing detailed information to help in these conversations and explained the following: 509J will reduce 1.0 FTE elementary music teacher. We will have 2.0 elementary teaching FTE divided between the four*

*elementary schools, so .5 teaching at each school. In this current year, we shared one teacher between Metolius and Buff Elementaries. This structure is quite common in our state, and in fact is better than the average or typical music staffing in elementaries in our region. One large district in our region does not have any music teaching in any of their elementary schools. Other districts in our region utilize part-time music FTE often and do not have music in every elementary school in their district. Though, being reduced, we have a "better than many" level of FTE in elementary music and it is one of our top priorities.]*

Board Chair Jacob Struck asked for the next speakers – there are two listed—Hannah and Nolan—for OBOB (Oregon Battle of the Books) and invited them to come up together if they'd like. Board Chair Jacob Struck requested if they don't mind, please share their names and the medal they received.

**Hannah Feigner with students Kinsley, Nevaeh, and Nolan Hurd - Oregon Battle of the Books (OBOB)**
*[Formal written comment was not submitted to the board secretary; therefore, the following is a brief summary of the topic (OBOB and District Librarian) shared as a public comment during the meeting.]*
Students Kinsley, Nevaeh, and Nolan Hurd, members of the 2026 OBOB team, introduced themselves and shared that their team recently competed at the state level for OBOB. They noted that although they did not win, they had a great time.

Hannah Feigner, parent of a student participant, provided testimony in support of the district librarian, Ryan Dempsey, and the Oregon Battle of the Books program. She shared that she has been involved with the school district for approximately 15 years as both a teacher and parent.

Ms. Feigner described Mr. Ryan Dempsey as a highly dedicated and collaborative educator whose work positively impacts students across all school sites. She emphasized his leadership in supporting and expanding the OBOB program, including organizing school-level participation, district-wide meetings, and regional coordination. She noted that participation and enthusiasm for OBOB has increased in recent years due to his efforts. She further stated that OBOB provides an important extracurricular opportunity for students who may not participate in athletics, music, or drama, helping foster student engagement, connection, and academic interest. She also highlighted Mr. Dempsey's work supporting literacy initiatives, including Read Across America, author visits, and student transportation assistance to competitions when needed. Ms. Feigner expressed appreciation for his positive influence on students, staff, and the broader region, and thanked him for his continued support of literacy and student success.

Nolan Hurd (JCSD 509J student) also spoke highly in support of Mr. Ryan Dempsey, stating that his encouragement played an important part in his participation and continued interest in OBOB. He described Mr. Dempsey as supportive, dependable, and highly committed to students and the program. He said he knows the district is doing their best they can to keep Mr. Dempsey, but if they can do more – please do.

Following public comment, Chair Jacob Struck acknowledged the students' participation and noted their strong performance at district and state levels.

Board Chair Jacob Struck introduced another speaker on behalf of the district librarian position – Pia Alliende.

**Pia Alliende – District Librarian Position:**

*[Formal written comment was submitted to the board of directors and the board secretary as follows:]*

April 13, 2026

**To School Board Members of Jefferson County School District 509-J**

Jacob Struck, Chair
Regina Mitchell, Vice Chair
Kevin Richards,
Laurie Danzuka
Courtney Snead

**Subject**: Need to reinvest in the District Librarian Position

Dear Jefferson County School District Board Members,

I'm Pia Alliende, Redmond School District librarian, and resident of Jefferson County. I decided to write this letter since I am not allowed to comment on specific personnel during public comments on board meetings.

I would like you to reconsider the proposed reassignment of Ryan Dempsey from his full-time certified librarian role to other duties. This decision threatens not just our school libraries—it threatens our students' academic success.

Libraries aren't just buildings; they're systems built on people. There is extensive research illustrating the impacts that strong school library programs —staffed by certified librarians with adequate support—directly drive student achievement in reading, writing, math, and 21st-century skills. Yet Oregon has lost 80% of its licensed librarians since 1980. We now rank 48th nationally in librarian staffing and last in 4th-grade reading proficiency.[1]

The data is stark: schools with librarians see reading achievement gains ranging from 8% in high schools to 35% in elementary schools. More critically, these benefits are strongest for our most vulnerable students—students of color, low-income students, and students with disabilities. To corroborate this, Jefferson County reading scores have improved since Ryan started his district librarian role. One day per week simply won't deliver the same impact.

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[1] Oregon Association of School Libraries, 2025 State of School Libraries in Oregon. https://drive.google.com/file/d/1EJVD0CbcAsCDSd--jUsBWrewpPtn7EQg/edit

Ryan is more than a librarian—he's a connector and advocate. He expanded Oregon Battle of the Books beyond the city of Madras, to communities like Culver, Pilot Butte and Warm Springs, and provided students with opportunities to have friendly tournaments with their neighboring schools in Redmond, Sisters and Crook County. Jefferson County has won regional tournaments and gone to State in the last two years.

Ryan has built a regional network strengthening library services across Central and Eastern Oregon. He brings leadership, innovation, and equity to every school he serves.

Without a full-time certified librarian, we lose instruction, collaboration, leadership and advocacy for equitable access to resources for all students. Ryan is the kind of individual author Malcolm Gladwell describes as being the "social glue" of communities, possessing the ability to bridge social gaps and establish connections between people, ideas, and actions. He leverages this innate gift and his voice to advocate, empower, and uplift school libraries and students—opening doors to segregated spaces, sharing opportunities, and providing access to information and resources.[2]

Reinvesting in Ryan Dempsey isn't an expense—it's an investment in literacy, equity, and student success. Oregon's early literacy crisis demands full-time library leadership, not reduced capacity.

I urge you to keep Ryan in this critical role. Our students deserve nothing less.

Sincerely,



Pia Alliende

[2] Gladwell, Malcolm (2000). *The Tipping Point: How Little Things Can Make a Big Difference*. Boston, MA: Little Brown.

Board Chair Jacob Struck introduced a speaker with the topic of CTE/Ag – Marissa Wilson.

**Marissa Wilson - CTE/Ag**

*[Formal written comment was not submitted to the board secretary; therefore, the following is a brief summary of the topic shared as a public comment during the meeting.]*

Marissa Wilson addressed the board representing multiple groups, including the Madras FFA Alumni and Supporters, as well as parents, students, and community members concerned about proposed changes to the JCMS STEM/CTE program.

She stated that middle school is an important time for students to explore interests without academic or career pressure and emphasized the value of allowing students to discover potential career pathways, including both college and non-college options. She expressed support for the current CTE offerings at the middle school level, noting that they provide meaningful exposure to a variety of skills and interests.

Ms. Wilson stated that the program has been successful in preparing students for high school CTE pathways, citing continued participation and advancement in related programs. She also emphasized the importance of both technical and "soft" skills such as problem-solving and collaboration, and expressed concern that changes to the program could negatively impact student learning progression and continuity between middle and high school coursework.

She further shared that local business owners have expressed concern about workforce shortages and the need for students to develop practical job skills, particularly in trades. She advocated for instruction by educators with direct industry knowledge to ensure students develop appropriate skills and habits.

Ms. Wilson provided personal examples, sharing that her children benefited from middle school exposure to agricultural education, with one developing an interest in welding and mechanics and another in woodworking, who has also been recognized at the state level in FFA. She noted that early exposure helped build confidence and engagement in students who might not otherwise have discovered those interests.

She concluded by expressing concern that reducing program offerings could negatively impact enrollment, stating that maintaining and strengthening such programs is important for attracting and retaining students in the district.

*[**RESPONSE** Board Chair Jacob Struck shared this response as provided by district leadership regarding the middle school CTE position - we will reduce 1.0 middle school CTE teacher. We will still maintain one middle school CTE teacher. The second teacher was added only two years ago. Enrollment continues to decline at the middle school level, and in all levels of our schools. Even with this reduction, we will be offering nearly the same level of elective and nearly the same level of CTE electives to a student population that has declined in recent years. The demand level for electives and student experiences will be similar or unchanged. In this current 25-26 year, JCMS offers 25 elective courses, 8 of which are CTE. In the coming 26-27 year, JCMS is planning to offer 24 elective courses, 6 of which are CTE.*

*Board Chair Jacob Struck also shared some personal history of how he helped to start the construction CTE program in our district and it remains one of his top priorities. He further explained how proud he is of this district and this board. Five years ago, we recognized some serious challenges: revenues were declining, costs were rising, and enrollment was decreasing. Much of that enrollment decline is tied to lower birth rates rather than families leaving the district. In response a plan was developed to ensure we are spending within our means each year. Over the past two years, we have relied on reserves to maintain as much stability as possible and avoid laying off active teachers; we managed staffing by not filling positions when employees retired or left the district, which allowed us to minimize disruption. This year marks our second year of budget reductions. Our goal is for next year to be the last, though that will depend on broader conditions at the state level. Regardless, we will continue doing everything we can to move forward together and provide as many opportunities as possible for our students.]*

Superintendent Jay Mathisen explained that after the public comment Jane Ellen Innes came in and requested to speak - he knows what she does for our community and she respectfully requests to be included in the public comments. Request was granted and Board Chair Struck introduced Library Director for Jefferson County, Jane Ellen Innes to speak.

**Jane Ellen Innes – In support of District Librarian and OBOB:**

[Jane Ellen Innes shared two Madras Pioneer Articles, one from Wednesday, February 11, 2026 – *'Think reading isn't competitive? Welcome to Oregon Battle of the Books',* and the other, Wednesday, November 12, 2025 – *'Library expands outreach efforts throughout the county'. Formal written comment was not submitted to the board secretary; therefore, the following is a brief summary of the topic shared as a public comment.]*

Jane Ellen Innis provided public comment. She stated that she serves as the library director and shared her professional background, including experience as a medical librarian, academic librarian (including communications director), and public librarian, as well as prior service on a school board and involvement in PTA activities.

She referenced prior discussions related to third-grade reading proficiency and emphasized the importance of early literacy, stating that students who are not reading at grade level by third grade rarely fully catch up. She expressed concern about recent staffing changes affecting the library's involvement in the Oregon Battle of the Books (OBOB).

She reported that the library has supported the program through staff participation, provision of physical and electronic copies of books, and volunteer involvement. She noted that library staff, including the assistant director, have worked closely with program staff and that multiple employees have volunteered annually, including at regional events.

Ms. Innis acknowledged budget and grant constraints but emphasized the importance of long-term sustainability when using grant funding. She expressed concern about maintaining continuity of programming once grant funding ends.

She concluded by emphasizing the importance of reading for critical thinking and academic success and requested consideration for retaining the staff member involved with the program, stating that the program has been a valuable asset to the community and has helped increase student engagement in reading.

Board Chair Struck recognized that they allowed a couple people to speak on the librarian twice, so he opened it up for another person to speak on behalf of the **music** topic, to give them equal opportunity.

**Trinity Hunt - Music**

*Formal written comment was not submitted to the board secretary; but she read her statement – the summary is as follows:]*

My name is Trinity Hunt, and I am the elementary music teacher at Warm Springs. This is also my first-year teaching.

I am writing this letter in support of our elementary music program. Reducing music teachers from full-time to half-time at their respective schools would damage both current and future student-teacher relationships in a district that prides itself on building strong connections. By cutting music hours, we are inherently hindering students' ability to demonstrate musical and creative growth.

Students learn valuable skills through music that extend into other aspects of their lives—skills such as collaboration, confidence, concentration, and connection, to name a few. When we foster a creative environment, students tend to show greater success as lifelong learners. Music has no limitations; it can break through even language barriers. Why are we willing to risk our students' education by continuing to downsize their creative opportunities?

Music opens the door to endless possibilities, whether students pursue it professionally as performers or teachers, or simply enjoy it as a hobby. To cut music in any capacity is to diminish its presence, awareness, and participation. This not only reduces opportunities for our students but also impacts our broader community.

Moreover, a lack of consistency in our music program means students may struggle to build meaningful connections with their music teacher, other staff members, and even their peers. It may also hinder their ability to develop the foundational music skills needed for middle school, high school, and beyond.

Research shows that music supports students' cognitive development as well as their behavioral and emotional growth. A study conducted at Liberty University, including a thesis by Corey D. Dugar, highlights how these benefits are especially impactful in low socioeconomic elementary schools and communities. Thank you for your time and consideration.

**END OF PUBLIC COMMENTS**

At the conclusion of the public comments Board Chair Struck thanked everyone for coming to speak and invited them to stay for the rest of the meeting, otherwise, they are welcome to leave. He proceeded to the next section of the agenda – 4.1 JCSD 509J Student Representative Report.

## 4. INFORMATION / PRESENTATIONS / REPORTS / COMMUNICATION / DISCUSSION ITEMS

### 4.1. JCSD 509J Student Representative (Chloe Carillo) Report -

Board Chair Jacob Struck acknowledged that Student Rep Chloe Carillo is not present due to other commitments, but said she prepared a report for the board and directed them to page 23 of their board packet.

### 4.2. Enrollment Update

Superintendent Jay Mathisen directed board members to page 24 of the board packet and explained the enrollment update. The report shows current enrollment at 2,624 students as of April 1. At the same point last year (April 1, 2025), enrollment was slightly over 2,700 students, reflecting a year-over-year decrease of 79 students.

He also shared, in response to a prior question regarding whether the district is experiencing a steeper decline in enrollment this year compared to prior years, it was confirmed that the rate of decline is higher this year. From October 1 through April, enrollment declined by approximately 70+ students this year, compared to a decline of 59 students during the same period last year.

Historical data indicates that last year's decline was lower than typical over the past decade. The current trend appears to be consistent with, or slightly above, the district's average rate of enrollment decline, from the start to the end of the year.

**4.3. Curriculum Adoption Update** – Informational Only
Superintendent Jay Mathisen explained as a reminder, Oregon operates on a seven-year curriculum adoption cycle, and this year's focus area is social studies. Curriculum Director Billie White provided an update on the curriculum work currently underway.

Work began in November/December, with the first meeting held during that time. The process has included two groups: middle school teachers from Warm Springs and JCMS, and a high school group. These teams reviewed Oregon Department of Education (ODE)-approved materials and evaluation scores, then developed their own vetting criteria to guide curriculum review. The committee is on schedule to make a final recommendation by the end of April in order to bring the selection to Curriculum Council in May, followed by presentation to the Board in June.

At the middle school level, teams were unable to narrow selections to just two or three options, so they are rotating between several curricula, implementing them in classrooms, and gathering student feedback. At the high school level, the team has reached consensus on their selection and is now preparing their presentation for Curriculum Council.

Support has been provided throughout the process by JCMS Assistant Principal Shannon Richards and WSK8 Assistant Principal Gena Bennett, who have attended all meetings. MHS Assistant Principal Kelsey Snow and MHS Principal Tony Summers have also alternated participation in the high school workgroup.

Curriculum Director Billie White explained for the public access, curriculum review materials will be made available in school buildings, with broader access beginning in May.

**4.4. OSBA Summer School 2026** – 7/10/2026 in Redmond
Board Chair Jacob Struck directed board members to page 25 of the board meeting packet.

Superintendent Jay Mathisen confirmed, on page 25 they will see a one-pager outlining what OSBA is calling "Summer School sessions." This can be a bit confusing, as we are also discussing our own district summer school programming for students at this meeting. What OSBA is doing is replacing its traditional two-day summer conference for board members and administrators with two regional, single-day conferences. One will be held in the Willamette Valley, and the other will take place at Ridgeview High School in Redmond. The Redmond session is scheduled for July 10, beginning at 9:00 a.m. and running until 3:30 p.m. This change reflects OSBA's effort to better support districts facing reduced budgets by minimizing travel time and lodging costs for participants.

Superintendent Jay Mathisen  said he plans to attend the July 10 session, and encourages others who are able to consider attending as well.

Laurie Danzuka added that this event has also traditionally served as an opportunity for new school board members to attend. With many elections taking place and new members joining boards, this session helps provide an introduction and support for their new roles.

**4.5. Proposed 2026-2027 Board Calendar Discussion** – Potential Action Item
Board Chair Jacob Struck directed board members to page 26 of their board packet and opened for discussion about the 2026-2027 Board Calendar.

Superintendent Jay Mathisen presented the proposed 2026–2027 Board Calendar. He noted that the calendar largely remains consistent with prior years. Regular board meetings are scheduled for the second Monday of each month, with a few exceptions, in alignment with past practice.

Workshop start times will remain at 5:30 p.m., and regular meetings will begin at 6:30 p.m. Meeting locations will also remain consistent with previous years. As part of the district's continued effort to rotate meetings across the communities it serves, two meetings will be held at WSK8, and one meeting in January will take place at Metolius Elementary School. This rotating approach has been well received and will continue.

Superintendent Mathisen highlighted two specific items:

- The July meeting, scheduled for July 13, will begin at 5:30 p.m., with no workshop scheduled. This meeting is typically brief and reserved for essential business, and the earlier start time is a minor adjustment from the usual 6:30 p.m.
- The annual Board Retreat is scheduled for August 13 from 8:30 a.m. to 12:30 p.m. This date differs from the typical second Monday schedule to better accommodate summer availability.

Additionally, the January workshop topic has been intentionally left open. In prior years, mid-year issues have emerged that warranted dedicated discussion time. Leaving January unscheduled allows flexibility to address such topics without requiring calendar adjustments.

Superintendent Mathisen concluded by noting that, if there were no further questions, the Board could take action to approve the calendar and provide direction to staff as needed.

Board Member Laurie Danzuka expressed appreciation for including student highlights or presentations during meetings held at school sites. They noted the value of hearing directly from students and observing their work, even in brief or informal formats, and encouraged the continuation of this practice when feasible.

Chair Jacob Struck requested clarification regarding meeting locations. Superintendent Mathisen explained that locations highlighted in yellow on the calendar indicate meetings held outside the regular boardroom.

The Board also discussed potential quorum challenges for the July meeting. It was acknowledged that attendance has occasionally been an issue for this meeting, and the adjusted start time is intended to help improve participation and ensure a quorum.

**4.6. Summer Learning Update**

Superintendent Jay Mathisen reported that Laura Contreras-Weiss is leading summer school planning and provided an overview of three potential program options based on funding scenarios. Contreras-Weiss explained that the district has historically offered a robust summer program with strong community partnerships and STEAM opportunities; however, recent funding reductions and more competitive criteria for the Oregon Department of Education Summer Learning Grant require contingency planning.

She outlined three options:

Option 1: Maintain current programming if the grant is awarded.

Option 2: With reduced funding, prioritize K–8 students with high needs in reading and math, plus support for incoming freshmen (Strong Start) and credit recovery.
Option 3: A minimal program focused only on kindergarten and incoming freshmen.

Option 1 is dependent on grant funding, while Options 2 and 3 would be supported through 21st Century After School Program funds. The grant application was submitted March 20, with notification expected mid-to-late April. Planning is ongoing for all scenarios.

Due to HVAC construction at Warm Springs K–8, affected students will attend summer programming at Madras Elementary. If funding is not received, the district will communicate changes promptly through ParentSquare, the district website, social media, and direct outreach to families.

Board member Laurie Danzuka asked about staffing and program flexibility. Contreras-Weiss reported no anticipated staffing shortages, noting strong staff interest. She also explained that 21st Century grant requirements mandate approximately 80 instructional hours, making a two-week program impractical; a three-week model remains the most feasible.

In response to questions about prioritization, Laura Contreras-Weiss confirmed that student selection is data-driven, with priority given to those with the greatest academic need, while participation remains voluntary.

**4.7. Latinx Lessons – Family Engagement Feedback**
Chair Jacob Struck directed the Board to pages 27–29 of the board packet regarding the Latinx Lessons – Family Engagement Feedback report. Superintendent Jay Mathisen explained that page 27 summarizes key themes, with detailed comments provided on pages 28–29.

Superintendent Jay Mathisen reported that a Latino listening session was held on February 3 at Bridges High School, with approximately 80–90 attendees, including more than 50 adults. The event was structured with data stations, where participants rotated in small groups to discuss strengths and areas for improvement. Administrators facilitated discussions, and Spanish-language interpreters were available at each station.

Feedback themes were consistent with previous engagement events. Superintendent Mathisen noted that themes may reflect a small number of comments and can include both positive and critical perspectives within the same topic.

Participants expressed appreciation for ongoing communication efforts. Strengths identified included an increase in bilingual teachers, access to school counselors, availability of interpreters, and Spanish-speaking staff and services.

Superintendent Jay Mathisen noted the event was similar in format to the October WSK8 engagement session and yielded both overlapping and new insights. Overall, the event was considered valuable.

In response to a Board question regarding bilingual staff data, Superintendent Jay Mathisen stated that the district can provide approximate figures, including the number of classified staff who have passed language assessments and receive pay differentials, along with general estimates of additional bilingual capacity. He noted the data would be informative but not exact.

No further questions were raised.

**4.8. Proposed 2026-2027 Indian Education Advisory Calendar** – Potential Action Item
Superintendent Jay Mathisen directed board members to page 30 of their board packet and explained, they will find a familiar document: the Indian Education Advisory Committee calendar. This calendar guides our process related to Impact Aid responsibilities and supports our ongoing work with Native families and students within the district.

There are no substantive changes to the structure or flow of the calendar. It continues to outline our established timeline, including a formal community engagement event held in October, as well as four meetings of the Indian Education Advisory Committee.

The Board should be aware that Laurie Danzuka serves on this committee, and Lonnie Henderson, who is present, participates as the WSK8 principal. Additionally, two tribal council members serve on the committee, along with key leaders from Warm Springs. Melinda Boyle continues her involvement, supporting efforts related to the 'Grow Your Own' grant and Native language programming.

This calendar reflects the established process required under the policy approved in January. It is customary for the Board to approve this calendar annually as a formal part of that process. It is also shared with Tribal Council during joint meetings, typically held in the summer, with additional updates provided following earlier discussions in August.

A question was raised regarding November 12, which coincides with the OSBA conference. This potential conflict has been noted and will be reviewed.

It was also requested that meeting times be added to the calendar. Historically, the four meetings have been scheduled at noon, and we can include that detail for clarity moving forward. While timing may occasionally vary, consistency in documentation is preferred.

Board Chair Struck asked if there are any other questions or concerns?

One consideration raised was whether approval should be delayed pending review of the November 12 date. However, there was also support for approving the calendar as presented, with the understanding that adjustments can be made if needed.

**4.9. Superintendent Evaluation Process** – Potential Action Item
Superintendent Jay Mathisen briefly explained—we've used the same approach for the past few years, and he outlined it, saying, If the board would like to make any changes, you can do so tonight or at any time. The board secretary will send out a Google Doc after this meeting for your comments, feedback, and scoring as part of his evaluation.

Typically, the board appoints one person to serve as the point person to collect the comments and scores and then draft a one- to two-page evaluation summary. That summary is usually reviewed during the June executive session. In June, we don't hold a workshop; instead, we will meet in executive session specifically for the evaluation. The action item tonight is to appoint someone to

lead that process—reminding members, gathering input, and drafting the document. Chair Jacob Struck said there is a precedent for this, and he is happy to continue in that role if the board wishes.

Board discussion took place and they decided to keep with the history on this process.

Board Chair Jacob Struck said he would also like permission to speak with some of the people Jay works with and ask for feedback—ideally one area of improvement and one thing they particularly value. It could be anonymous. Superintendent Mathisen said that's fine, he thinks that input would be helpful.

Board Chair Jacob Struck concluded, he is happy to work with Jay and follow up so they can find a way to gather that feedback appropriately.

With no further discussion Board Chair Struck proceeded to the action items on the agenda.

## 5. ACTION ITEMS

### 5.1. CONSENT AGENDA

**5.1.1.** Approval of Regular Session Board Meeting Minutes of **March 9, 2026**

5.1.2. Personnel Action

5.1.3. Resolution #26-10, Misc. Grants & Donations ($26,377)

5.1.4. Financial Report

Board Chair Jacob Struck asked if there are questions and called for a motion.

Courtney Snead requested to pull item 5.1.1 – Meeting minutes – page 38 of packet, in the highlights section, and corrected her highlight that was captured incorrectly, to read: ***He*** *already has* ***his*** *sights set on nationals next year!*

Courtney Snead then made a motion to approve the Consent Agenda with adjustment made to the meeting minutes as requested; a vote was taken and motion passed unanimously – **APPROVED 4/0** (1 Absent).

| **Board Member:** | Jacob Struck | Laurie Danzuka | Courtney Snead | Regina Mitchell | Kevin Richards |
|---|---|---|---|---|---|
| **Vote:** | Y | Y | Y | Y | Absent |

### 5.2. PROPOSED 2026-2027 BOARD CALENDAR

Board Chair Jacob Struck called for a motion on the proposed 2026-2027 board calendar.

Laurie Danzuka motioned to approve the 2026 2027 JCSD 509J Board Calendar; a vote was taken and motion passed unanimously – **APPROVED 4/0** (1 Absent).

| **Board Member:** | Jacob Struck | Laurie Danzuka | Courtney Snead | Regina Mitchell | Kevin Richards |
|---|---|---|---|---|---|
| **Vote:** | Y | Y | Y | Y | Absent |

### 5.3. PROPOSED 2026-2027 INDIAN EDUCATION ADVISORY CALENDAR

Board Chair Jacob Struck asked if there are questions and called for a motion on the proposed 2026-2027 Indian Education Advisory Calendar.

Courtney Snead moved to approve the Proposed 2026-2027 Indian Education Advisory Calendar with flexibility on the November date due to the OSBA meeting; a vote was taken and motion passed unanimously – **APPROVED 4/0** (1 Absent).

| **Board Member:** | Jacob Struck | Laurie Danzuka | Courtney Snead | Regina Mitchell | Kevin Richards |
|---|---|---|---|---|---|
| **Vote:** | Y | Y | Y | Y | Absent |

**5.4. SUPERINTENDENT EVALUATION PROCESS**

Laurie Danzuka made a motion to have Board Chair Jacob Struck gather the feedback and put the Superintendent Mathisen's evaluation together; a vote was taken and motion passed unanimously – **APPROVED 4/0** (1 Absent).

| **Board Member:** | Jacob Struck | Laurie Danzuka | Courtney Snead | Regina Mitchell | Kevin Richards |
|---|---|---|---|---|---|
| **Vote:** | Y | Y | Y | Y | Absent |

Chair Struck informed the board that he will work with the superintendent and board secretary to gather the information needed and have it prepared for their review.

## 6. BOARD & SUPERINTENDENT HIGHLIGHTS

- **Assistant Superintendent Shay Mikalson** - Expressed appreciation for opportunities to discuss shared values and noted alignment among the Board on community priorities. He emphasized that while programs are important, educator quality is central to student success, and that learning is shaped through daily interactions in instruction. He shared that the administrative team has been conducting classroom walkthroughs at elementary and secondary levels as part of a professional learning process. These visits focus on student thinking and instructional practice rather than individual evaluation, with the goal of developing shared understanding and a common instructional vision. Most schools have been visited, and resulting discussions have been positive and reflective, reinforcing strengths while identifying areas for continued support. He expressed pride in the work and noted it will inform ongoing improvement efforts.
- **Regina Mitchell** - Expressed appreciation for staff, families, and students who raised concerns about staffing reductions and acknowledged the effort involved in gathering and sharing information. She encouraged continued engagement and advocacy around budget decisions and noted the complexity and limits of what can be addressed.
- **Courtney Snead** - Thanked parent clubs for their ongoing volunteer efforts. Highlighted a successful "Donuts with Grown-Ups" event at Madras Elementary that brought families together and was supported by donated cinnamon rolls. Noted that approximately 500 rolls were prepared and shared with local organizations, extending community support beyond the school.
- **Laurie Danzuka** - Shared updates on high school baseball and softball activities over spring break and recognized a volunteer who transports community members with mobility challenges to attend games. She expressed appreciation for continued student participation in athletics and noted program resilience despite past challenges. She also highlighted a successful K–8 root digging field trip at WSK8, noting strong family and student participation and commending the organizer for a positive community event.
- **Jacob Struck** - Reported on attendance at the FFA State Convention in Redmond, where students performed well, including a 3rd place finish for the Conduct Team. Also noted strong participation and success in athletics, including a four-day baseball and softball tournament.

- **Superintendent Jay Mathisen** - Emphasized the importance of continued focus on budget and staffing discussions, acknowledging both emotional and thoughtful input. Encouraged reflection on all perspectives shared and expressed appreciation for the respectful tone of the meeting. He shared positive feedback from a community parent at Madras High School noting improved school climate and instruction, and referenced similar feedback from K–8 families. He acknowledged ongoing budget challenges while recognizing instructional progress, describing the work ahead as complex and ongoing, and thanked participants for continued engagement.

**7. REMINDERS / PLANNING AHEAD, MARK YOUR CALENDAR**

- Teacher Appreciation Week, **Monday-Friday, May 4-8, 2026.**
- Board Leadership – **Monday, May 5, 2026 @8am** (Jacob & Kevin)
- **1st JCSD 509J Budget Committee Meeting** – **Monday, May 11, 2026 @5:30pm** followed by JCSD 509J 2025-2026 Board Meeting – **Monday, May 11, 2026**
- 2nd JCSD 509J Budget Committee Meeting – **Monday, May 18, 2026 @5:30pm** *ONLY IF NEEDED* followed by JCSD 509J 2025-2026 Board Meeting – **Monday, May 18, 2026** for action items only.
- BHS Graduation – **Friday, June 5, 2026 @5:30pm (stadium)**/(robing ceremony at 2pm @PAC)
- MHS Award Ceremony – **Thursday, June 4, 2026 @6:00pm @the PAC**
- MHS Graduation – **Saturday, June 6, 2026 @10:30am (stadium)**
- Scheduled JCSD 509J Public Hearing 2026-2027 Budget – **Monday, June 8, 2026**

***Important Note**: Dates, times and locations of the events listed are subject to change with little or no notice, please check the JCSD 509J website for school board, individual school and performing arts center information on the various events scheduled throughout our district: https://www.jcsd.k12.or.us/*

**8. MEETING CLOSURE/ADJOURNED**

With no further business and without objection, Board Chair Jacob Struck adjourned the meeting at **8:01pm**.

**Draft to Board for approval at next meeting,**
**Monday, May 11, 2026**

_____
Tessa Bailey, Executive Assistant

_____
Board Chair Jacob Struck

_____
Superintendent Jay Mathisen

_____
Date

_____
Date