Jefferson County School District 509J
UNITE. ENGAGE. SOAR.

2026-2027 BOARD MEETING *(8:30am-11:30am)*
Jefferson County School District 509-J
SUMMER BOARD RETREAT

Thursday, August 13, 2026

MEETING LOCATION:
***Central Oregon Community College (COCC)**
Meeting location: COCC Community Room (MDR 117)
1170 E Ashwood Road, Madras, Oregon 97741
REMOTE ACCESS NOT AVAILABLE AT THIS MEETING
IN-PERSON ONLY
Please Note Off-Site Location

2026-2027 Board of Directors:
Chair Laurie Danzuka, Vice Chair Kevin Richards, Jacob Struck, Regina Mitchell and Courtney Snead

ANNUAL BOARD RETREAT / REGULAR SESSION MEETING MINUTES

BOARD OF DIRECTORS ATTENDANCE: Chair Laurie Danzuka, Vice Chair Kevin Richards *[KR left the meeting at 11:32pm]* Jacob Struck, and Courtney Snead

ABSENT: Regina Mitchell

1. WELCOME - REGULAR SESSION / PLEDGE OF ALLEGIANCE /BOARD MEMBER ROLL CALL

Board Chair Laurie Danzuka called the summer board retreat meeting to order at 8:30am followed by the Pledge of Allegiance. Board Secretary noted board member attendance for the record.

Board Chair Laurie Danzuka asked if there were questions or updates to the agenda and called for a motion.

2. **AGENDA ADOPTION**

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

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

3. BOARD 2026-2027 ANNUAL RETREAT – THEME: THE NEXT FIVE YEARS

3.1. Retreat Opening:

3.1.1. Honor outgoing Board Chair Jacob Struck

Superintendent Jay Mathisen recognized outgoing Chair Jacob Struck and expressed appreciation for his leadership and service during his term. He noted a new tradition this year, to formally recognize outgoing chairs with a gift as a gesture of gratitude. Superintendent Mathisen acknowledged Jacob's steady leadership, thoughtful and strategic approach, and strong partnership with staff leadership. His commitment to the school district and his ability to think deeply and strategically were highlighted as significant strengths of his tenure.

The Board expressed sincere thanks to Jacob for his dedication, leadership, and contributions to the Board and school district.

3.1.2. Unreasonable Hospitality Field Guide – FYI

A copy of the book 'Unreasonable Hospitality The Field Guide' was provided to board members for their reference and to support the leadership team's professional learning efforts. Superintendent Jay Mathisen explained that the leadership team is considering using the book as a shared leadership read with all administrators over the next two years. He further explained that the book is a companion 'Field Guide' to a book authored by Will Guidara that the leadership team read approximately three years ago and found particularly impactful. The leadership team was pleased to see the companion Field Guide become available and has already begun incorporating activities and concepts from it into its leadership work.

The leadership team views this work as part of its commitment to continuous learning and to being a learning organization. Superintendent Mathisen explained that Board may be provided with an update at future meetings regarding how the 'Field Guide' is being incorporated into leadership development, including potential opportunities to hear directly from members of the leadership team.

3.1.3. Notice of OSBA Position Vacancies / OSBA Board of Directors Regional Member

- Laurie Danzuka's, Central Region position expires 12/31/2026
- Nominations open August 1 – September 30, 2026 – *Potential Action Item*

Superintendent Jay Mathisen explained that Laurie Danzuka has been serving on the OSBA Board of Directors as a regional member and her term will expire on December 31, 2026. Nominations are open August 1 – September 30, 2026, if Laurie Danzuka is interested in running again, or any other board member, this is a potential action item later in the meeting.

Board Chair Laurie Danzuka shared her decision to continue serving in the OSBA role and noted that doing so will require reapplying for the position and receiving a nomination from the Board.

Board Chair Laurie Danzuka explained, the continued priority will be legislative advocacy, including ensuring that the needs of the district are represented and that the district's voice is included in legislative discussions. She emphasized the importance of continuing this work to support the district's progress and expressed a strong desire to continue representing the Central Region.

Board Chair Laurie Danzuka also highlighted the opportunity to work closely with the legislative policy committee representative, Sean Gallagher of the JCESD Board, to strengthen advocacy efforts on behalf of the district. Laurie Danzuka concluded by requesting the Board's support for her continued service on the OSBA Board.

3.2. The Next Five Years *[Presentation presented on pages 4 - 35 of the Board Packet]*

- 3.2.1. Strategic Path Forward 2.0
- 3.2.2. SPF Graphic Redesign
- 3.2.3. PGT Dashboard
- 3.2.4. Local Metric(s)

Superintendent Jay Mathisen introduced the discussion regarding the District's strategic direction for the next five years and outlined three primary reasons for considering an update to the current strategic path. He emphasized the importance of guarding against complacency. While recognizing the District's successes over the past five years, he noted the need to remain proactive, assertive, and forward-looking. He encouraged continued anticipation of emerging challenges, visioning, problem-solving, and responsiveness to the needs and expectations of the community.

Superintendent Mathisen reviewed the District's current Strategic Path Forward, which was developed during the 2021–22 school year and has been in use for approximately five years. He explained that the State has recently established a new accountability system based on legislation approved during the most recent legislative session. The new system includes seven statewide metrics for which each of the state's 197 school

districts will establish individual goals. He explained that the new statewide metrics are generally aligned with the District's existing nine strategic indicators, although the two sets of indicators are not identical. Given the similarities and differences between the systems, the District is considering whether this is an appropriate time to revise its strategic indicators.

Superintendent Mathisen provided examples of existing indicators that may have become outdated. One example is the District's measurement of student participation in extracurricular and co-curricular activities. The District currently tracks participation in a defined group of approximately 26 middle and high school clubs, teams, fine arts programs, and athletic activities. Over time, some activities included in the original measure have declined or ceased, while new activities have emerged that are not included. As a result, the existing measure may no longer fully represent current student engagement. If the indicator is retained, the District may need to establish a new measurement group, recognizing that doing so would affect the availability of longitudinal data.

A second example involves student surveys. The District has historically used the YouthTruth survey to measure student belonging and engagement. Since that survey was established, the State has introduced the SEED survey, which includes a number of questions similar to those in YouthTruth. In addition, the Healthy Teen Survey, which was previously administered every other year to certain grade levels, is now administered annually. Superintendent Mathisen noted concerns about survey fatigue and the reliability of repeatedly asking students similar questions.

The District has also developed an Adult-Student Partnership process over the past two years. This year-long process brings students and staff together to reflect on the student experience and develop ideas and visions for the future. Superintendent Mathisen described this process as one of the most authentic opportunities the District has had to obtain student voice.

Given these changes, the District will not administer the YouthTruth survey this year. Superintendent Mathisen clarified that removing student survey measures from the Strategic Path Forward would not diminish the District's commitment to obtaining and responding to student voice. Rather, the District is developing and utilizing different methods to gather that information.

Director Jacob Struck noted that, although the specific methods and measures may change, the District's overall objectives remain consistent. Superintendent Mathisen agreed and explained that data associated with indicators that may be removed from the revised Strategic Path Forward can continue to be tracked and reported to the Board as appropriate.

In response to a question regarding the Adult-Student Partnership process, Superintendent Mathisen explained that participation has primarily involved high school students because of the nature of the content, although there have been efforts to include middle school students. The intent is to expand participation to middle school students in the future.

Adult-Youth Partnership / Student Engagement Discussion

The Board discussed the District's Adult-Youth Partnership and the process used to engage students in the annual two-day summit and related planning activities.

Superintendent Jay Mathisen explained that student participants are intentionally selected to provide a broad cross-section of student perspectives. The goal is not simply to select students who are highly involved in activities or leadership, but to include students whose perspectives may otherwise be less likely to be heard. The group is co-designed and co-facilitated with students, with an emphasis on creating an environment where students feel comfortable providing candid feedback.

The Adult-Youth Partnership has historical ties to the District's Equity Committee, which initially helped establish processes for listening to students about their experiences. The current model emphasizes shared ownership between students and adults.

Assistant Superintendent Shay Mikalson described the evolution of the partnership. During the first year, quarterly meetings primarily focused on planning the summit and included staff members while intentionally creating a space where students could participate without administrators present. In subsequent years, the work expanded to include strategies for communicating student feedback to building administrators and identifying actionable next steps. Planning meetings have therefore included both preparation for the annual summit and support for translating student feedback into action at the building level.

Dual Language Coordinator, Early Learning a & Laura Contreras Weiss shared examples of feedback generated through the process. Student priorities included increasing staff visibility in hallways, strengthening students' sense of safety and belonging, greeting students by name, and developing an ambassador-type program to welcome new students. Students also identified opportunities to strengthen school culture through activities such as planting trees as an ongoing tradition. Staff identified a need for additional opportunities to collaborate and share information about students, as well as opportunities during staff meetings to recognize practices that positively support student inclusion and belonging.

It was noted that students are at different levels of comfort when communicating directly with building administrators. Some students have been eager to schedule meetings with principals and present specific requests, while others need additional support in developing the confidence to initiate those conversations. Student engagement and momentum have continued from one year to the next, despite most participants being new each year.

Vice Chair Kevin Richards expressed interest in learning more directly from participating students and potentially inviting students and staff to future Board meetings to share their experiences and the outcomes of the summit. Superintendent Mathisen indicated that this would be possible and he recognized Denise Garcia the ELD Teaching & Learning Support Specialist and JCSD Equity Leader for her leadership in the work. Superintendent Mathisen also shared that the District may also provide the Board with a summary document describing the outcomes and ongoing work of the partnership at a future meeting.

Strategic Direction and Board Goals Discussion

Superintendent Mathisen introduced the process for developing a strategic path for the next three to five years and identified three factors contributing to the need for a new strategic focus:

1) upcoming changes to state metrics,
2) the age of some of the District's existing measures, and
3) an opportunity to establish an ambitious five-year direction.

It was explained that a draft proposed one-page infographic with the Board as a starting point for discussion. The proposed structure would include:

- Part A: Student achievement and other existing measures related to District performance and staff practices.
- Part B: Additional priorities the Board would like the District to pursue over the next three to five years, including areas where the District wants to sustain, improve, or initiate work beyond existing student achievement measures.

Superintendent Mathisen emphasized that the process is intended to be ongoing rather than a one-time discussion. The proposed approach is to continue working on the strategic path during monthly Board meetings throughout the fall, with the goal of developing a final product that could serve as Board goals for the next three to five years. The additional priorities would complement, rather than replace, the District's focus on student achievement and growth.

Director Courtney Snead asked about alignment between the proposed strategic priorities and the goals established as part of the annual superintendent evaluation. Superintendent Mathisen agreed that alignment would be beneficial. He noted that the District currently uses Board goals as well as annual points of emphasis identified through the superintendent's summative evaluation. He suggested that the proposed Part B priorities could potentially align with both the Board goals and the superintendent's annual points of emphasis.

The Board emphasized the importance of avoiding separate or divergent goal-setting processes. Superintendent Mathisen indicated that the current Board goals could be brought forward for review at the September Board meeting. The board secretary shared that the current board goals is included [bright yellow sheet] in their board binders.

Strategic Goals and Performance Measurement Discussion:
The Board discussed whether the district's current goals have served their purpose and whether they are sufficiently measurable. It was noted that the existing goals may be better understood as points of emphasis or areas of focus rather than traditional measurable goals.

As the district develops its next strategic path, the Board discussed establishing clearer measures of progress. Rather than attempting to finalize all goals immediately, the proposed approach is to develop the strategic framework first and then work through specific roles, metrics, and action steps over the course of upcoming workshops, including October and November.

Student Cohort Data Review Discussion - *[Page 4 of the board packet]*
Superintendent Mathisen introduced an analysis of student achievement data in response to the Board's ongoing interest in examining data in greater depth. The analysis tracks two consecutive cohorts of students over multiple years in order to provide a longitudinal view of state assessment performance in English Language Arts (ELA) and mathematics.

- Cohort A - Students who were eighth graders during the 2025–26 school year and will be ninth graders in 2026–27.
- Cohort B: - Students who were ninth graders during the 2025–26 school year and were eighth graders during 2024–25.

The analysis compared district performance with statewide percentages of students meeting proficiency standards and examined the gap between district and state results.

Cohort A – Mathematics
Board members noted several observations regarding Cohort A mathematics performance:

- ✓ The district appears to have generally closed the gap with the state as students progressed through middle school, with the exception of the 2023–24 school year.
- ✓ The gap was smallest in seventh grade, which challenged the assumption that middle school mathematics is necessarily an area in which the district is falling further behind.
- ✓ While the district has made progress relative to the state, the overall percentage of students meeting proficiency has generally declined as students have advanced through the grades.
- ✓ Board members noted that the 2024–25 results may represent an improvement, although additional years of data will be needed to determine whether it represents a sustained trend.

Board members also discussed the limitations of the data. In particular, proficiency results are binary and do not show how students are distributed around the proficiency threshold. In addition, the proficiency threshold can change from year to year, making direct comparisons more difficult.

There was discussion about the broader meaning and usefulness of standardized testing. Board members questioned whether closing the gap with the state necessarily represents meaningful progress and whether state assessments fully capture students' mathematical abilities. District leadership noted that the assessments represent only one measure of student performance and encouraged Board members to review the assessments themselves to better understand what students are being asked to demonstrate.

The Board also discussed students' perceptions of mathematics and the importance of connecting mathematics learning to real-world applications, future education, careers, and practical experiences.

Cohort A – ELA
Superintendent Mathisen noted that the ELA data for Cohort A showed a pattern similar to mathematics: the gap between district and state performance generally narrowed as students progressed through middle school. This was identified as an encouraging finding and suggested that, for this cohort, the district was making progress relative to the state in both subject areas.

Cohort B - The Board then reviewed the same data for Cohort B.
The mathematics results for Cohort B showed a different pattern from Cohort A, with the gap between district and state performance generally widening rather than narrowing. Board members noted that this was particularly interesting because the two cohorts were consecutive years of students and therefore likely experienced many similar system-level inputs, including curriculum and, in some cases, the same teachers.

In contrast, Cohort B's ELA results showed a pattern more similar to Cohort A, with the gap narrowing as students progressed through middle school.

Superintendent Mathisen emphasized that the data did not support drawing firm conclusions but did challenge some existing assumptions and raised additional questions worth investigating. The variability between the two cohorts reinforced the importance of examining multiple years of data rather than relying on a single year.

Board members suggested overlaying demographic and socioeconomic information with the cohort data to better understand factors that may contribute to differences in student achievement.

Superintendent Mathisen indicated that this information could be accessed relatively quickly and suggested providing an appendix or additional analysis in a future Board packet.

Board members also noted that the two cohorts showed some similarities despite differences in their achievement trajectories. There was discussion about whether the apparent improvement in seventh grade represented an actual instructional or system-level effect or reflected differences in the assessment itself.

District leadership emphasized that while this level of analysis may not belong on the district's primary strategic dashboard, it remains valuable for understanding what is happening at the building and student levels. The district will continue to examine this information and use it to inform instructional improvement.

The Board agreed that, while standardized testing has limitations, the district should make meaningful use of the data generated from assessments in which it is already investing significant time and resources.

Board members suggested that the district could use these findings to communicate a broader message to staff: individual annual assessment results should be viewed within the context of longer-term trends, and the district is actively using assessment data to identify areas of success and opportunities for improvement.

It was noted that the Board-level analysis of cohorts complements the more detailed work occurring at the school and classroom levels. Teachers examine assessment and interim data at the individual student level and use that information to identify growth and areas where additional support is needed.

The Board expressed appreciation for the work involved in preparing the analysis and noted that it provided a more complete picture of the work occurring beyond Board meetings.

Superintendent Mathisen noted that the analysis had not yet been shared with building leadership and would be shared as part of the district's ongoing improvement work.

After board discussion and agreement - Board Chair Laurie Danzuka called for a recess at 10:18am and the board reconvened at 10:29am, with Superintendent Jay Mathisen presenting on agenda item, *3.3 'Other Top Focuses in the Next Five Years'.*

3.3 Other Top Focuses in the Next Five Years

The Next Five-Years Strategic Path Discussion

Superintendent Mathisen introduced a draft strategic framework and emphasized that the district's vision and mission remain unchanged, The district's guiding statement*, "Students flourish here. We care for each other, and Better every day,"* also remains central to the district's identity.

The district's core strategies will likewise remain in place, including:

- ✓ Job-embedded professional development
- ✓ Community engagement
- ✓ Best practices in teaching

Superintendent Mathisen emphasized the importance of maintaining continuity rather than attempting to redesign every aspect of the district's strategic framework. He explained, the goal is to preserve elements that are working while refining areas that require greater clarity, measurement, or focus.

The draft framework also incorporates the state's new terminology of Performance Growth Targets (PGTs), replacing the previous use of the term "indicators." The framework identifies the state-required performance areas that all school districts will monitor and includes an additional district-selected area related to multilingual proficiency. It was explained that district leadership will review the proposed Performance Growth Targets, including the methodology and resources used to establish the targets. The district plans to submit its targets to the state at the end of September and will bring/present the proposed targets to the Board for review and discussion beforehand.

Superintendent characterized this portion of the framework as Part A of the district's new five-year strategic plan.

Part A - Strategic Path — State Accountability Metrics *[Discussion]*

Superintendent Mathisen provided an overview of the district's work related to the state's new accountability requirements under Senate Bill 141. The presentation distinguished between:
Part A: Required student outcome metrics and annual targets established under the state accountability framework. Part B: Local strategic priorities the Board may identify for the district and community over the next five years.

The Board was directed to pages 6–15 of the packet for an overview of the state framework, page 16 for a more detailed explanation of target-setting methodology, and pages 25–27 for the district's current data and proposed targets.

Superintendent Mathisen explained that Oregon school districts will now be required to establish annual targets for seven state metrics, along with one locally selected metric. The district is also required to establish both an overall/baseline target and a gap-closing target for designated focal student groups.

The seven required metrics include areas such as K–2 attendance, K–12 attendance, third-grade reading, eighth-grade mathematics, ninth-grade on-track status, and four- and five-year graduation rates. The district has previously incorporated most of these measures into its regular data reviews.

District leadership recommended multilingual proficiency, measured by the number of graduating students earning the Seal of Biliteracy, as the district's eighth metric.

Other options discussed included:
- ✓ Fifth-grade science achievement;
- ✓ Career and technical education (CTE) participation/career pathway completion;
- ✓ Postsecondary readiness; and
- ✓ Academic growth based on interim assessments.

Superintendent Mathisen explained that the state's CTE measure heavily weights completion of a defined career pathway. A student completing two credits within a CTE pathway receives substantially more weight than a student who takes CTE courses without completing a pathway.

Board discussion supported maintaining a broad range of CTE opportunities rather than narrowing the district's offerings solely to improve the state metric. The district currently offers nine high school CTE programs. Board members emphasized that the more important question is whether individual programs are meaningful, sustainable, sufficiently enrolled, and supported by community and industry partnerships, rather than simply maximizing the number of pathways completed.

The Board expressed support for multilingual proficiency as the local metric. Board members also indicated that CTE, postsecondary readiness, and other measures should continue to be monitored for district purposes even if they are not selected as the local accountability metric.

Superintendent Mathisen explained that the district will submit annual targets covering the 2026–27 through 2029–30 school years. Targets must increase annually, while gap-closing targets must decrease annually.

The state accountability framework may escalate consequences based on repeated failure to meet targets, including directed coaching, intensive coaching, and potentially directed funding.

Superintendent Mathisen noted that the district is already participating voluntarily in an intensive coaching program. As a result, the district's accountability timeline under the new framework is effectively delayed while it remains in that program. Superintendent Mathisen indicated that the district is committed to the program for at least two years, with the possibility of a third year.
Superintendent Mathisen explained that proposed district targets were developed using several factors, including:
- ✓ Historical district performance;
- ✓ Performance of similar districts;
- ✓ Research regarding reasonable rates of improvement; and
- ✓ The district's current baseline.

Board members questioned whether some proposed targets—particularly the first-year gap-closing targets—were overly aggressive. Superintendent Mathisen clarified that the targets are being established using 2024–25 data, as required by the state, rather than the preliminary 2025–26 data shown in portions of the presentation. This clarification addressed concerns about some apparently large first-year increases.

The Board also discussed the appropriateness of attendance targets, given the significant factors affecting attendance that are outside the district's direct control. Superintendent Mathisen acknowledged that determining an appropriate target involves both quantitative analysis and professional judgment.

It was noted that the proposed targets are preliminary and that data will be finalized in November.

Assistant Superintendent Shay Mikalson explained a proposed update to the 2026-2027 Board Calendar to plan and prepare for ongoing monitoring. It was proposed to align future Board data discussions with the timing of finalized data. The proposed changes to the board calendar would include three strategic-path checkpoints during the school year, tentatively in November, December, and February.

Board members expressed interest in reviewing additional measures—including CTE, career/ workforce readiness, and postsecondary readiness—even though those measures may not be part of the state accountability targets.

Next Steps:
- ✓ District leadership will submit the proposed annual targets and the recommended multilingual proficiency metric to the Oregon Department of Education.
- ✓ District leadership will refine the data and targets as finalized information becomes available.
- ✓ The Board will continue discussing the state accountability framework and proposed targets through its regular strategic-path calendar.
- ✓ District leadership will consider including additional measures, such as CTE and postsecondary readiness, in future Board monitoring.

Part B - Strategic Path: — Five-Year District Priorities [Discussion]

Superintendent Mathisen introduced a separate discussion regarding Part B of the district's strategic path, focused on priorities beyond the state-required student outcome metrics. He explained the intent is to identify approximately two to four broad priority areas for the next five years. Each priority would eventually include objectives/goals, strategies or action plans, and performance indicators. The Board agreed that the initial discussion should focus on identifying the major priority areas rather than attempting to fully develop each one during the meeting.

The Superintendent proposed continuing the discussion through Board workshops in October and November, with the goal of developing a framework for Part B by the beginning of 2027.

The Board discussed these potential priority areas:
- Student Voice and Community Engagement.
- Student voice and participation in district decision-making.
- Stronger partnerships between the district and surrounding communities.
- Board member development and opportunities for individual Board members to serve as champions for specific areas.
- Strengthening the student representative-to-the-Board experience.
- Potential student/adult leadership or engagement opportunities.
- Partnerships with local government, tribal communities, and other community organizations.
- High-Quality, Holistic Student Experiences.
- Extracurricular activities, athletics, music, arts, clubs, and other experiences that contribute to the development of the whole student.
- CTE and postsecondary opportunities.
- Ensuring programs remain meaningful and accessible even when staffing or financial circumstances change.
- Making intentional decisions about where the district can have the greatest impact rather than attempting to maximize every program or offering.
- Quality and Sustainable Systems
- Long-term facilities and grounds planning.
- Sustainable staffing and development of future education leaders.
- Financial sustainability.

- Long-term maintenance and stewardship of district assets.
- Sustainable community and organizational partnerships.
- Planning for future investments and potential bond needs.
- Developing systems that allow the district to make decisions consistently rather than reacting to individual requests or circumstances.

The Board discussed whether these areas should remain broad umbrellas or become more specific priorities. There was general support for establishing broad five-year priorities while identifying a limited number of specific, measurable actions each year.

One Board member described the preferred approach as working backward from a five-year vision and then identifying several discrete actions for the next 12 months. Progress could be reviewed annually, with actions continued, modified, or replaced as appropriate.

The Board also discussed the importance of not creating an overly ambitious list of priorities. Board members emphasized that the district cannot be exceptional at everything simultaneously and should focus on areas where intentional improvement can make the greatest difference.

The Board discussed creating opportunities for individual Board members to become champions in specific areas. The Superintendent indicated that he would like to have individual conversations with Board members to better understand their interests and skills before developing a proposed approach.

The discussion included strengthening relationships with local governments, tribal communities, and other community partners. Board members noted that these partnerships could potentially support multiple strategic priorities, including student success, community engagement, and sustainable systems.

The Board reached a general agreement around three broad priority areas:

1. ***Student Voice and Community Engagement***
2. ***High-Quality, Holistic Student Experiences***
3. ***Quality and Sustainable Systems***

It was noted that these are working titles, rather than final adopted strategic priorities. District leadership will continue developing the framework and may bring a working draft to the Board in October. The Board requested that the September meeting include a reminder of this discussion so momentum is not lost between workshops.

With no other questions or discussion over the annual retreat topics, Board Chair Danzuka proceeded to the next section on the agenda.

[Note: There was a brief recess to print and distribute a missing page two of the agenda that inadvertently did not copy over into the board packets - all electronic versions of the packet that were distributed and posted included page two.]

4.0 INFORMATION / PRESENTATIONS / REPORTS / COMMUNICATION / DISCUSSION *ITEMS*

Agenda Items 4.1 through 4.3 - Policy Updates - Superintendent Jay Mathisen reviewed the three independent policy packets:

4.1 — Potential Immediate Action, 2026-2027 Policy Update [due to topic / Immigration]

Immigration Enforcement *[10 pages - Independent handout]:*

4.1.1. KNA – Immigration Enforcement on District Property

4.1.1.1. KNA-AR(1) – Interactions with Immigration Enforcement

4.1.1.2. KNA-AR(2) – Federal Immigration Enforcement Log

The Board reviewed the proposed policy and two administrative regulations addressing requirements resulting from recent state legislation concerning immigration enforcement in schools to consider immediate action later in the meeting.

Superintendent Jay Mathisen explained the key provision of the proposed policy update:

- Designation of a primary district contact for immigration enforcement matters.
- Designation of an alternate contact.
- Communication requirements involving students, families, staff, and the community.
- Training requirements for designated personnel.
- Inclusion of required information in student handbooks and on the district website.
- Posting of applicable Oregon Attorney General guidance.

Superintendent Jay Mathisen indicated that the proposed policy and ARs largely formalizes existing district practices regarding law enforcement access and information requests, with the most significant addition being specific communication requirements. The district is required to have the policy in place by September 30. The Board discussed whether to act immediately or bring the policy back for further consideration in September.

4.2 — OSBA Policy Updates (April 2026, Vol. 72. No. 1 sch) – [2nd & Final Read]
OSBA Policy Updates *[12 pages - Independent handout]*
These policies were previously presented for first reading in July and are brought forward for second and final reading with possible action later in the meeting. The updates include policies addressing areas such as superintendent evaluation and budgeting.

4.2.1. BBAA – Individual Board Member's Authority & Responsibilities*, Delete & replace w/new*
4.2.2. CBG – Evaluation of the Superintendent (Required)
4.2.3. DBEA – Budget Committee (Highly Recommended)
4.2.4. EBB – Integrated Pest Management (Required

4.3 — Financial/Business Policy Upkeep - CFO Recommended Policy Updates – [2nd & Final Read]
Procurement and Related Policy *[60 page - Independent handout]*
These policies were previously presented for first reading in July and are brought forward for second and final reading with possible action later in the meeting. Changes primarily align district practices with updated state requirements and inflation-adjusted procurement thresholds.

4.3.1. DD – Grant Funding Proposal and Applications [readopted 7/23/2018]
4.3.2. DJ – District Purchasing [readopted 7/23/2018]
4.3.2.1. DJ-AR(1) – Purchasing Procedures [readopted 10/11/2021]
4.3.2.2. DJ-AR(2) – Purchasing Card (P-Card) Procedures [readopted 10/11/2021]
4.3.2.3. DJ-AR(3) – Expenditure of District Funds for Meals, Refreshments and Gifts [readopted 10/11/2021]
4.3.3. DJC – Bidding Requirements [Reviewed by CFO, recommending to readopt without changes]
4.3.3.1. DJC-AR – Special Procurements and Exemptions from Competitive Bidding [revised/reviewed 7/23/2018]
4.3.4. DLC – Expense Reimbursements [Reviewed by CFO, recommending to readopt without changes]
4.3.4.1. DLC-AR – Expense Reimbursement [revised/reviewed 7/23/2018]
4.3.5. DJCA – Personal Services Contracts [revised/reviewed 7/23/2018]
4.3.5.1. DJCA-AR – Personal Services Contracts [Reviewed by CFO, recommending to readopt without changes]

4.4 Summer School Report
Dual Language and Extended Learning Coordinator Laura Contreras-Weiss provided a report on the district's recently completed summer school program. The program operated at Madras High School, Bridges, and

Madras Elementary, with kindergarten students attending half-day sessions. Approximately 481 students participated.

The program was adjusted in response to wildfire conditions. One day was canceled, operating hours were reduced for several days, and additional time was added later to make up some instructional hours. District leadership worked to preserve the program while also addressing safety and staffing considerations.

Reported participation included:
68 ninth-grade students in Freshman Strong Start.
72 ninth-grade students in credit recovery.
249 students at Bridges.
92 students participating in the Warm Springs K–8 program at Madras Elementary.

Final credit-recovery numbers were not yet available and were expected in early September.

The Warm Springs program was relocated to Madras Elementary due to HVAC work at the Warm Springs K–8 facility. Participation was also affected by wildfire-related disruptions and transportation changes.

Breakfast and lunch were provided daily for participating K–8 students.

Board Chair Laurie Danzuka shared feedback from families regarding confusion about summer program locations, transportation, and whom to contact for information, particularly during the wildfire-related disruptions. It was acknowledged that communication was challenging during the period and noted that information was distributed through Facebook, transportation communications, staff, and district office personnel.

The Board expressed appreciation for the district's efforts to continue providing summer programming despite the circumstances and recognized the importance of providing stability and normalcy for students and families during the disruptions.

Superintendent Mathisen noted that the summer learning program is supported through a summer learning grant and focuses on literacy advancement, enrichment, and student learning opportunities.

4.5 New Teacher Induction Update
Superintendent Jay Mathisen introduced Curriculum Director Billie White to present on the topic.

Curriculum Director Billie White, reported that the district has 13 new staff members for the upcoming school year, consistent with staffing numbers at this point last year. The group includes six secondary and seven elementary staff members, including two special education teachers and one counselor.
Induction Week will take place August 24–26:

- Monday: The day will begin at 7:45 a.m. with breakfast and an opportunity for new staff to meet district administrators and colleagues. The remainder of the day will focus on training led by instructional coaches, Billie White, Grant, and Special Education Coach Amanda.
- Tuesday: New staff will participate in tours of Madras and Metolius and Warm Springs, including a guided tour led by Laurie. The Warm Springs experience will remain part of induction because of its value in helping new staff understand the communities served by the district. The day will conclude with food trucks at the museum, followed by teacher and parent panels. The group will not spend time at the league this year.
- Wednesday: Teacher leads will facilitate unit planning. Special education and general education staff will participate in separate, targeted training. In the afternoon, new staff will return to their schools for lunch with their principals and additional work with their instructional coaches.
- The district has reduced new-teacher training from approximately 13 days last year to seven days this year. The revised schedule is intended to make training more efficient while maintaining the most valuable

content. Feedback collected after each session last year was used to determine which topics should remain as group training and which can be addressed by instructional coaches at individual schools.

Beginning in October, professional development for first- and second-year teachers will occur every other month rather than monthly. Teachers will share a meal before separating into their respective training groups. This adjustment provides a more manageable schedule for both new teachers and the coaches facilitating the sessions while maintaining the same core material.

Director Jacob Struck noted that new teachers consistently identify the district's onboarding process as one of its strengths. He expressed appreciation for the continued effort to refine and improve the program based on feedback.

[Vice Chair Kevin Richards left the meeting at 11:32am]

4.6 In-Service Week Update

Curriculum Director Billie White provided an update on professional development and in-service planning for the upcoming school year. Staff feedback from previous years has helped shape the current professional development model. In particular, special education staff indicated that some sessions were not as relevant to their roles. In response, special education coaches were brought on board last year to help provide more targeted training. Staff may work together or split into groups as appropriate to provide training that is more specific to their roles and areas of responsibility. The goal continues to be finding ways to make professional development beneficial and relevant for all staff.

- August 31–September 3: In-service week.
- August 31: The week will begin with breakfast at approximately 7:45 a.m., followed by the Superintendent's welcome. This will provide an opportunity for staff, including school board members, to welcome and connect with new teachers.
- September 1: Building professional development and teacher workday. Middle school social studies teachers will receive several hours of training on the newly adopted social studies curriculum.
- September 2: Elementary teachers will participate in math training and curriculum work. Kindergarten through second grade teachers will meet in the morning, with third through fifth grade teachers meeting in the afternoon.
- September 2: Teachers will also complete unit planning and finalize assessment work that began at the end of the previous school year.
- September 2: The high school team will work on vertical alignment in the morning and participate in school-based PLTs in the afternoon.
- September 2: JCMS will hold its open house from 5:00–6:30pm.
- September 3: Building professional development and teacher work time. Elementary schools will hold open houses from 4:00–5:30 p.m.
- September 3: The Warm Springs Back-to-School Barbecue will be held from 4:00–6:00pm.
- September 8: Teacher workday and Magnus High School open house.
- Kindergarten conferences: Conferences with individual families will take place throughout the week, continuing the practice from previous years.

The high school curriculum adoption process is more complex because multiple curricula are being used. Staff will receive individualized training with their designated curriculum representatives, with additional planning taking place on Monday mornings.

Director Jacob Struck requested that the board receive calendar invitations or a consolidated schedule of the upcoming events where board members may participate. The Curriculum Director agreed to provide a simple chart/calendar for board members and staff, which will also help building secretaries coordinate event-related calls and questions.

4.7 WSK8 HVAC Update

Director of Safety and Operations Simon White presented. The WSK8 HVAC project remains on schedule, with substantial completion expected by August 31. The project team has an excellent working relationship with the construction company. Scott, the project manager, and the site superintendent have been exceptional to work with. Weekly meetings are being held, and the team has done an excellent job coordinating the many complexities associated with the project timeline and sequencing.

Current project status reported:

- TAB (Testing, Adjusting, and Balancing) work is scheduled to begin Monday of next week. This work will include balancing the system and taking the necessary system measurements.
- The boiler, chiller, and cooling tower startup is expected to occur today and tomorrow.
- All fan coil units in the hallways are installed and operational.
- Water is in the system.
- Ceiling grids are expected to be substantially complete by Friday, allowing TAB work to proceed.
- Commissioning activities will begin August 24 and will follow closely behind the TAB work.
- Some ceiling tiles and grid sections may remain open during commissioning so that commissioning agents can access the equipment and complete their work. This may be noticeable to new teachers, but classrooms will be accessible and ready for teachers to begin setting up.

Director of Operations Simon White shared that custodial staff returned to the school this week. Their primary focus is deep cleaning classrooms and completing as much of the typical summer cleaning as possible. Due to the construction schedule, some normal summer maintenance activities will need to be reduced. New floor wax is not expected to be completed this year; however, floors will be buffed and cleaned so the building will look as good as possible for the start of the school year.

Overall, the project is on track and progressing very well. Simon expressed appreciation for the strong partnership with the construction company and the quality of work being completed.

Director Jacob Struck asked whether the new HVAC equipment will be included under the existing maintenance agreement with Alliant.

It was confirmed that the new equipment will be added to the maintenance agreement after the one-year warranty period expires. Alliant previously provided maintenance on the old HVAC system, and that service was reduced during the school year to provide cost savings. The new equipment will initially be covered under the contractor's warranty, with professional maintenance to be added afterward. District custodial and maintenance staff will continue performing routine tasks such as filter and belt changes and monthly system checks. However, having professional contractors regularly inspect and maintain the equipment is important to help identify potential issues early and prevent costly equipment failures.

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

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 no public comments submitted online or during the board meeting.

Board Chair Laurie Danzuka proceeded to the action items on the agenda and called for a motion on the Consent Agenda.

6. ACTION ITEMS

6.1. CONSENT AGENDA

6.1.1. Approval of Regular Session Board Meeting Minutes of July 13, 2026
6.1.2. Personnel Action
6.1.3. Resolution #27-04, Misc. Grants & Donations ($144,000)
6.1.4. Financial Report

Director Jacob Struck made a motion to approve the consent agenda as presented; a vote was called and motion carried unanimously – **APPROVED 3/0.**

Board Member:	Jacob Struck	Courtney Snead	Kevin Richards	Laurie Danzuka	Regina Mitchell
Vote:	Y	Y	Absent [Left early]	Y	Absent

6.2. OSBA BOARD OF DIRECTORS REGIONAL MEMBER NOMINATION(S)

Director Courtney Snead nominated Laurie Danzuka to continue serving on the OSBA Board of Directors as the Central Region representative – APPROVED 3/O

6.3. POTENTIAL IMMEDIATE ADPOPTION, 2026-2027 POLICY UPDATE [due to topic / Immigration] as presented in Section 4.1 above.

KNA – Immigration Enforcement on District Property
KNA-AR(1) – Interactions with Immigration Enforcement
KNA-AR(2) – Federal Immigration Enforcement Log

Director Jacob Struck made a motion to adopt the proposed policy updates on immigration - KNA – Immigration Enforcement on District Property, KNA-AR(1) - Interactions with Immigration Enforcement and, KNA-AR(2) – Federal Immigration Enforcement Log. A vote was called and motion carried unanimously – **APPROVED 3/0.**

Board Member:	Jacob Struck	Courtney Snead	Kevin Richards	Laurie Danzuka	Regina Mitchell
Vote:	Y	Y	Absent [Left early]	Y	Absent

6.4. 2026-2027 POLICY UPDATES OSBA POLICY UPDATES (April 2026, Vol. 72. No. 1 sch) as presented in Section 4.2 above.

BBAA – Individual Board Member's Authority & Responsibilities, Delete & replace w/new
CBG – Evaluation of the Superintendent (Required)
DBEA – Budget Committee (Highly Recommended)
EBB – Integrated Pest Management (Required)

Director Courtney Snead made a motion to adopt OSBA Policy updates from April 2026), BBAA – Individual Board Member's Authority & Responsibilities, [Delete & replace w/new]; CBG – Evaluation of the Superintendent; DBEA – Budget Committee; and EBB – Integrated Pest Management as presented. A vote was called and motion carried unanimously – **APPROVED 3/0.**

Board Member:	Jacob Struck	Courtney Snead	Kevin Richards	Laurie Danzuka	Regina Mitchell
Vote:	Y	Y	Absent [Left early]	Y	Absent

6.5. FINANCIAL/BUSINESS POLICY UPKEEP - (CFO RECOMMENDED POLICY UPDATES) as presented in Section 4.3 above.

DD – Grant Funding Proposal and Applications
DJ – District Purchasing
DJ-AR(1) – Purchasing Procedures
DJ-AR(2) – Purchasing Card (P-Card) Procedures
DJ-AR(3) – Expenditure of District Funds for Meals, Refreshments and Gifts
DJC – Bidding Requirements [Reviewed by CFO, recommending to readopt without changes]
DJC-AR – Special Procurements and Exemptions from Competitive
DLC – Expense Reimbursements [Reviewed by CFO, recommending to readopt without changes]
DLC-AR – Expense Reimbursement
DJCA – Personal Services Contracts *[*
DJCA-AR – Personal Services Contracts [Reviewed by CFO, recommending to readopt without changes]

Director Jacob Struck made a motion to adopt the Financial/Business proposed policy updates, recommended by the CFO as presented: DD – Grant Funding Proposal and Applications; DJ – District Purchasing; DJ-AR(1) – Purchasing Procedures; DJ-AR(2) – Purchasing Card (P-Card) Procedures; DJ-AR(3) – Expenditure of District Funds for Meals, Refreshments and Gifts; DJC – Bidding Requirements [readopt without changes]; DJC-AR – Special Procurements and Exemptions from Competitive Bidding; DLC – Expense Reimbursements [readopt without changes]; DLC-AR – Expense Reimbursement; DJCA – Personal Services Contracts and DJCA-AR – Personal Services Contracts [readopt without changes] as presented. A vote was called and motion carried unanimously – **APPROVED 3/0.**

Board Member:	Jacob Struck	Courtney Snead	Kevin Richards	Laurie Danzuka	Regina Mitchell
Vote:	Y	Y	Absent [Left early]	Y	Absent

7. BOARD & SUPERINTENDENT HIGHLIGHTS
   - Board Chair Laurie Danzuka: I appreciate my fellow board members. We don't take enough time to celebrate how well we work together and coordinating all of our different strengths we have together as a board to be functional and continue to serve our students and our family and our facilities. I appreciate I appreciate all of the important Jacob, Courtney, Kevin and Regina who is unable to be here today. Our collaborative approach helps the board remain functional and continue serving students, families, and district facilities, particularly during times of disagreement or community challenges.
   - Director Jacob Struck shared appreciation and continued support for Regina, noting that her surgery went well.. He expressed gratitude for the board's continued thoughts and support for Regina and her family. He also recognized the district for opening its facilities to extracurricular and community opportunities, including volleyball camps, wrestling camps, summer school, and fire camp. He expressed appreciation for the extensive use of district buildings and facilities to support students and the broader community.
   - Director Courtney Snead shared a personal example of the impact of summer school, describing her child's enthusiasm for continuing a robotics project after the program ended. She highlighted the value of opportunities that keep students engaged, creative, and excited about learning. She also expressed appreciation for the day's meeting, particularly the board's proactive conversations about the future. She noted the value of having different perspectives represented and the productive discussions that result from those perspectives.
   - Assistant Superintendent Shay Mikalson welcomed Grant Hayball to the team as the new director of special programs and expressed appreciation for his contributions already underway.
   - Superintendent Jay Mathisen also welcomed Grant Hayball, noting his experience in a similarly sized district and his background as a special education teacher. He expressed appreciation for the expertise Grant brings to the district. He also recognized Debi Brazelton for rejoining the district team and highlighted her expertise in human resources and the support she provides to staff and district systems. He recognized the significant work completed by staff throughout the summer, including: Laura Contreras

Weiss and her team for their work with summer school; Billie White and the coaches for preparing professional development and supporting new teacher work; Simon White for coordinating bond-related work and managing the additional logistical demands associated with fire camp; and David Hicks and his team for managing district hardware and software needs, including responding to challenges related to wildfires. Superintendent Mathisen concluded, although June, July, and August are traditionally viewed as quieter months, district staff remained highly engaged in supporting programs, facilities, technology, finances, and other operational needs. He expressed appreciation to the entire team for their work over the summer.

8. REMINDERS / PLANNING AHEAD, MARK YOUR CALENDAR

- Board Leadership – Tuesday, September 8, 2026 @8am *(Laurie & Regina)*
- JCSD 509J 2026-2027 Board Meeting – Monday September 14, 2026 @JCSD 509J Board Room
- NIEA (Buffalo, NY), October 7-10, 2026
- OSBA Annual Convention, November 12-14, 2026, Portland Marriott Downtown Waterfront

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/

9. MEETING CLOSURE/ADJOURNED

With no further business and without objection, Board Chair Laurie Danzuka adjourned the meeting at 11:54am.

Draft to Board for approval at next meeting,

September 14, 2026

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Tessa Bailey, Executive Assistant

_____

Board Chair Laurie Danzuka

_____

Superintendent Jay Mathisen

_____

Date

_____

Date