Board Workshop Meeting

Tuesday, October 20, 2026 4:00 PM
Administration Building, 45 East State Street, Farmington, UT 84025

1. **ANNOUNCEMENTS**	**Presenter:** Ms. Brigit Gerrard, Board President
1.A. Pledge of Allegiance	**Presenter:** Ms. Julie Powell, Board Member
2. **AGENDA ITEMS**	
2.A. **Academic Achievement:** Learning First Presentation- Holt Elementary	**Presenter:** Ms. Patty Arbon, Elementary School Director & Mr. TJ Naylor, Principal, Holt Elementary
2.B. **Academic Achievement:** Beginning Literacy Data (exhibit)	**Presenter:** Dr. Logan Toone, Asst. Superintendent
2.C. **Academic Achievement:** Special Education Department (exhibit)	**Presenter:** Dr. Fidel Montero, Asst. Superintendent & Ms. Cerissa Thompson, Special Education Director
2.D. **Operational Excellence:** Risk Management Presentation (exhibit)	**Presenter:** Ms. Chadli Bodily, Asst. Superintendent & Mr. Rich Swanson, Risk Management Director
2.E. **Operational Excellence:** Board Calendar Priorities Survey Results (exhibit)	**Presenter:** Dr. Logan Toone, Asst. Superintendent

_____
Board Secretary

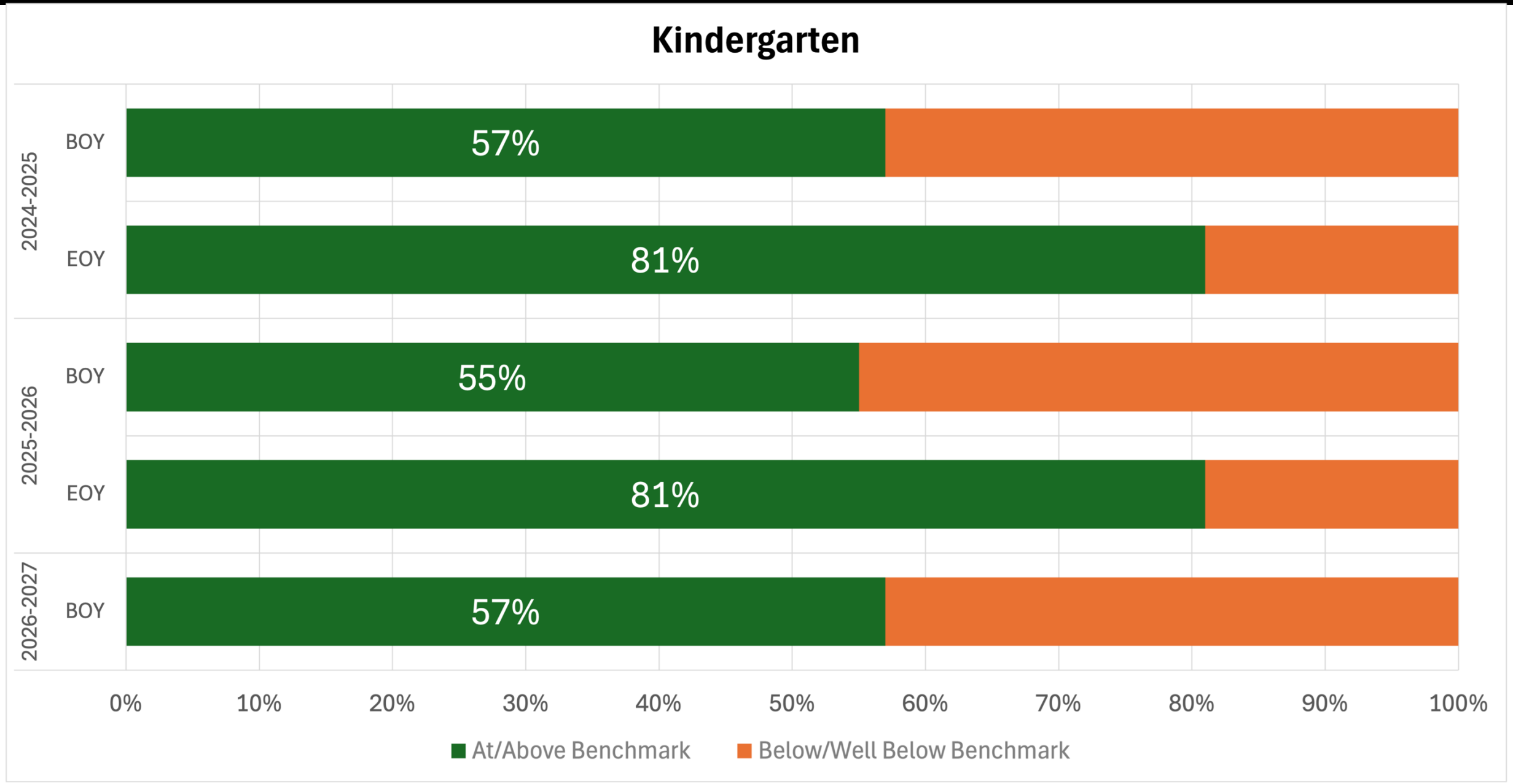
Acadience & Literacy Updates

Board Workshop – October 20, 2026

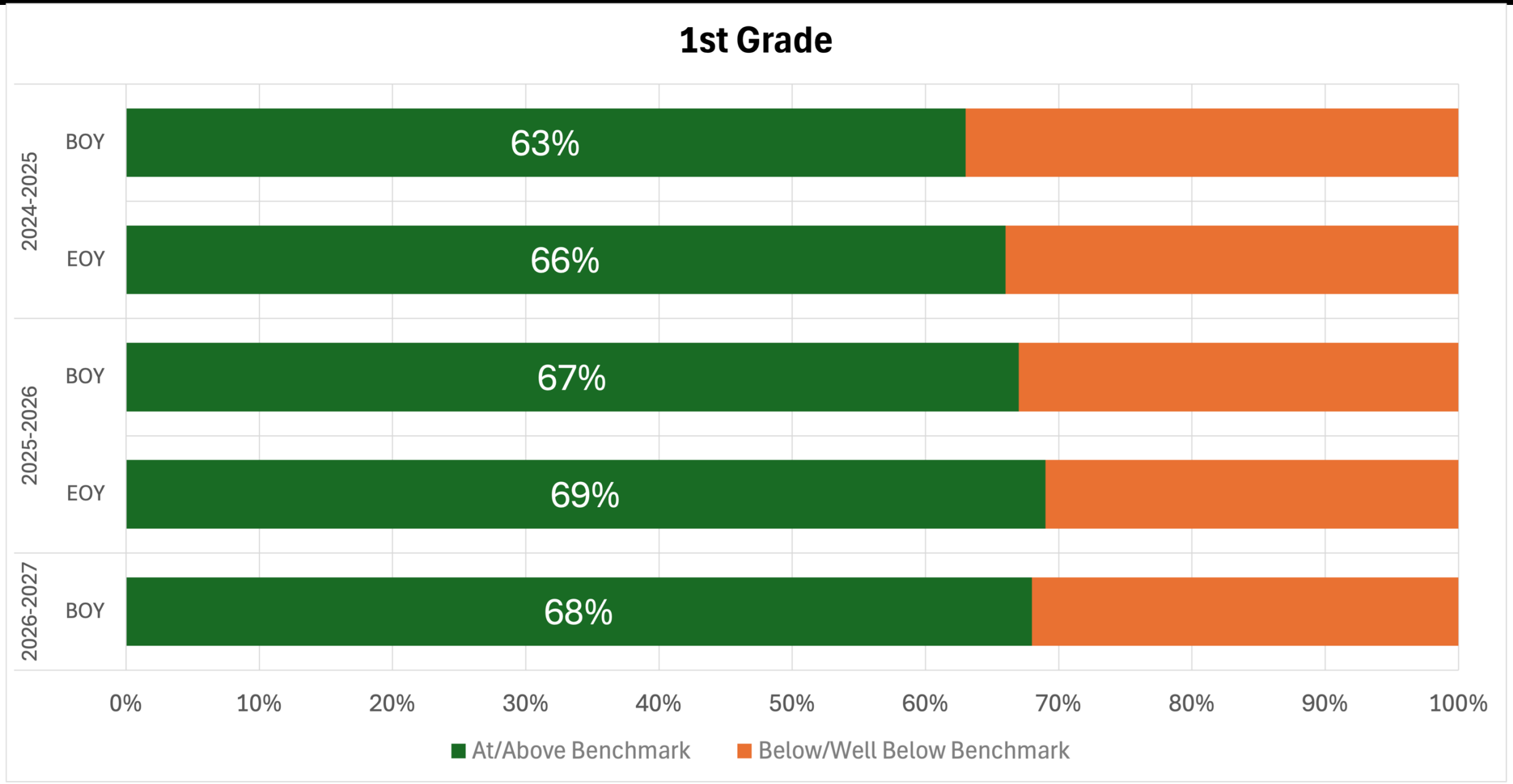
Data Review

Acadience Reading

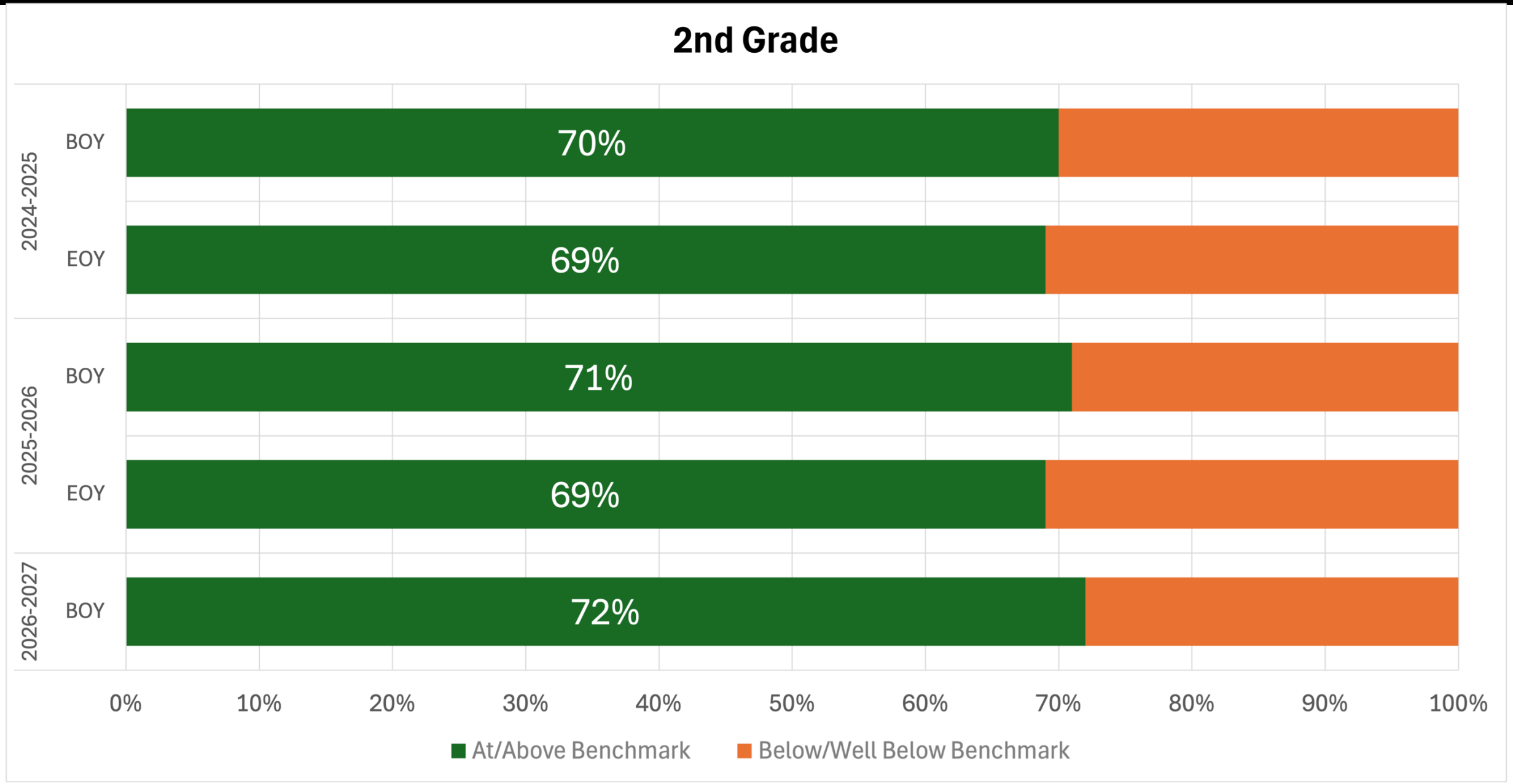
Data Review - Acadience Reading



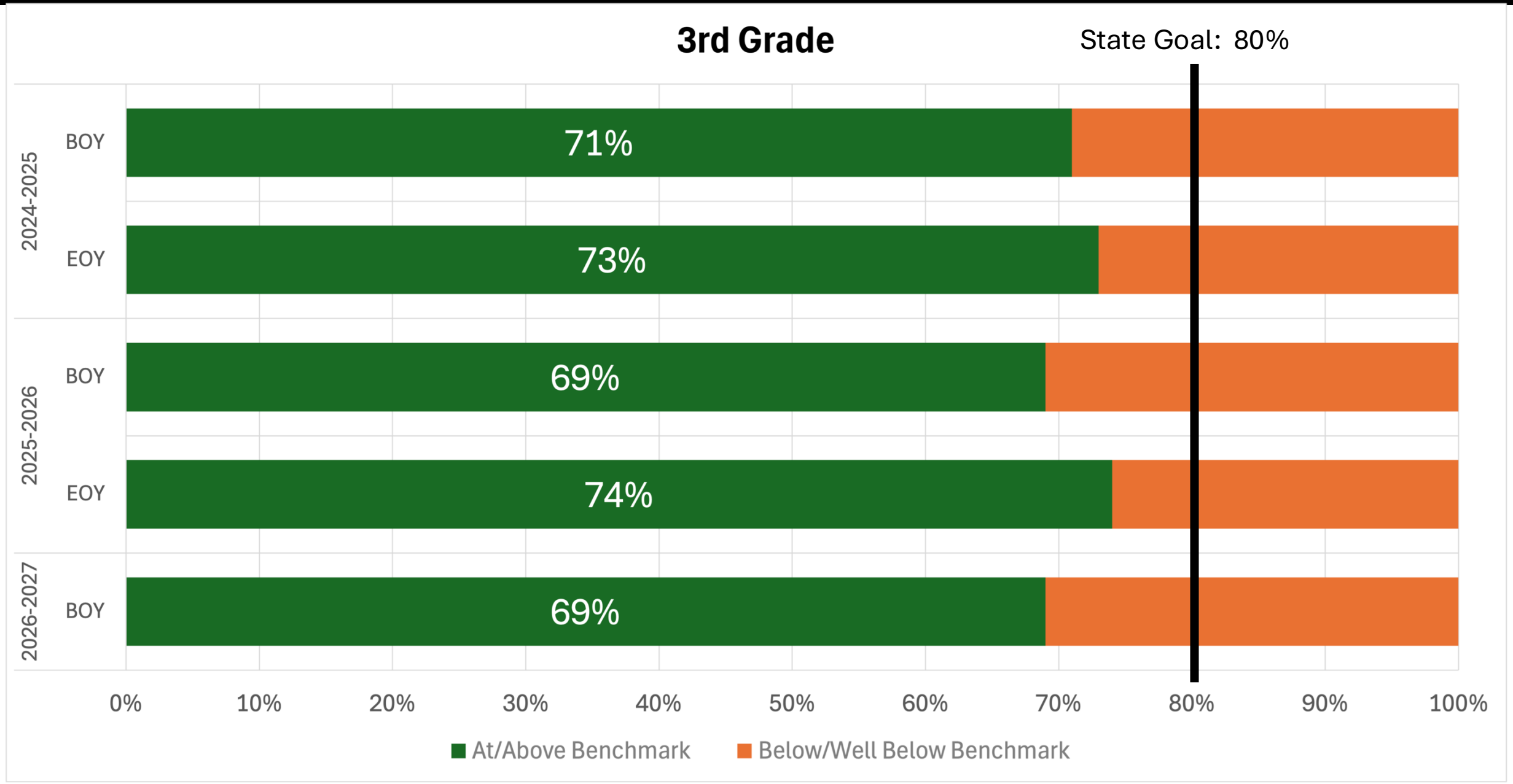
Data Review - Acadience Reading



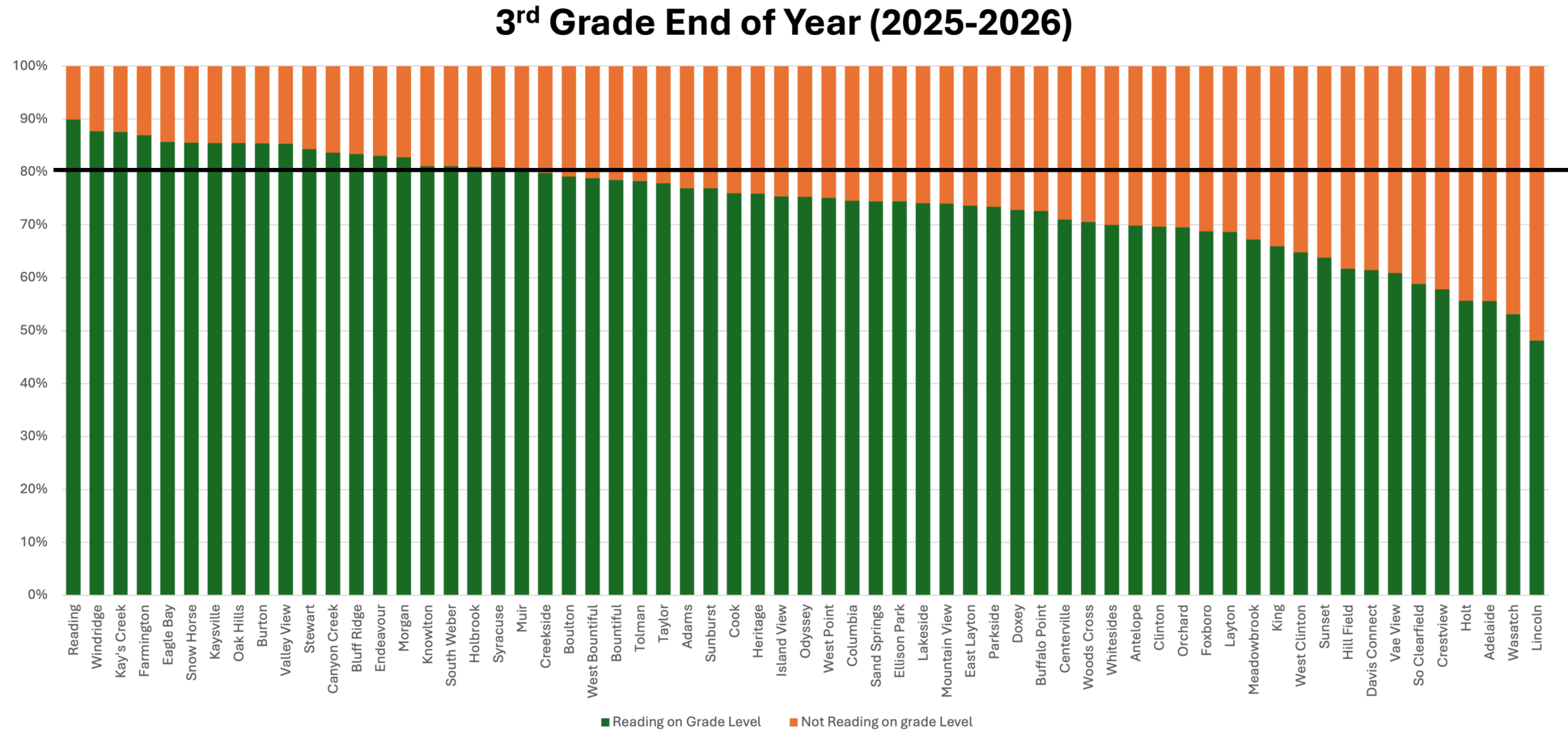
Data Review - Acadience Reading



Data Review - Acadience Reading



Data Review - Acadience Reading



IRP & Interventions

SB 241 Compliance

Parent Communication

Video Sent to Parents of All K-3 Students



Parent Communication

Letters Sent to All Parents for IRP

Grade	# of IRPs
Kindergarten	*
1st Grade	1,176
2nd Grade	1,085
3rd Grade	1,285
Total	**3,546**

**IRP requirement begins at mid-year*



Parent Notification Letter

[Date]

Dear Parent/Guardian,

The acquisition of reading and writing skills is an important focus of early elementary education. A strong foundation in literacy provides a base for student success in school and beyond. It is our goal for all of our students. Senate Bill 241 was enacted in 2026 with the intent of ensuring all students are proficient in reading by the end of third grade.

We are writing to inform you that your child, **[Student Name]**, has demonstrated a substantial deficiency in reading based on recent assessment data and classroom performance. We know terms such as "deficiency" can be concerning, but please be reassured this can give us a roadmap of where your student may need additional care, time, and focused instruction to thrive. You can find Acadience Reading scores by logging into MyDSD (https://mydsd.davis.k12.ut.us/).

Current Services

At this time, your child is receiving the following supports to strengthen reading skills:

- Robust Tier 1 instruction from a highly qualified teacher
- Guaranteed minutes in literacy instruction
- Use of high-quality, evidenced-based, teaching materials
- Supportive and caring instructors

Individualized Reading Plan (IRP)

To better support your child's progress, we will develop an Individualized Reading Plan (IRP). This plan is designed to identify your child's specific reading needs and outline targeted, evidence-based interventions to help them improve. Throughout the implementation of your student's IRP, we will monitor your child's progress and adjust the IRP as needed based on your child's growth. We will outline specific interventions that will be implemented with your student at the next parent teacher conference.

Parent Partnership & Conference Invitation

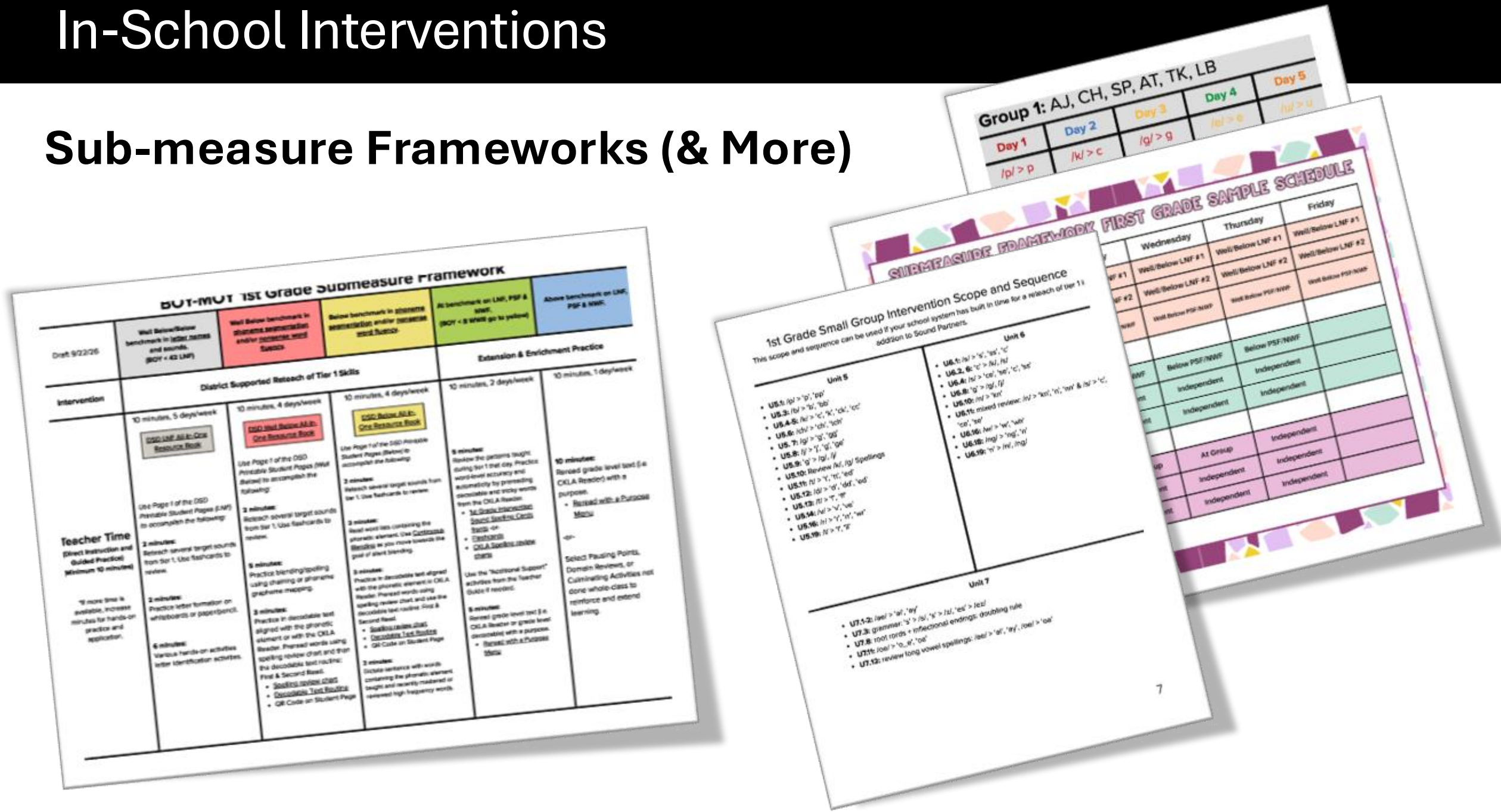
We value your partnership in supporting your child's learning. You are invited to review and discuss your child's Individualized Reading Plan during our upcoming parent-teacher conferences. During this time, we can talk through your child's progress, answer questions you may have about in-school interventions and collaborate on ways you can support your child's reading development at home. If you would like to begin supporting your student now, we encourage you to use the activities in the document linked here. They are aligned to your student's learning needs and provide meaningful and fun practice to help build their skills.

Please follow this link to the Parent Bookshelf:

https://www.davis.k12.ut.us/page/english-language-arts

In-School Interventions

Sub-measure Frameworks (& More)



BOY-MOY 1st Grade Submeasure Framework

Draft 9/22/26

Intervention	Well Below/Below benchmark in letter names and sounds. (BOY < 42 LNF)	Well Below benchmark in phoneme segmentation and/or nonsense word fluency	Below benchmark in phoneme segmentation and/or nonsense word fluency	At benchmark on LNF, PSF & NWF. (BOY < 5 NWF go to yellow)	Above benchmark on LNF, PSF & NWF.
	District Supported Reteach of Tier 1 Skills			Extension & Enrichment Practice	
	10 minutes, 5 days/week	10 minutes, 4 days/week	10 minutes, 4 days/week	10 minutes, 2 days/week	10 minutes, 1 day/week
	DSD LNF All-In-One Resource Book	DSD Well Below All-In-One Resource Book	DSD Below All-In-One Resource Book		
Teacher Time (Direct Instruction and Guided Practice) (Minimum 10 minutes)	Use Page 1 of the DSD Printable Student Pages (LNF) to accomplish the following: **2 minutes:** Reteach several target sounds from tier 1. Use flashcards to review. **2 minutes:** Practice letter formation on whiteboards or paper/pencil. **6 minutes:** Various hands-on activities letter identification activities.	Use Page 1 of the DSD Printable Student Pages (Well Below) to accomplish the following: **2 minutes:** Reteach several target sounds from tier 1. Use flashcards to review. **5 minutes:** Practice blending/spelling using chaining or phoneme grapheme mapping. **3 minutes:** Practice in decodable text aligned with the phonetic element or with the OKLA Reader. Preread words using spelling review chart and then the decodable text routine: First & Second Read. • Spelling review chart • Decodable Text Routine • QR Code on Student Page	Use Page 1 of the DSD Printable Student Pages (Below) to accomplish the following: **2 minutes:** Reteach several target sounds from tier 1. Use flashcards to review. **3 minutes:** Read word lists containing the phonetic element. Use Continuous Blending as you move towards the goal of silent blending. **3 minutes:** Practice in decodable text aligned with the phonetic element in OKLA Reader. Preread words using spelling review chart and use the decodable text routine: First & Second Read. • Spelling review chart • Decodable Text Routine • QR Code on Student Page **3 minutes:** Dictate sentence with words containing the phonetic element taught and recently mastered or reviewed high frequency words.	**5 minutes:** Review the patterns taught during tier 1 that day. Practice word-level accuracy and automaticity by prereading decodable and tricky words from the OKLA Reader. • 1st Grade Intervention Sound Spelling Cards (pg. 10) • Flashcards • OKLA Spelling review charts Use the "Additional Support" activities from the Teacher Guide if needed. **5 minutes:** Reread grade level text (i.e. OKLA Reader or grade level decodable) with a purpose. • Reread with a Purpose Menu	**10 minutes:** Reread grade level text (i.e. OKLA Reader) with a purpose. • Reread with a Purpose Menu <or> Select Pausing Points, Domain Reviews, or Culminating Activities not done whole-class to reinforce and extend learning.
	*If more time is available, increase minutes for hands-on practice and application.				

1st Grade Small Group Intervention Scope and Sequence

This scope and sequence can be used if your school system has built in time for a reteach of tier 1 in addition to Sound Partners.

Unit 5

- **U5.1:** /p/ > 'p', 'pp'
- **U5.3:** /b/ > 'b', 'bb'
- **U5.4-5:** /k/ > 'c', 'k', 'ck', 'cc'
- **U5.6:** /ch/ > 'ch', 'tch'
- **U5. 7:** /g/ > 'g', 'gg'
- **U5.8:** /j/ > 'j', 'g', 'ge'
- **U5.9:** 'g' > /g/, /j/
- **U5.10:** Review /k/, /g/ Spellings
- **U5.11:** /l/ > 'l', 'll', 'le'
- **U5.12:** /d/ > 'd', 'dd', 'ed'
- **U5.13:** /t/ > 't', 'tt'
- **U5.14:** /v/ > 'v', 've'
- **U5.16:** /r/ > 'r', 'rr', 'wr'
- **U5.19:** /s/ > 's', 'ss'

Unit 6

- **U6.1:** /s/ > 's', 'ss', 'c'
- **U6.2, 6:** 'c' > /s/, /k/
- **U6.4:** /s/ > 'ce', 'se', 'c', 'sc'
- **U6.8:** 'g' > /g/, /j/
- **U6.10:** /n/ > 'kn'
- **U6.11:** mixed review: /s/ > 'ce', 'n', 'sw' & /s/ > 'c', 'ce', 'se'
- **U6.16:** /w/ > 'w', 'wh'
- **U6.18:** /ng/ > 'ng', 'n'
- **U6.19:** 'n' > /n/, /ng/

Unit 7

- **U7.1-2:** /ae/ > 'ai', 'ay'
- **U7.3:** grammar: 's' > /s/, 's' > /z/, 'es' > /ez/
- **U7.8:** root words + inflectional endings: doubling rule
- **U7.11:** /oe/ > 'o_e', 'oa'
- **U7.12:** review long vowel spellings: /ae/ > 'ai', 'ay', /oe/ > 'oa'

7

Group 1: AJ, CH, SP, AT, TK, LB

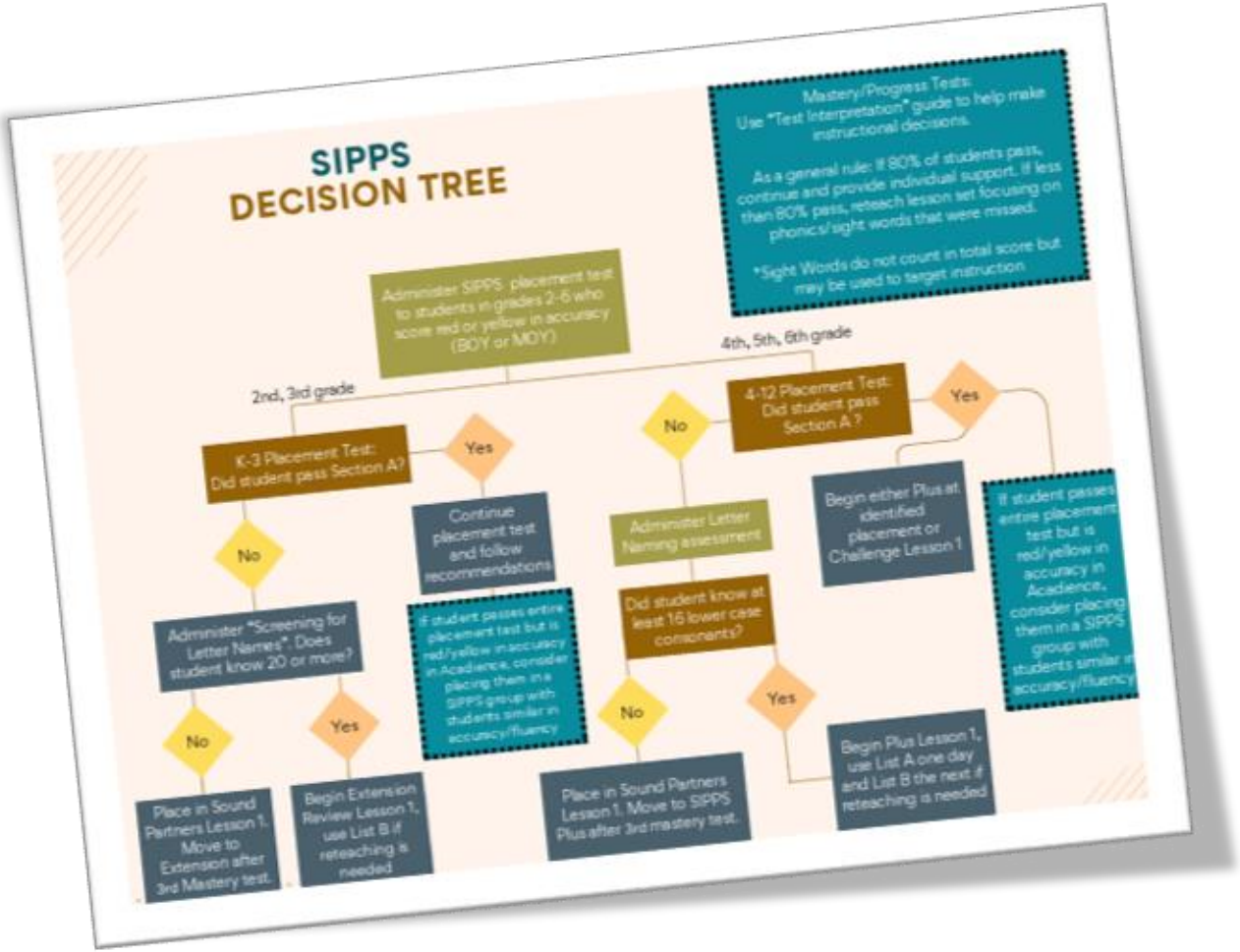
Day 1	Day 2	Day 3	Day 4	Day 5
/p/ > p	/k/ > c	/g/ > g	/e/ > e	/u/ > u

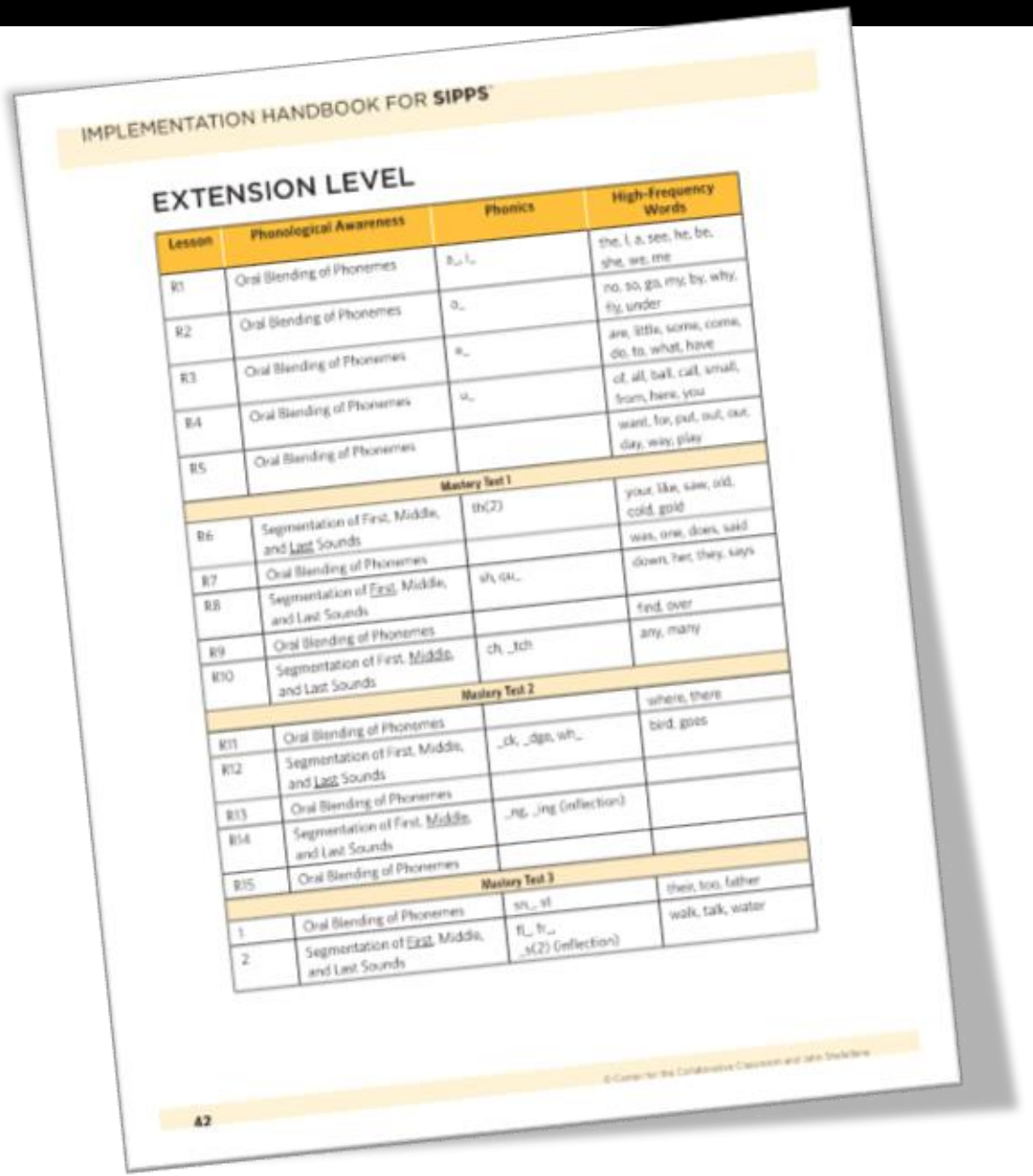
SUBMEASURE FRAMEWORK FIRST GRADE SAMPLE SCHEDULE

	Wednesday	Thursday	Friday
	Well/Below LNF #1	Well/Below LNF #1	Well/Below LNF #1
	Well/Below LNF #2	Well/Below LNF #2	Well/Below LNF #2
	Well Below PSF/NWF	Well Below PSF/NWF	Well Below PSF/NWF
	Below PSF/NWF	Below PSF/NWF	
	Independent	Independent	
	Independent	Independent	
	At Group	Independent	
	Independent	Independent	
	Independent	Independent	

In-School Interventions

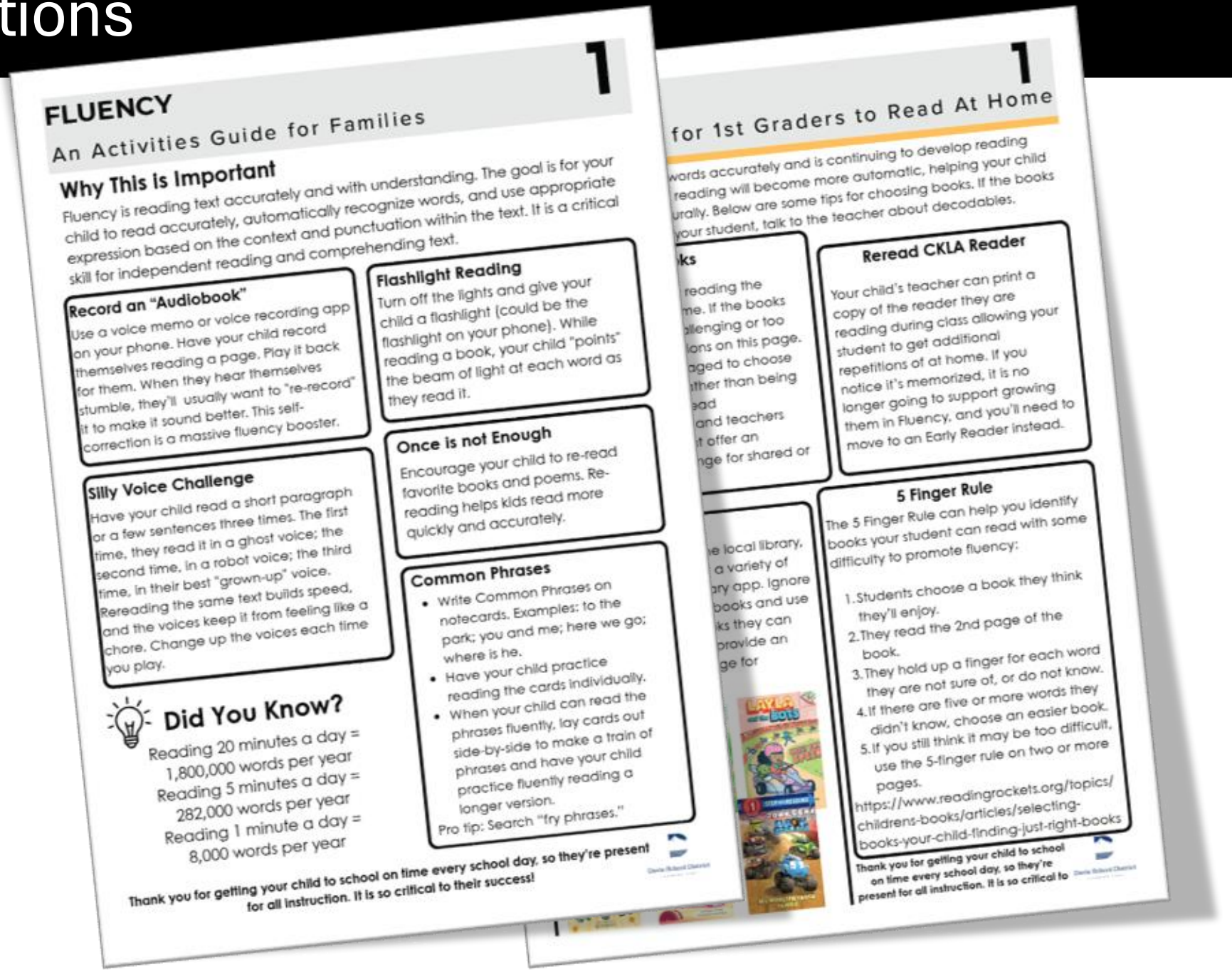
SIPPS (Structure, Training, TAs)





At-Home Interventions

Skill-Specific Resources



FLUENCY 1

An Activities Guide for Families

Why This is Important

Fluency is reading text accurately and with understanding. The goal is for your child to read accurately, automatically recognize words, and use appropriate expression based on the context and punctuation within the text. It is a critical skill for independent reading and comprehending text.

Record an "Audiobook"

Use a voice memo or voice recording app on your phone. Have your child record themselves reading a page. Play it back for them. When they hear themselves stumble, they'll usually want to "re-record" it to make it sound better. This self-correction is a massive fluency booster.

Flashlight Reading

Turn off the lights and give your child a flashlight (could be the flashlight on your phone). While reading a book, your child "points" the beam of light at each word as they read it.

Silly Voice Challenge

Have your child read a short paragraph or a few sentences three times. The first time, they read it in a ghost voice; the second time, in a robot voice; the third time, in their best "grown-up" voice. Rereading the same text builds speed, and the voices keep it from feeling like a chore. Change up the voices each time you play.

Once is not Enough

Encourage your child to re-read favorite books and poems. Re-reading helps kids read more quickly and accurately.

Common Phrases

- Write Common Phrases on notecards. Examples: to the park; you and me; here we go; where is he.
- Have your child practice reading the cards individually.
- When your child can read the phrases fluently, lay cards out side-by-side to make a train of phrases and have your child practice fluently reading a longer version.

Pro tip: Search "fry phrases."

Did You Know?

Reading 20 minutes a day = 1,800,000 words per year

Reading 5 minutes a day = 282,000 words per year

Reading 1 minute a day = 8,000 words per year

Thank you for getting your child to school on time every school day, so they're present for all instruction. It is so critical to their success!

1

for 1st Graders to Read At Home

words accurately and is continuing to develop reading reading will become more automatic, helping your child urally. Below are some tips for choosing books. If the books your student, talk to the teacher about decodables.

ks

reading the me. If the books llenging or too ons on this page. aged to choose ther than being ad and teachers t offer an nge for shared or

Reread CKLA Reader

Your child's teacher can print a copy of the reader they are reading during class allowing your student to get additional repetitions of at home. If you notice it's memorized, it is no longer going to support growing them in Fluency, and you'll need to move to an Early Reader instead.

e local library, a variety of ary app. Ignore books and use ks they can provide an ge for

5 Finger Rule

The 5 Finger Rule can help you identify books your student can read with some difficulty to promote fluency:

1. Students choose a book they think they'll enjoy.
2. They read the 2nd page of the book.
3. They hold up a finger for each word they are not sure of, or do not know.
4. If there are five or more words they didn't know, choose an easier book.
5. If you still think it may be too difficult, use the 5-finger rule on two or more pages.

https://www.readingrockets.org/topics/childrens-books/articles/selecting-books-your-child-finding-just-right-books

Thank you for getting your child to school on time every school day, so they're present for all instruction. It is so critical to

At-Home Interventions

General Resources

What is the Science of Reading?

"The body of work referred to as the "science of reading" is not an ideology, a philosophy, a political agenda, a one-size-fits-all approach, a program of instruction, nor a specific component of instruction. It is the emerging consensus from many related disciplines, based on literally thousands of studies, supported by hundreds of millions of research dollars, conducted across the world in many languages. These studies have revealed a great deal about how we learn to read, what goes wrong when students don't learn, and what kind of instruction is most likely to work the best for the most students."

- Dr. Louisa Moats

At-Home Interventions

General Resources

Individual Reading Plan (IRP) Parent/Guardian Resources

Davis School District Resources

Kindergarten

First Grade

2nd Grade

3rd-6th Grade

Help Your Child Learn to Read

English | Español | العربية | 中文 | Diné | Français | Kreyòl Ayisyen | Hmong | 한국어 | پښتو | Português | Русский | Soomaali | Tagalog | اردو | Tiếng Việt

At-Home Int

General Resources

What can I do to support at home?

Here are a few resources to support you in creating a literacy rich home environment.

Reading Rockets is a wonderful database of resources, research, videos and information aligned with the science of teaching reading. Check out their parent resource section. Reading Rockets Parent Resources

Are you wanting an educational literacy rich television program. Look no further then Reading Buddies! Reading Buddies was created by The Reading League as an educational alternative to other children's television. You can be sure that in the 20ish minute episode your student will be exposed to accurate literacy instruction. Watch with your student and engage them in participating in sounds, blending and reading. Reading Buddies Episodes

LENA is a non-profit organization whose goal is to increase language development in the early years. More talking in the home has a positive impa
Check out their 14 Talking Tips in English.

Check out this brief Ted Talk by 7 year old Molly Wright as sh
importance of speech.



At-Home Interventions

General Resources

Kindergarten Readiness

Ready! Set! Go!

- Supporting Your Child's Learning In Kindergarten
- Ready! Set! Go! English
- Let's Get Ready For Kindergarten (English)
- Let's Get Ready for Kindergarten (Spanish)

At-Home Interventions

General Resources

ELA Approved Curriculum

Davis School District Tier 1 Curriculum

- K-5th Grade: Amplify CKLA 2nd Edition
- 6th Grade: Amplify ELA
- 4th-6th Grade: DSD Syllable Types & Morpheme Magic
- K-6th Grade: DSD Bookshelf Resources
- K-6th Grade: DSD Approved Decodables

Davis School District Tier 2 & 3 Intervention Curriculum

- Sound Partners
- SIPPS
- DSD Sub measure Framework

At-Home Interventions

General Resources

Amplify CKLA Family Resources

- Amplify CKLA (Core Knowledge Language Arts)
- The following materials are also for your reference:
- Amplify CKLA for Families (A video review of the materials)
- Amplify CKLA for Families Hub (A family resource center. Focus on the Materials overview and Unit overview sections. The Getting started and Logging in sections will not apply to you until the material is approved and purchasing is complete.)

And We're Just Getting Started!

Appreciation

DSD English Language Arts Team

Elementary School Administrators

Elementary Teachers (who make it all happen)

ALL STUDENTS BELONG

Cerissa Thompson | Special Education Director

Davis School District | Board Presentation

OUR REACH

Who we Are

Latest available department overview

10,558 students
900+ children

Preschool-Post High school w/ IEP's
Early Intervention

389 teachers
818 TA's
47 support staff

238
related service professionals

Special Education Department



EARLY INTERVENTION	PRESCHOOL	ELEMENTARY	SECONDARY	POST-HIGH
Serves children 0-3	Serves students 3-5	Students K-6	Students 7-12 Transition	Serves students until age 22

Special education is not one program. It is a coordinated system serving students from early childhood through age 22.

FOCUS

2026-2027 Improvement Goals

1

Support inclusive models of instruction at the secondary level- increase access to grade level materials.

2

Implement language screeners for students in K and 1st grade and provide classroom interventions in response to findings.

3

Provide PD to special education educators in collaboration with Teaching and Learning to guarantee a viable literacy curriculum is being taught to ALL students. (SIPPS, CKLA, Bridges, SAVVAS, etc.)

4

Essential Elements teachers will complete training on the DLM through USBE.

What will you see from me?

- Collaborative leadership
- Gathering Feedback
- De-siloing- collaborate with other departments
- Working on Behavior Support Needs
- Working on Inclusion models
- Improving Communication
- School visits



Student outcomes: Areas for Improvement

THE COMMITMENT

Better instruction.
Meaningful progress.
Greater independence.
A stronger sense of belonging.

Risk Management & School Safety

Students and Staff Safety Measures

- Health precautions
- Environmental protections
- Student & staff facility safety plans



RISK MANAGEMENT SPECIALIST — Heidi West

Protecting people • property • operations • resources across Davis School District

CLAIMS & RESPONSE

- Workers' Compensation - 398
- Property Claims & Mitigation - 29
- Vehicle / Auto Claims - 196
- Total Claim Handles - 635
  Estimated Claims Value - $2.5 Million

SAFETY & COMPLIANCE

- Safety & Compliance
- Insurance & COIs - 60
- Incident Reporting - 12

DISTRICT OPERATIONS

- Vendor & Contractor Coordination
- Risk Administration
- School / District Support

A central resource connecting employees • schools • departments • insurers • adjusters • vendors • contractors

Health — Nursing Department



Jen Nelson
Nursing Department Supervisor

27 school nurses • 3–5 schools per nurse
63 school health clerks

Core responsibilities

- Meeting daily medical needs of students
- Yearly updates of student medical plans
- Yearly updates on daily/emergency medications
- Response training for faculty and staff
- Working closely with DCHD on emerging illnesses
- Overseeing immunization compliance
- Hearing and vision screenings

25–26 school year at a glance

Type 1 Diabetics 338	**Seizures** 327
Severe Allergies 521	**Asthma** 1228
Daily Medications at school 477	
Vision Screenings 30,336	**Hearing Screenings** 17,228

Health Preparedness

5,855

Staff trained: Tourniquets / Stop the Bleed

4,374

Staff trained: CPR & AED use

Preparedness turns safety plans into immediate action.

Environmental & Facility Safety



Brandon Peck
Environmental / Safety Coordinator

- Submitting yearly EPP to State
- Mold remediation
- AED maintenance and installation – 211 AED Machines
- Water sampling and correction – 2697 Water Samples taken
- Yearly SafeRoute updates
- Elevator/lift oversight
- DAQ asbestos periodic surveillance every 6 months
- DAQ liaison
- Monthly playground inspections/repairs – 149 Total
- Davis County Emergency Management / LEPC
- Davis County Emergency Management liaison
- Chemical and hazardous material waste
- Davis County Health Department biannual school inspections

Safety & Security



Blake Haycock
Safety & Security Coordinator

- SRO trainings – At least 8 per year
- Local police department liaison
  –10 in 2025-2026
- Standard Response Protocols
- School safety walk-throughs
  -208 in 2025–2026
- Accident documentation
- Human Resource liaison
- Physical & electronic threat assessment
- Juvenile Court remediation
- Sex offender parameters
- CCTV subpoena record holder
  -27 subpoenas / 13 GRAMA

School Safety Walk-Throughs & Observations

Davis School District

Unscheduled walk-throughs are performed in each building (5–10 per week). The school principal meets with the team to review outcomes and support needs. Superintendency and Area Directors receive written follow-up from each visit.

Utah School Safety Center

Unscheduled walk-throughs are performed randomly by the Utah Department of Public Safety. These in-depth reviews are designed to help identify areas of non-compliance. DPS provides the Department of Safety and Security with a written report outlining findings.

Security Intelligence & Incident Monitoring

Keith Frandsen
Security & Social Media Investigator



- Monitor social media for leakage about violent threats toward schools – Currently 162 individuals
- Monitor SAFE UT/Blocksi Tips district-wide and ensure concerns are addressed and documented
  - -750-1000 per day. 36 High Risk this SY
- Digital geofencing & targeted keyword monitoring
- Real-time event monitoring: shootings, fires, natural disasters and violent acts
- District case management participation and home visits for imminent threats
- Video surveillance monitoring
- District-wide accident investigation and reporting

Safety & Security Standards Timeline

2029–2030

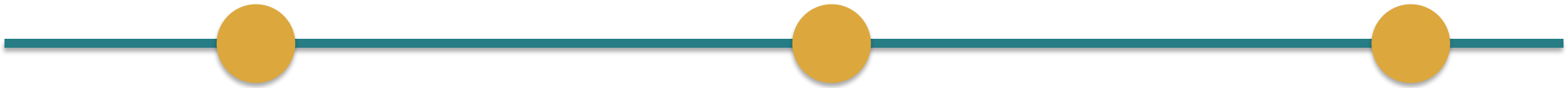
Video surveillance of entrances; internal classroom door locks; bleed kits & first aid kits; exterior cameras.

2034–2035

Limit entry points; playground fencing or adult supervision during recess; ballistic glass or security glazing in specified areas.

Ongoing

Maintain standards, regularly evaluate effectiveness, and conduct regular staff training on safety protocols.



School Guardian Program Implementation

1 Identification Phase

Information is shared with principals throughout the year. Principals submit approved names by December 15.

2 Application & Approval

January–March: approved and interested staff may apply. Building principals review and approve applications. Preferred Guardians should not be principals, teachers, or individuals whose primary responsibilities require classroom presence.

3 Screening & Training

Approved applicants complete a mental health screening and comprehensive school guardian training beginning late March–August. The source presentation also describes firearm storage and privacy requirements.

Davis School District Focus for 2026–2027

Bleed Kits & First Aid

Each classroom and large gathering area must be equipped with bleed kits and first aid kits to provide immediate care during medical emergencies until professional help arrives.

Visitor Management

Working with schools to increase consistency and effectiveness of school access from bell to bell as stated in law. Consistency applies to both community members and District employees.

Panic Alert Devices

Working to implement Panic Alert Devices for all employees on any school campus as part of the newly passed “Alyssa Law” described in the source presentation.

Standard Response Protocol Simplifications

1 Improved Communication

A more simplified and responsive approach to SRP use in buildings, including communication with parents/guardians.

2 Clearer Explanations of Standard Response Protocols

New instructional videos explain each step within the SRP and how or when each step should be used.

3 Centralized Reunifications

Working with law enforcement partners to create a more centralized approach to school reunifications, coordinating across District departments.

School Year Calendar Discussion

Board Workshop – October 20, 2026

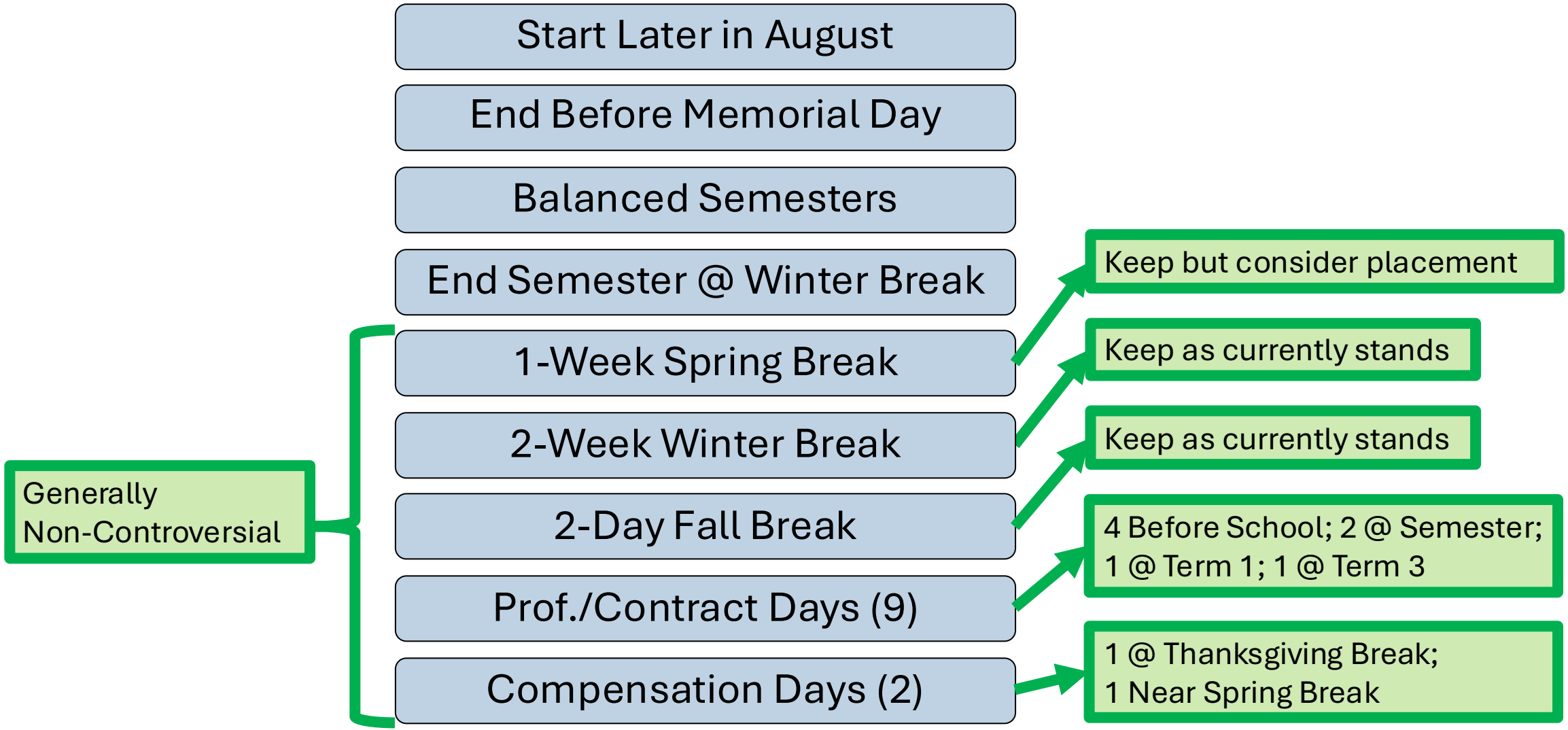
Outline for Today's Discussion

- Review or Prior Workshop Discussion
  - Key Decision Points
  - Revised Calendar Development Process
- Review of Survey Data & SB 193
- Administration's Recommended Priorities
- Board Discussion
  - Board's Perspective & Priorities
  - Questions
- Next Steps

Review of Prior Workshop Discussion

Key Decision Points &
Revised Calendar Development Process

Key Decision Points



Key Decision Points

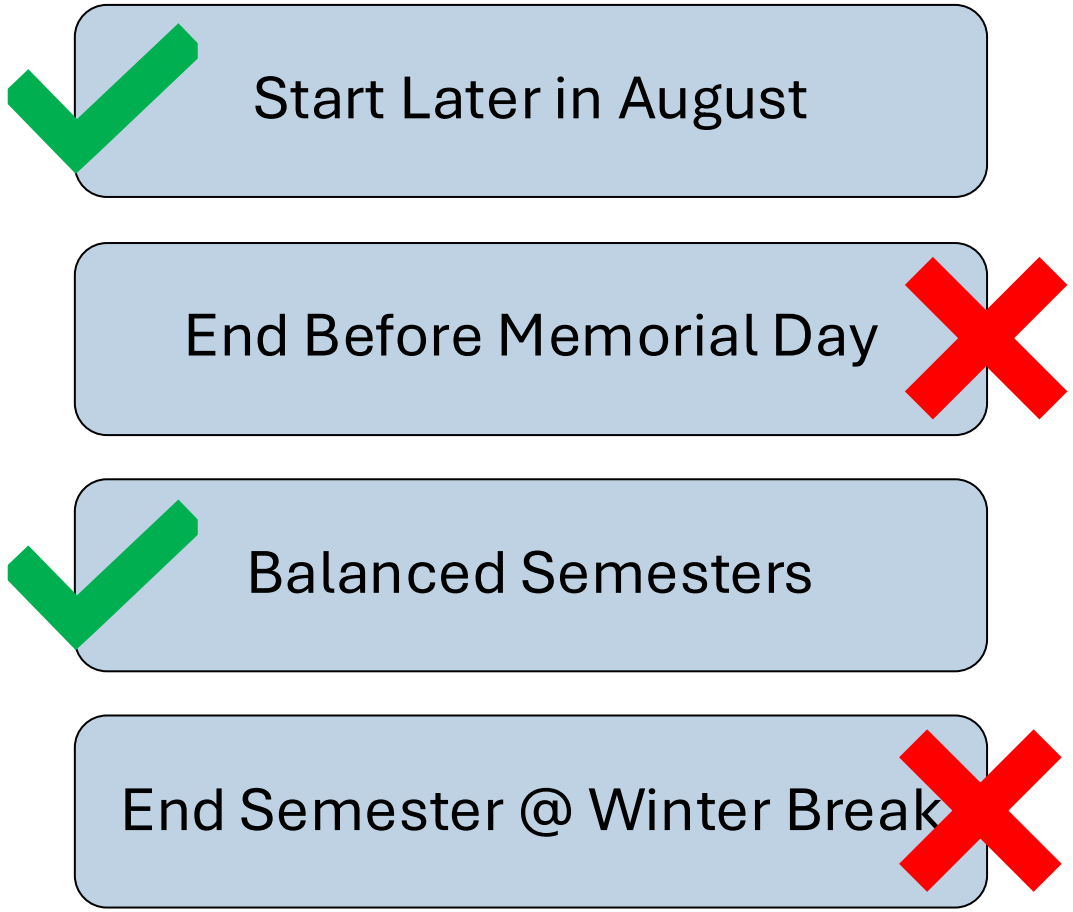
Start Later in August

End Before Memorial Day

Balanced Semesters

End Semester @ Winter Break

Key Decision Points



Key Decision Points



Key Decision Points

Start Later in August

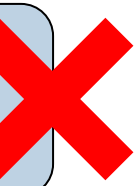
End Before Memorial Day

Balanced Semesters

End Semester @ Winter Break

Key Decision Points

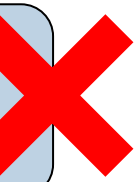
Start Later in August

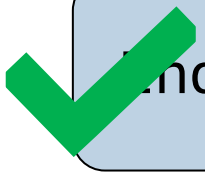




End Before Memorial Day

Balanced Semesters





nd Semester @ Winter Break

Three Main Questions

Start Dates & End Dates

Semester Break & Balanced Semesters

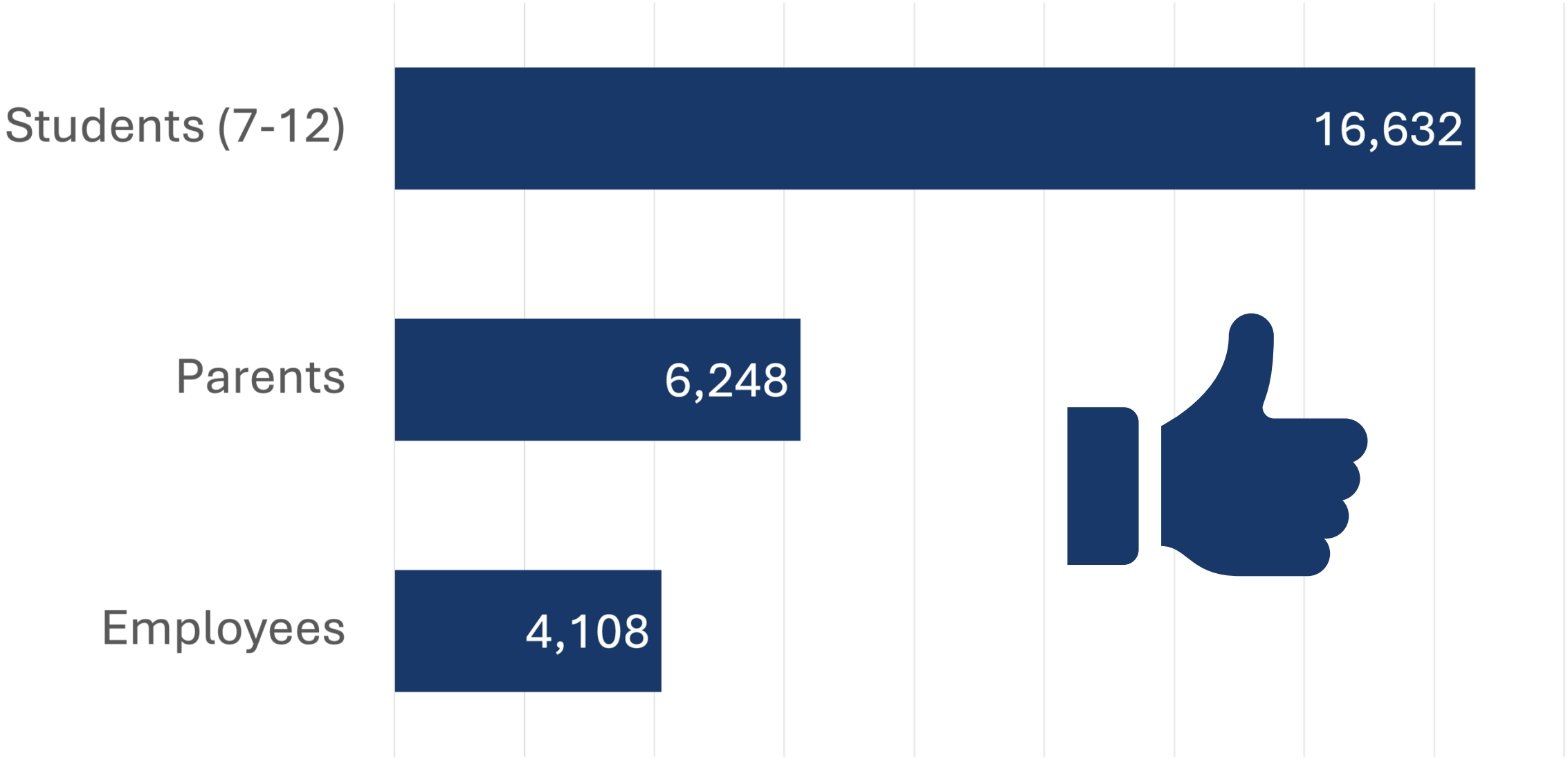
Placement of Spring Break

If we answer these questions, other considerations about the calendar are generally non-controversial.

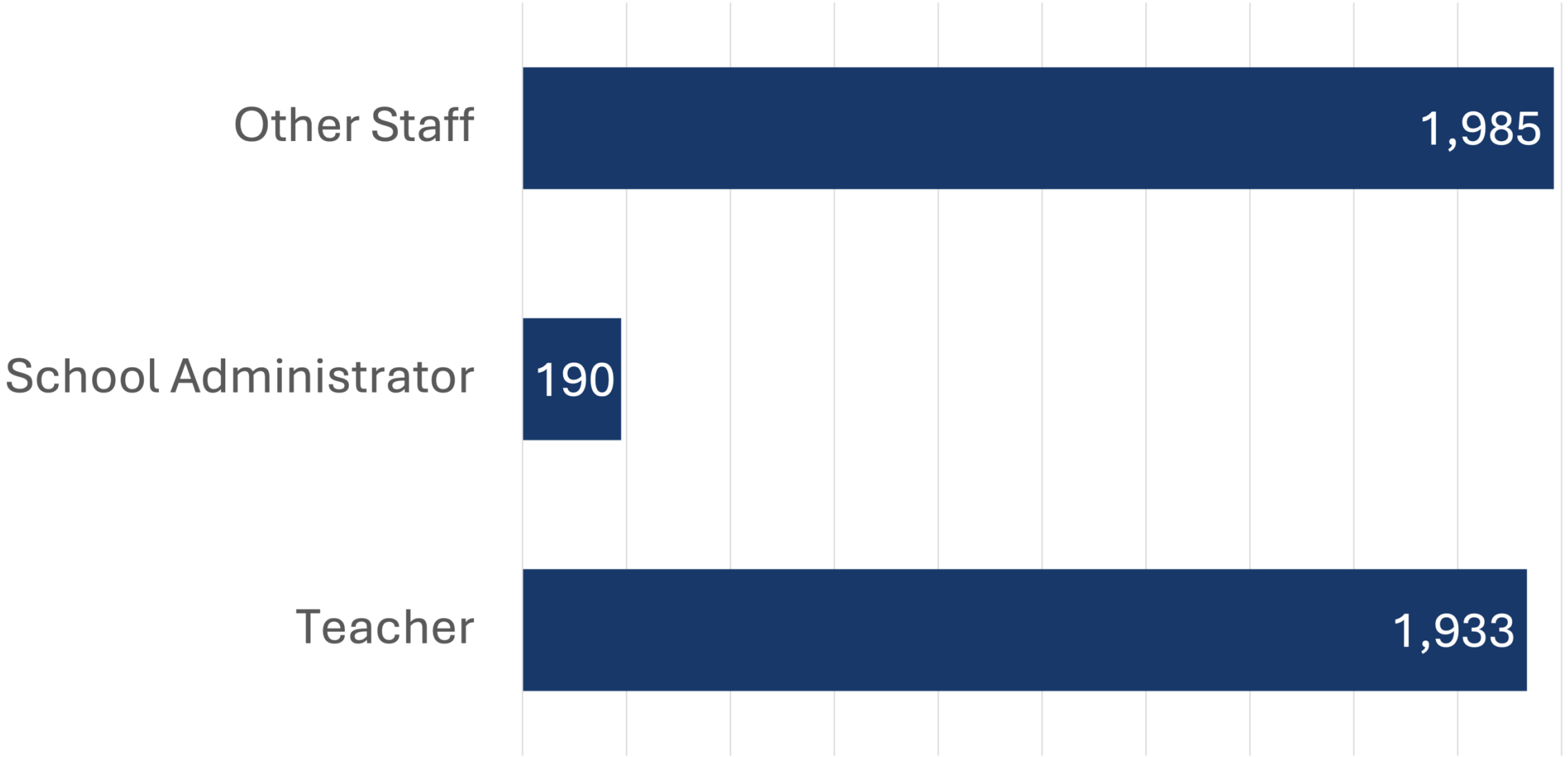
Review of Survey Data

Survey Respondents

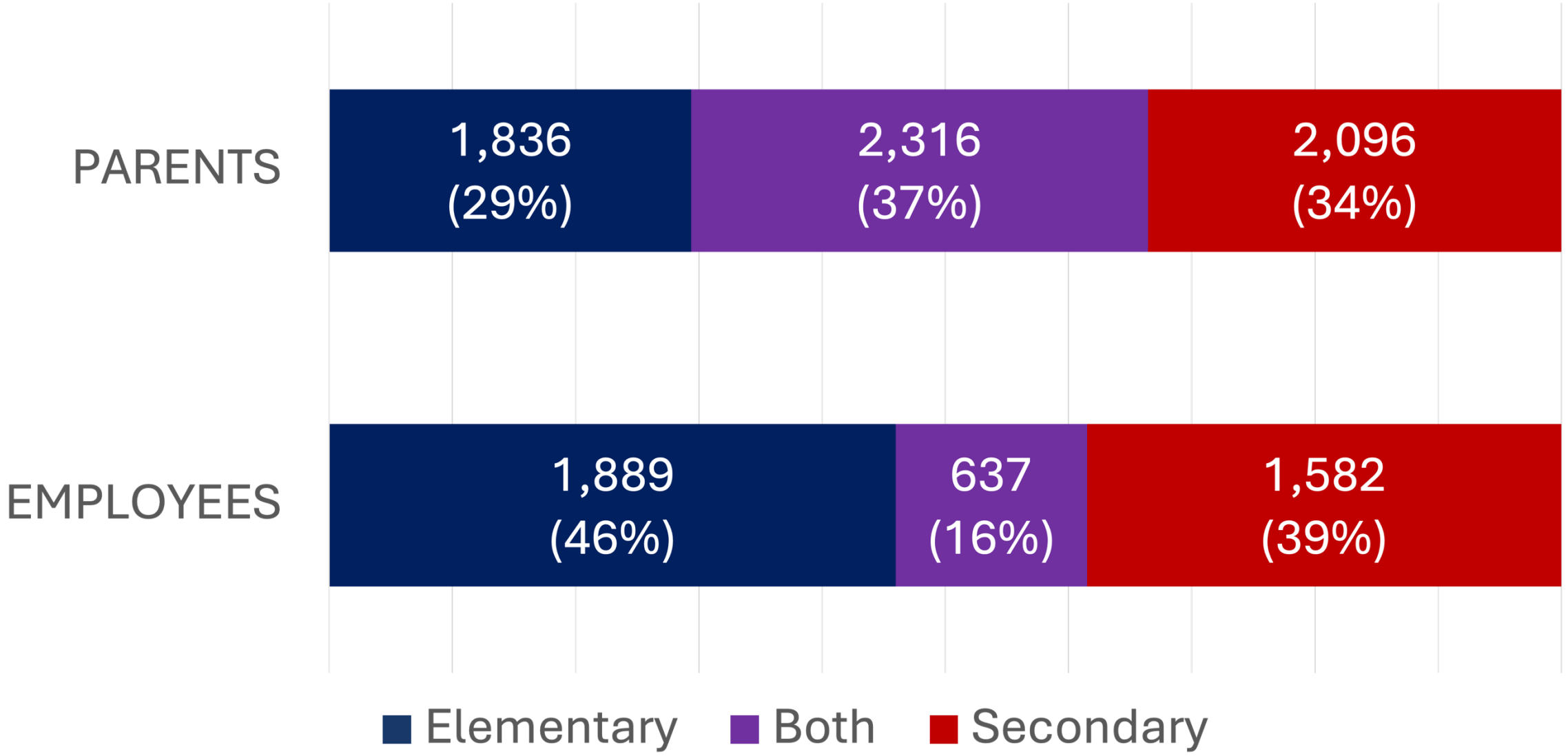
Respondent Type



Employee Type (4,108)

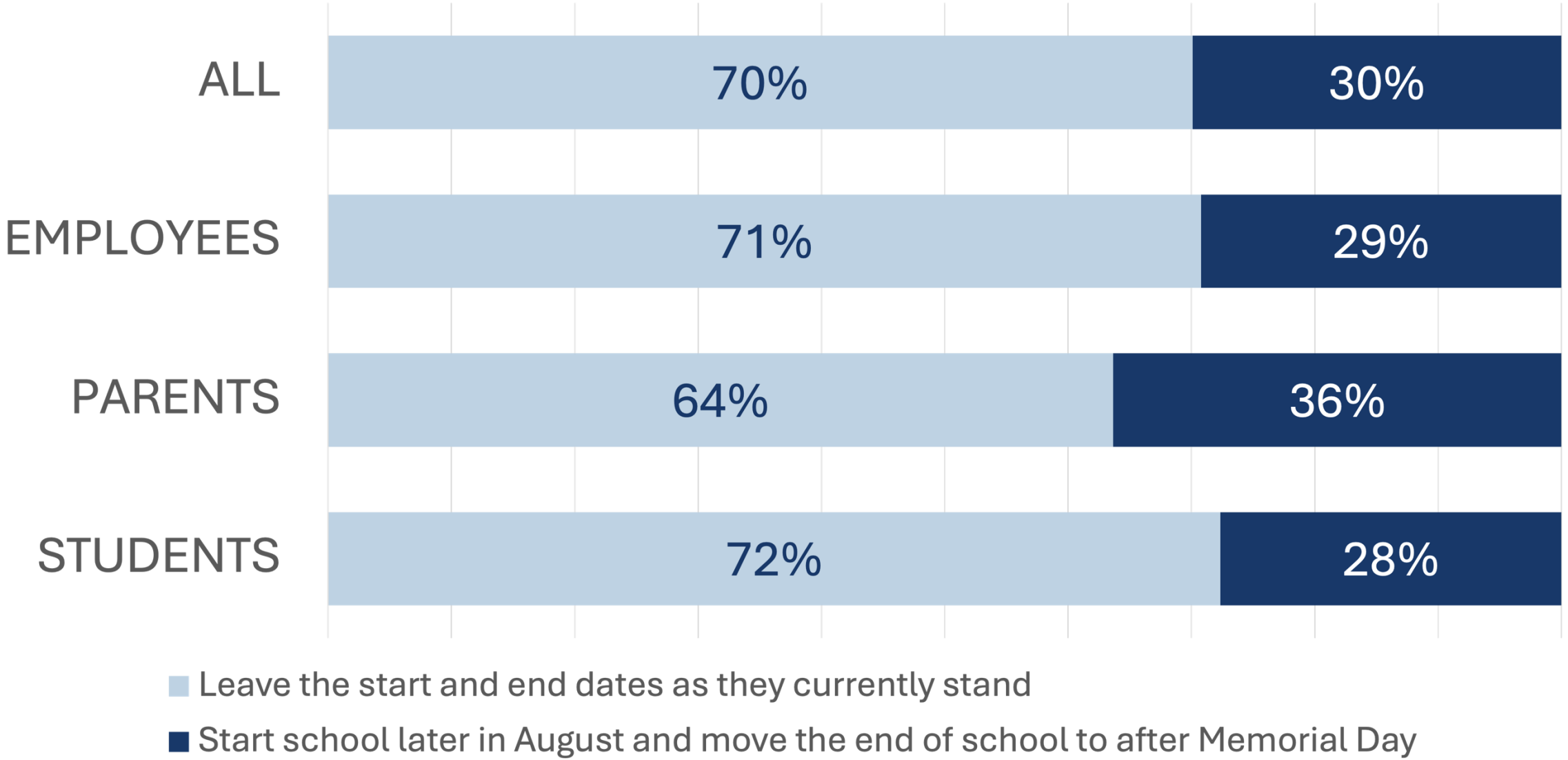


School Level of Parents (6,248) & Employees (4,108)

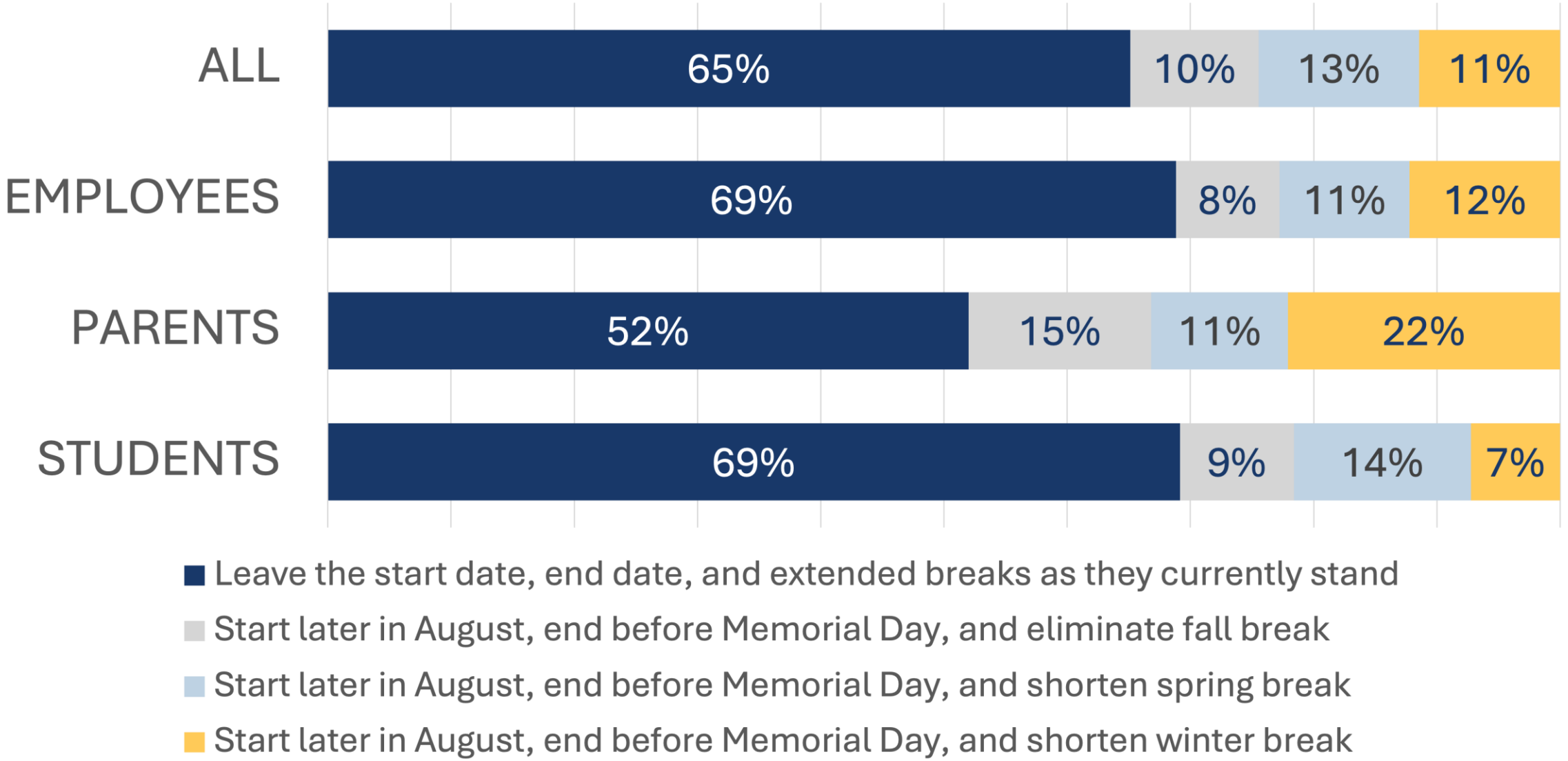


Start Dates & End Dates

Preferred Start/End Date Option

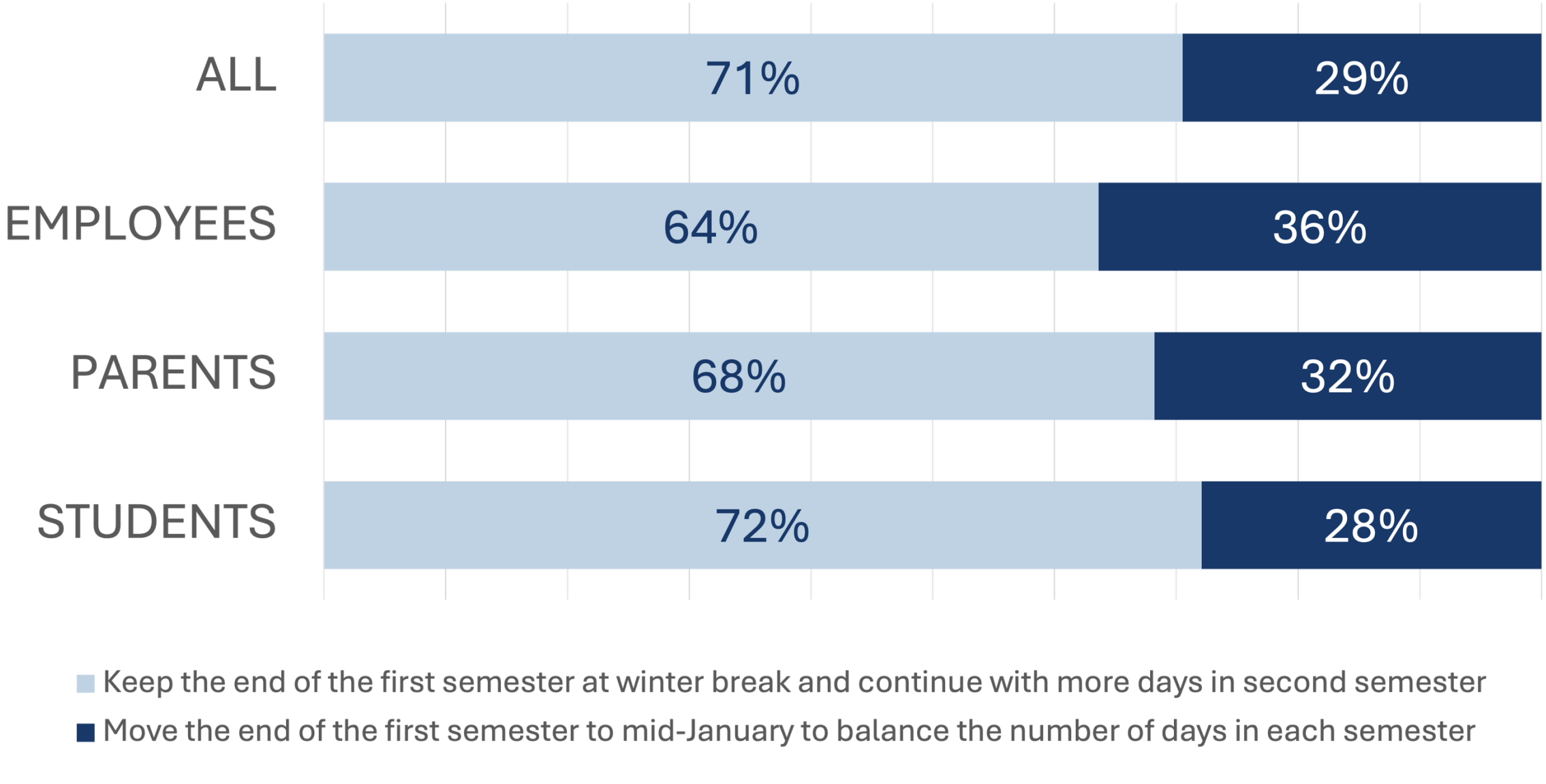


Start/End Date Options Considering Breaks

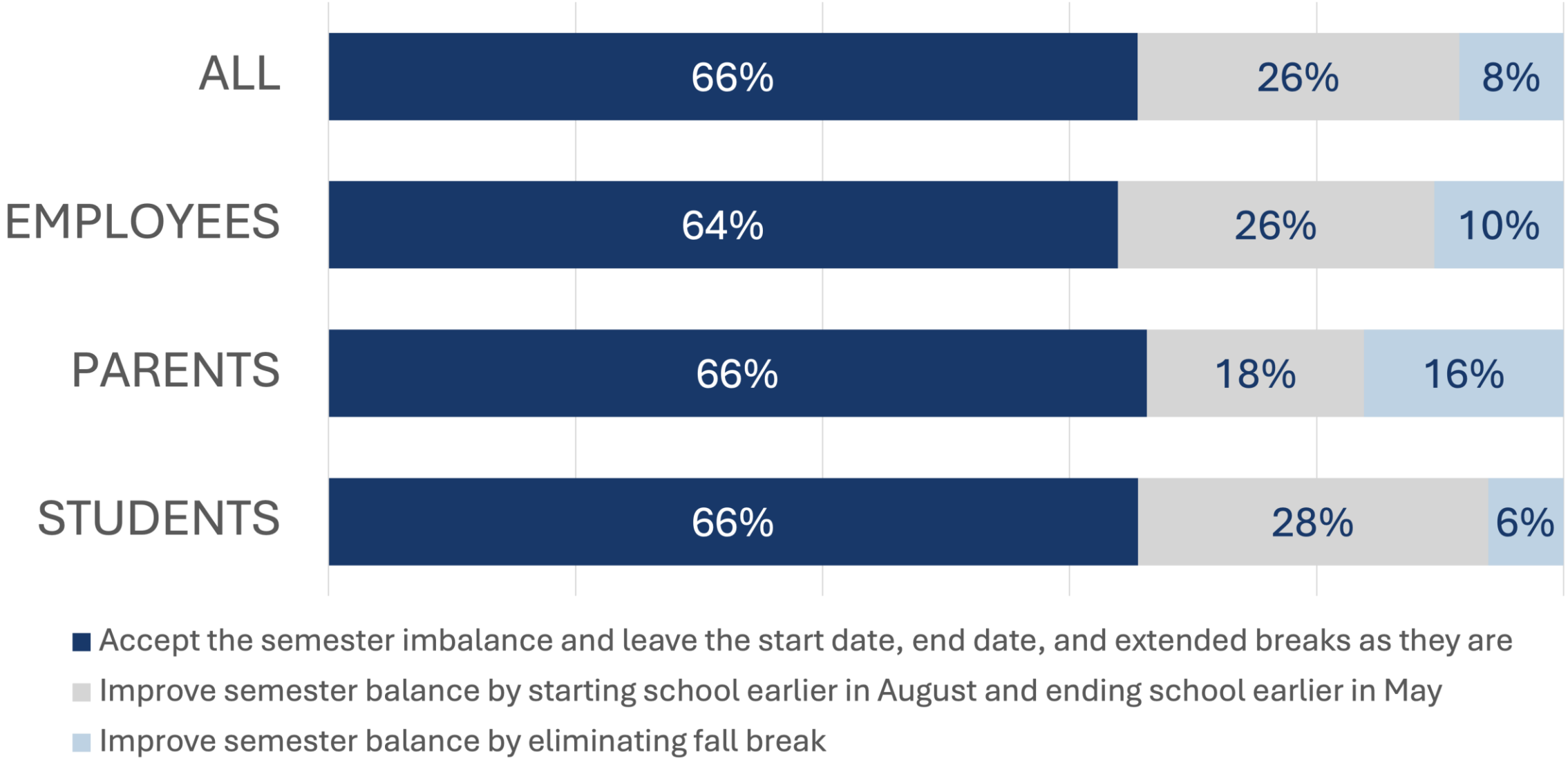


Semester Break & Balanced Semesters

Preferred Semester Break/Balance Option

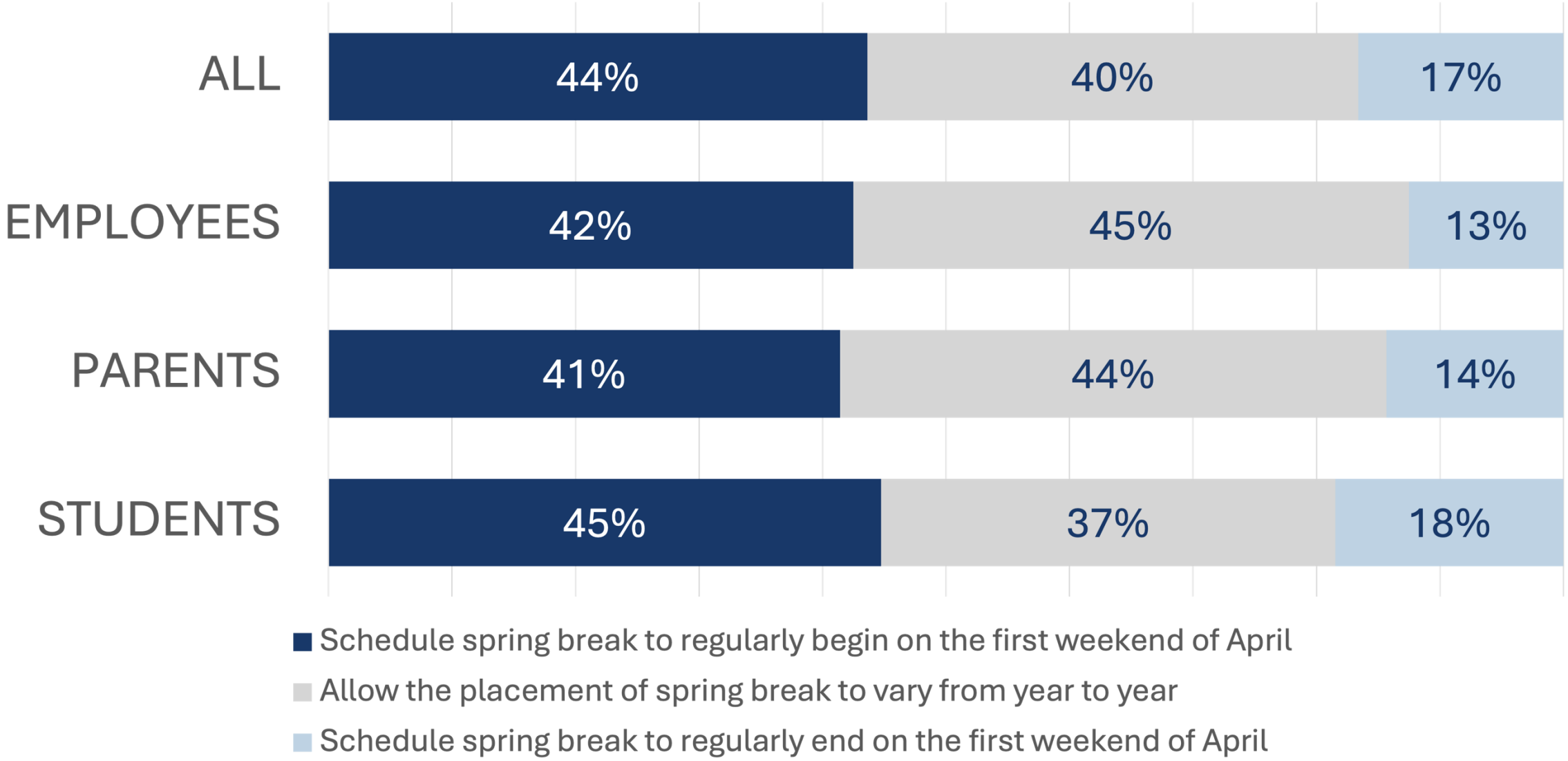


Semester Break/Balance Options Considering Breaks



Placement of Spring Break

Spring Break Placement Options



Additional Spring Break Considerations

SB 193 (2026)

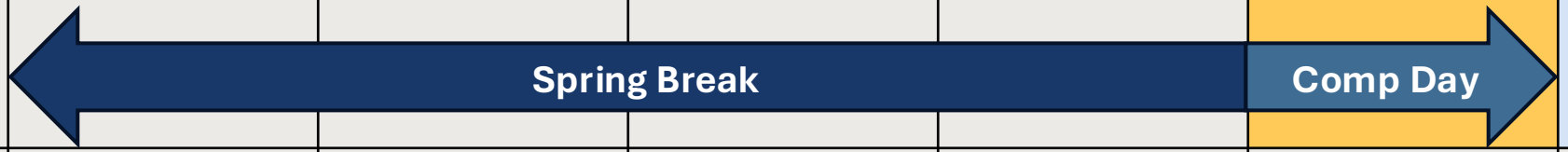
- Starting with the 2027-28 school year, when setting the schedule for a school year, a school district shall, to the extent possible, prioritize scheduling school breaks to coincide with Good Friday and other state holy days.

Possible Solution

- The Compensation Day (for Parent-Conferences) often represents one of the days of Spring Break. We could affix that Compensation Day to Good Friday and have Spring Break affixed to the first weekend of April as follows.

Additional Spring Break Considerations

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					Good Friday	First Saturday in April



Additional Spring Break Considerations

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						First Saturday in April
					Good Friday	
	Spring Break				Comp Day	

Additional Spring Break Considerations

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					Good Friday Comp. Day	
	Spring Break					First Saturday in April

Additional Spring Break Considerations

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					Good Friday Comp. Day	
						First Saturday in April
	Spring Break					

Additional Spring Break Considerations

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Spring Break					First Saturday in April
					Good Friday Comp. Day	

Administration’s Recommended Priorities

Calendar Priorities in Order

Applied Year-Over-Year to Generate Calendar

Administration's Recommended Priorities

1	2-Week Winter Break	Keep as currently stands
2	2-Day Fall Break	Keep as currently stands
3	1-Week Spring Break	Keep & affix adjacent to 1st Saturday of April as noted
4	Compensation Days (2)	1 on Wed. before Thanksgiving; 1 on Good Friday
5	End Before Memorial Day	Retain ending on Friday before Memorial Day
6	Start Later in August	Seek Wed. or Thu. start as late as possible given constraints
7	End Semester @ Winter Break	Retain semester break at winter break
8	Balanced Semesters	Minimize imbalance after satisfying other constraints
9	Prof./Contract Days (9)	5 Before School; 2 @ Semester; 1 @ Term 1; 1 @ Term 3

Board Discussion

Board’s Perspective & Priorities

Questions

Next Steps

Next Steps

- 3-Year Calendar Development (Administration)
  - Review discussion from today
  - Prepare the next 3-years of school calendars based on decision points from today
- Board Business Meeting (Nov. 17th)
  - Review proposed calendars and consider motion to adopt the calendars on 1st reading
- Public Comment Period (Nov. 18th through Nov. 30th)
- Board Business Meeting (Dec. 1st)
  - Consider motion to adopt the calendars on 2nd reading