

School Board Uses Structured, Impact-Focused Process to Select 2026-2027 Calendar

At the recent February 18th special board meeting, the school board used a structured, decision-making process to evaluate three possible school calendar options: a four-day calendar, a five-day calendar, and a flex calendar. The goal of the meeting was to determine which calendar option would best serve students and staff when considering a full range of district impacts.

The design of the meeting allowed board members to follow a step-by-step evaluation process which ensured focused and thoughtful discussion and deliberation. Throughout the process, each calendar option was evaluated across the same set of factors. The factors were determined by the board listing all things that could be impacted by the school calendar. The board then grouped the considerations into categories. The categories became the factors the board used to evaluate each calendar's impact.

The factors and their considerations are as follows. The factors, in order of importance, are student achievement and learning, student and staff well-being, teacher recruitment, certified staff retention, classified staff retention, financial impact, and childcare. The student achievement and learning factor included, in no particular order, meeting state standards, grades, attendance, number of instructional days, special education, at risk students, enrichment, homework, post-secondary readiness, workforce readiness, and extracurriculars. Student and staff well-being included mental health of students, burnout/fatigue, teacher morale, family time, student appointments, student meals, consistent schedules, extracurriculars, and the day off for students to work. Teacher recruitment included recruiting teachers and securing certified teachers. Certified staff retention included teacher contract days, teacher morale, and the need for subs. Classified staff retention included classified staff hours and staff morale. Financial impact included transportation, parent mileage, tax payer approval, enrollment, snow days, and food service. Childcare included Coyote Club availability, safety of students, and unsupervised time for students.

The board then listed any evidence that had been collected relating to a school calendar's impact on the defined factors. The evidence included parent, staff, and community survey responses, the mission statement, test scores and attendance comparison table, feedback from other districts, responses to the survey following the community meeting, Searchlight article, University of Oregon study, Mitchell Republic article, ASBSD current job openings, responses to the staff questionnaire, and a cost analysis.

For the evaluation process, the board identified what considerations were included in each factor, what evidence the board had to help evaluate how a calendar impacts each factor, and discussed how a four-day calendar, a five-day calendar, and a flex calendar would impact each specific consideration.

Following the discussion of each factor, board members independently rated how each calendar impacted each factor. The rating scale was from 1-5; 1 represented significant negative impact,

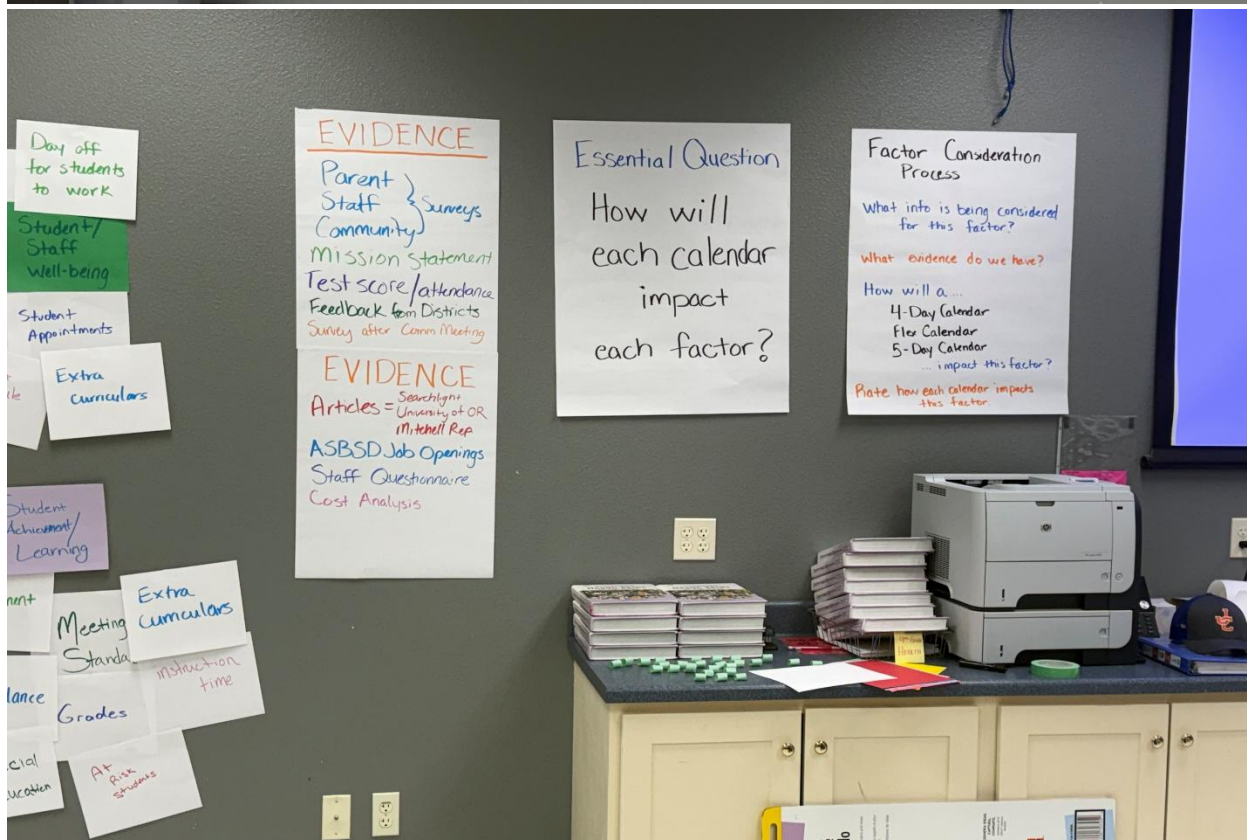
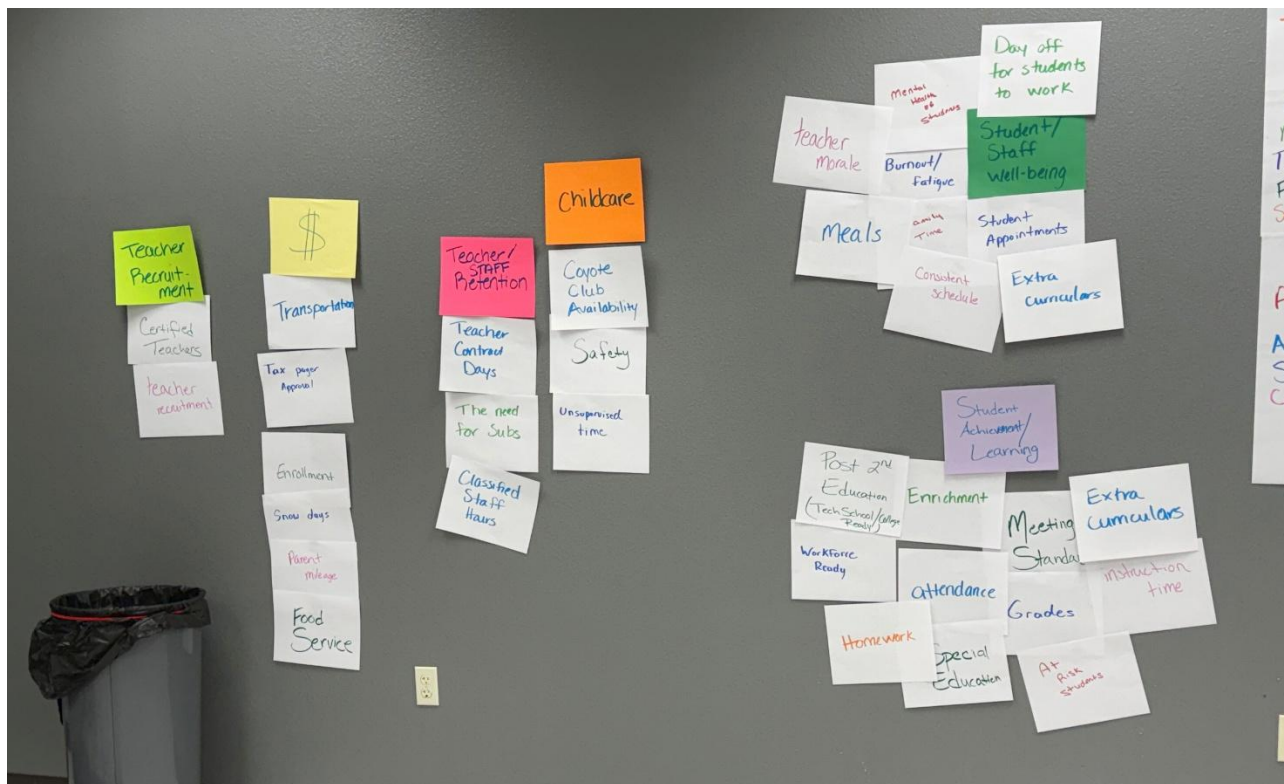
5 represented strong positive impact. Each board member also independently noted their level of confidence in each calendar rating based on the strength of available information and noted the potential risks if their rating assumptions proved incorrect. This process allowed members to weigh both evidence and uncertainty while maintaining a consistent method of evaluation. By reviewing one factor at a time and applying the same scoring framework to each calendar, the board gave equal consideration to all calendars and factors and allowed the impacts to be discussed openly.

After independently completing the evaluation, scores were averaged and members reviewed the ratings collectively. This summary view helped guide final discussion before the board made its decision.

During the final discussion, the board president emphasized that the intent of the process was to ensure the decision was centered on what is best for the district, not only to choose a calendar. Members discussed the pros and cons of each calendar and compared the number of instructional days. Additionally, members spoke about what Fridays would look like for the Flex and 4-day calendar, Coyote Club availability, strategies for advertising open positions, how “in-service days” may be utilized (for professional development, collaboration, curriculum planning, and staff meetings) and the number of 4-day weeks versus 5-day weeks in the Flex calendar.

Members acknowledged that no single option would perfectly meet every need, and that the decision would ultimately require balancing competing priorities while remaining focused on what would provide the greatest overall benefit to students.

The board’s final decision of selecting the Flex Calendar was based on its review of all factors together, the available evidence, and community input, with the understanding that no calendar option is without compromise. By using a structured framework, the board aimed to select the calendar that provided the strongest overall benefit for students while responsibly balancing academic priorities, staffing considerations, family needs, and fiscal responsibility.



DRAFT 2026-2027 Jones County School Flex Calendar

August 2026						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August	
10	School Board Meeting
11	In-service 8:00-4:00
12	In-service 8:00-4:00 (Open House 4:00-7:00)
19	First Day of School
9 Student Days; 11 Contract Days	

September	
4&7	Labor Day - No School
14	School Board Meeting
17	Mid-Term-School Day
18	In-service
25	Homecoming
18.5 Student Days; 19.5 Contract Days	

October	
1	PT Conferences 3:30-6:30; Dismiss 3:15
2	No School
12	Native American Day
13	School Board Meeting
15	1st Qtr Ends (41 days)
16	Teacher In-Service No School - Regional PD
19 Student Days; 20.5 Contract Days	

November	
9	School Board Meeting
10	Veteran's Day Program 2:30 pm
11	Veteran's Day - No School
13	Mid-Term
25-27	Thanksgiving Break
17 Student Days; 17 Contract Days	

December	
18	2nd Qtr-Semester Ends (40 days)
21-31	Christmas Break
14 Student Days; 14 Contract Days	

January 2027						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January	
4	School Resumes
11	School Board Meeting
14	JC Invitational - Dismiss at 11:30
15	No School
18	Martin Luther King Jr. Day- No School
16.5 Student Days; 17.5 Contract Days	

February	
5	Mid-term - School Day
8	School Board Meeting
12	Inservice
15	President's Day - No School
25	PT Conferences- 3:30-6:30; Dismiss 3:15
17 Student Days; 18.5 Contract Days	

March	
8	School Board Meeting
11	3rd Qtr Ends (43 days)
12	Spring Break No School
18	Teacher In-Service
19	Spring Break No School
26&29	Good Friday/Easter Monday - No School
18 Student Days; 19 Contract Days	

April	
9	Mid-term
12	School Board Meeting
16	No School
23	Teacher In-Service
20 Student Days; 21 Contract Days	

May	
10	School Board Meeting
16	Graduation
17	4th Qtr-2nd Semester ends (43 days)
18	Last Day of School - Dismiss 11:30
19	Teacher In-Service
11.5 Student Days; 12.5 Contract Days	

	Teacher Inservice		No School
	First/Last Day/Graduation		Early Dismissal
	Mid-term/Qtrtr/Sem		Parent Teacher Conferences

School Day: 8:17-3:35
Student Days: 160.5
Teacher Contract Days: 170.5