



DURHAM UNIFIED SCHOOL DISTRICT



9420 Putney Drive, Durham, CA 95938

Regular Session Governing Board Meeting Agenda

Wednesday, September 16, 2026

Durham Unified School District Board Room

6 pm Open Session

Or

Join Zoom Meeting

<https://durhamunified.zoom.us/j/84482077735?pwd=PIKp08gzF6lk6lV9MmNgidb4PN8Y6W.1>

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Minutes

The Regular Meeting of the Board of Trustees of the Durham Unified School District was held in the Durham Unified School District Board Room on Wednesday, September 16, 2026.

Trustees Present: Ed McLaughlin, Jennie DuBose, Buzz Landon, Andrew Sohnrey, and Garrett Meyer

Administration Present: John Bohannon, Superintendent; Jess Knox, Chief Business Officer; Chloe Bartel, Human Resources/Executive Assistant; Samantha Brown, DES Principal; Josh Rowe, DIS Principal; Marty Wilkes, DHS Principal; Marilyn Bertolucci, Director of Student Supports and Eric Kolstad, MOT Manager.

A. Call to Order

President Buzz Landon called the meeting to order at 6:00 p.m. in the Durham Unified School District Board Room.

B. Pledge of Allegiance: Andrew Sohnrey

C. Change to the Agenda: Yes, moved the Informational Agenda Item for the Ag update to be given first before Items From the Public.

H. Informational Items:

1. Ag Update: FFA Members, Ashley Spence and Ryan Felix, gave an update on recent activities and accomplishments. The officer team participated in leadership training and planning over the summer, with goals of increasing community outreach and member involvement. FFA members had a successful fair season, earning Champion Market Hog and Goat honors at the Silver Dollar Fair and Champion Market Steer at the Butte County Fair, along with numerous high placements in market and showmanship classes. The chapter currently has 243 members enrolled in 14 agricultural courses, and the first FFA meeting of the year had 101 attendees. Students are also actively involved in the greenhouse, growing chrysanthemums for the annual October mum sale and poinsettias for later in the year. Upcoming opportunities include the Shasta College Field Day, Greenhand Leadership Conference, National FFA Convention, and FARMS Leadership Program. The officers expressed enthusiasm about continuing to grow membership, leadership opportunities, and student involvement in FFA.

D. Public Hearing:

1. Sufficiency of Instructional Materials
 - a. The Board held a public hearing.

E. Items From the Public: None**F. District Reports:****DUTA:**

Heidi Carrillo, DUTA president, shared that DUTA held its second general meeting of the year, with several positive updates across the district. At the high school, the recent club fair had strong participation, with indications that more students are engaging in extracurricular activities than in previous years. The second year of the school's phone pocket holders is also going smoothly, with strong student compliance. Five staff members attended the Big Sky Conference focused on reading strategies, and the high school has begun implementing new approaches to vocabulary acquisition, including the use of flashcards. ASB is also preparing for Homecoming activities, including dress-up days. At DIS, students are preparing for boat races and an upcoming jog event, while homeroom teachers are exploring the purchase of pop-up canopies for use throughout the year at outdoor events. Volunteers are also needed to assist with lap counting. DIS continues to see strong enthusiasm for ASB activities and rallies, particularly among sixth-grade students. At the elementary school, staff are continuing to implement curriculum and plan for differentiated instruction, with a cookie dough fundraiser planned for later this month. Finally, the meeting included discussion of Proposition 3, which will appear on the November ballot. The measure would continue funding currently in place; without an extension, those funds would expire in 2030. For the district, the loss would represent approximately \$3.5 million annually, making community awareness of the measure an important consideration for the district's future budget.

Durham Elementary School: Samantha Brown, Principal:

Enrollment: 509 students (decrease of 1 K and 1 2nd grade student, but gaining one 5th grade student on 9/14/2026)

Events/Happenings: September is off to a fantastic start at Durham Elementary! Our students and staff have settled into their daily routines, and there is a wonderful sense of momentum across all grade levels. Building on a successful launch to the school year, this month is packed with opportunities to celebrate positive behavior, foster student leadership, and strengthen our home-school partnerships.

Upcoming September 2026 Events & Key Dates

- **Lifetouch Picture Day:** Thursday, September 3rd (*Make-ups for DUSD will be on Wednesday, October 14th*)
- **DES PTS Cookie Dough & Gifts FUNdraiser Kick-Off:** Friday, September 4th (Look for packets coming home with students and updates via ParentSquare)
- **Labor Day Holiday (NO SCHOOL):** Monday, September 7th
- **Bucket Filling Assemblies:** Friday, September 11th
 - TK: 8:30 AM – 8:50 AM (In Classrooms)
 - K–2nd Grade: 9:00 AM – 9:35 AM (MPR)
 - 3rd–5th Grade: 9:45 AM – 10:25 AM (MPR)
- **Popsicles with the Principal:** Friday, September 11th @ 2:00 PM (Celebrating student role models demonstrating our PBIS Character Trait of the Month for August: *Optimism*)
- **Minimum Release Day:** Monday, September 14th - TK: 11:45 AM, K-5 12:20 PM
- **Teacher Professional Development:** Monday, September 14th - CA Math & You Lesson Walk Through (K-5) and *Frog Street*, Assessments, and Aeries Repot Card Alignment (TK)
- **Last Day of Cookie Dough and Gifts FUNdraiser:** Thursday, September 17th (*All order forms and monies due back by the morning of Friday, September 18th*)

- **DES Secure Safety Drill:** Friday, September 18th @ 1:50 PM
- **Probationary Teacher Check-In:** Tuesday, September 22nd (After school meeting to support and build community among our new DES teachers)
- **School Site Council Meeting:** Wednesday, September 23rd @ 3:00 PM – 4:00 PM (DES Room 2)
- **Deaf and Hard of Hearing (DHH) Field Trip to MONCA in Chico:** Thursday, September 24th 10:30 AM - 1:30 PM
- **September School Spirit Day:** Friday, September 25th - **PAJAMA DAY!**
- **Student Council Meeting:** Monday, September 28th @ 12:15-12:40 PM in Mrs. Perkins Classroom
- **PBIS Leadership Team Meeting:** Tuesday, September 29th @ 3:00-3:30PM

Staff Meeting/Grade Level Collaboration: On Tuesday, September 1st, we held our September Staff Meeting in the DES MPR from 3:00–4:30 PM. Our focus was reflecting on data, celebrating early wins, and refining daily practice by checking in on our shared August commitments. Key agenda items and collaborative work included:

- **Cultivating Educator Joy & Culture:** Teachers identified and shared their "Joy Anchors" to protect energizing daily routines. Staff also committed to implementing a 5–7 minute Monday Morning SEL Temperature Check (e.g., Fist to Five, Color Weather) starting after Labor Day to support student transitions.
- **Safety & Emergency Preparedness:** Staff debriefed the August 21st Fire Evacuation drill and reviewed protocols for the upcoming September 18th "Secure" drill at 1:50 PM.
- **Interventions & W.I.N. Models:** Staff reviewed expectations for Tier 2 Reading times so non-intervention students do not miss core instruction (utilizing Reading Discovery, Lit Circles, or Wonders extensions). We highlighted 1st Grade's UFLI Second Dose model and 5th Grade's Skill Dosing model for What I Need (W.I.N.) time, reinforcing that SBIT interventions are designed for skill acceleration and exiting students.
- **Operational Deadlines:** Teachers were briefed on upcoming compliance tasks, including Keenan Mandated Trainings, evaluation scheduling, signed handbook/tech policy pages, and collecting student Chromebook/Field Trip forms.

Throughout the rest of September, teachers will utilize early release Mondays for grade-level collaboration, alignment on new curriculum implementations (*CA Math & You*, *Frog Street*), completing the Weekly Pulse, analyzing baseline assessments to further identify students for interventions.

Shout Outs:

- **Kacy Adkins & Our TK Teachers:** Thank you for leading our targeted SBIT intervention groups! Special appreciation to Kacy for running Reading Intervention and our TK team for heading up Math Intervention to help our students accelerate and thrive.
- **DES Staff & Emergency Response Team:** Thank you to everyone for active participation and complete student accountability during our August 21st Fire Evacuation Drill, as well as maintaining clear radio communication throughout!
- **Katie Perkins & ASB Student Leaders:** Kudos for organizing and launching our Student Council Kick-Off Assembly for 3rd–5th grades, empowering our young leaders for the upcoming year!
- **Our Entire DES Teaching Staff:** An incredible shout-out for taking on multiple new curriculum adoptions: *CA Math & You* (K-5), *Frog Street* (TK), and Year 2 of *Amplify Science* with grace, flexibility, and a total commitment to progress over perfection!
- **Lisa Atlas:** A special shout-out and huge thank you to Lisa for stepping in and subbing for me while I attended the Big Sky Literacy Conference in Montana from August 26th–31st!

Outreach to Parents/Community: I will continue to update the DES website, as well as send important messages out via Parent Square.

I will also work closely with DES PTS Communications Chair, Nicole Dicharry, to get important information out to our families via social media.

School Site Council Parent Representative Nominations close this Friday, September 11th. We have openings for three new parents this school year for a two year term. School Site Council Parent Representative Voting will begin this Friday, September 11th and close on Friday, September 18th. Our first meeting will be held on Wednesday, September 23rd from 3:00-4:00PM.

DELAC: Our first regular monthly meeting is rescheduled for Thursday, September 22nd at 6:00 PM in the DES MPR. We will also celebrate Mexico's Independence Day which falls on Wednesday, September 16th.

Durham Intermediate School: Josh Rowe, Principal: **September Board Report**

We have one month under our belts, and things are going well at Durham Intermediate School. Our entire school has completed the fall NWEA MAP assessments in ELA and Math. The data from these assessments help us identify where students are in their learning and allow us to adjust instruction to better meet their needs.

NWEA MAP data were broken down by ELA period, Math period, and 6th-grade class and reviewed alongside each student's CAASPP scores dating back to 3rd grade. This information was provided to teachers to help initiate data-rich conversations during grade-level and content-area collaboration. These conversations will help us identify trends, areas of strength, and opportunities for targeted instruction and intervention throughout the year.

Back-to-School Dance

PTS hosted our Back-to-School Dance on Friday, September 4. As usual, the decorations, DJ, and snacks were amazing! We had 152 students attend the western-themed dance. Parents even brought roping equipment, giving students the opportunity to learn how to throw a lasso in addition to enjoying the music and dancing.

Thank you to PTS and all of the parents and staff members who volunteered their time to make the dance possible. It was a great way to kick off the school year and bring our students together.

ASB Officers

We are excited to announce our ASB officers for the 2026–27 school year. Congratulations to all of the students who participated in the election process and did a great job with their campaigns and speeches.

Parker Reinolds was elected ASB President, Michael Crete as ASB Vice President, Lucia Alvarado as ASB Secretary, and Owen Burwell as ASB Treasurer. We look forward to seeing their leadership and contributions to our school throughout the year.

Cardboard Boat Races

The annual Cardboard Boat Races are coming up on September 18 at the DRPD pool. Mr. Richards has begun teaching his classes the scientific and engineering principles students will need to design successful boats. Students will have the opportunity to apply what they have learned as they creatively engineer cardboard watercraft and put their designs to the test by racing across the DRPD pool.

This event is always a great opportunity for students to combine science, engineering, creativity, teamwork, and a little friendly competition.

Jog-a-Thon

Our annual Jog-a-Thon fundraiser is now in full swing. Our ASB officers and student leaders put on a great kickoff rally to build excitement for the fundraiser. Students participated in games, and homeroom classes challenged one another to see which class could raise the most money.

The Jog-a-Thon is an important fundraiser for DIS, with funds helping support opportunities and experiences for our students throughout the school year. We appreciate the continued support of our families and community as we work toward another successful event.

Enrollment

As of the writing of this report, Durham Intermediate School's enrollment stands at 241 students.

Durham High School: Marty Wilkes, Principal:

Student of the Month:

September's Student of the Month is Emma Waggoner. Emma has a 4.3 GPA. Emma is on the Volleyball team, Wrestling team where she won the Master Championship She also played right field on our section title winning softball team. Emma will be applying to several colleges this year, including NYU, Tampa University, University of Oregon, and U.C. San Diego. Ms. Waggoner will be majoring in Journalism. She is currently taking Advanced Ag Floral, Physics, SOU English, SOU Government, Calculus, and Stats.

Shout Outs/Events:

Dual Enrollment at DHS 26-27 School year:

- Mrs. Withrow is teaching SOU Eng Lit
- Mr. Bear is teaching SOU Pre-Calculus, Butte Statistics, AP Calculus
- Mrs. Carrillo is teaching Butte Spanish 3 and Hispanic Film
- Mr. Stromberg has SOU Government, Econ and Butte College U.S. History
- Mr. Staiger has Butte Public Speaking

From the Office / Events:

9/18 Football at Biggs
9/22 Senior Parent Night
9/29 Volleyball vs East Nic
10/2 Football Homecoming vs Colusa
10/6 Volleyball vs Paradise
10/9 Football at East Nicolaus
10/16 Football vs Paradise
10/20 Volleyball vs Colusa

Enrollment: 9th = 82 10th = 87 11th = 79 12th = 77 BCOE=0 TOTAL= 325

Director of Student Services: Marilyn Bertolucci:

Special Education Services

The Big Sky Literacy Summit 2026 - just a few of the insights I brought back with me. Carmina's notes are also attached.

AI Focused Sessions

The human isn't the back up system. We remain responsible for the output. We are the stewards of AI. Words carry meaning that is grounded in experience. The more experience that we have in common the fewer words we need. Large language models do not have shared experiences with us. Reading text does not equal experience. LLMs do not care about being consistent and will give us inconsistent

descriptions. They don't hallucinate, they are right or they are wrong. The algorithm is the same no matter what.

The evidence for students facing AI is very thin, only 20 papers so far. We don't know what AI means for a developing brain. At this time using a LLM as a personal tutor is lacking. That being said, AI is not something that can be ignored. We must have rules and teach students how to use AI.

The evidence for teachers facing AI is more positive, use it as a tool. It is suggested that we use AI first to strengthen our systems, then to support educators and then lastly with students.

Small Group Sessions (highlights from just a few of them)

7 Things School Leaders Should Know About Implementation Science-[The Alabama Reading Initiative](#)

[Knoster Model for Managing Complex Change](#)- vision + skills + motivation + resources = change

Every system is perfectly designed to get the results it gets.

In sports do coaches only coach their worst players? Why is this the model for education?

It is not a problem if it is not a pattern. If it is a pattern then it is a problem.

What Education Doesn't Know About Implementation Science

Education often treats implementation science as a single event, a launch day, a policy adoption, or a training session, instead of a sustained discipline of structural change. This repeated practice creates systematic blind spots that cause even high-quality, evidence-based programs to collapse under local conditions.

Adoption Is Step Zero, Not the Finish Line

- The Blind Spot: Districts treat purchasing a curriculum or passing a mandate as the primary goal.
- The Reality: In implementation science, selection is merely the initial phase. True implementation begins *after* adoption, requiring active organizational drivers (coaching infrastructure, data loops, leadership alignment) to sustain it.

Training Shifts Knowledge; Coaching Shifts Practice

- The Blind Spot: Over-relying on standard, sit-and-get professional development workshops to drive instructional changes.
- The Reality: Passive PD yields roughly a 5% transfer rate to classroom practice. Implementation science demonstrates that ongoing, job-embedded coaching paired with active implementation teams is required to hit an 80% to 90% implementation threshold.

The Myth of the 1-Year ROI

- The Blind Spot: Demanding standardized test score gains within nine months of launching an initiative, declaring failure if results lag.
- The Reality: Full, institutionalized implementation takes 2 to 4 years. Evaluating outcomes too early measures initial implementation friction rather than the intervention's actual efficacy.

Fidelity vs. "Lethal Mutation"

- The Blind Spot: Swinging between rigid compliance (zero adaptation allowed) and unscripted autonomy (altering core components until the program loses its impact).
- The Reality: Effective systems distinguish between the non-negotiable core program components and customizable delivery methods fit for local culture.

The Science of De-Implementation

- The Blind Spot: Continuously layering new initiatives on top of old ones, creating initiative fatigue and diluted focus. This leads to overwhelm and burnout
- The Reality: High-performing implementation frameworks treat "de-implementation" or the deliberate, structured phase-out of legacy or redundant programs with the same priority as launching new ones.

Thinking Understanding and Remembering in a Digital World

When you are reading, comprehension is not the purpose. The purpose is either for learning or for pleasure. There are two types of thinking; shallow and deep or fast and slow. Our brains prefer shallow and fast thinking, so we love all things that are digital. When we know that we can look something up on the internet or store it in our device it is not stored in our memory. This is known as cognitive outsourcing. That information or knowledge will not be in our memory to access later.

We need to practice type 2 thinking, slow and deep. We need to practice critical thinking. We also need to teach students how to think critically. Storing and retrieving information from memory strengthens learning.

- AI is limiting the benefits of writing. A person must do the cognitive work to receive the cognitive benefit.
- We must guard against shallow thinking, be conscious of your reading habits, slow down and engage more deeply. This is something that must be taught.
- [Ultra-Processed Minds: The End of Deep Reading and What It Costs Us](#) Carl Hendrick

The Structure of a Reading Revolution

This is a paradigm shift and we need to stay focused on the goals. Teachers who know more about teaching reading and language have students who grow more. Reading Universe has developed 10 Maxims: What We've Learned So Far About How Children Learn to Read.

Books that I will be reading and sharing based on conference recommendations: From Strength to Strength; Awakening the Brain: The Neuropsychology of Grace; The Shallows: What the Internet is Doing to Our Brains; Thinking Fast and Slow; Upstream: The Quest to Solve Problems Before They Happen; Why Don't Students Like School?; Reader Come Home: The Reading Brain in a Digital World

Quotes

"Reading is thinking with a book in your hands."

"The voice in your head is your voice, your language, your vocabulary etc."

"Oral language is the heart of education"

"We don't put genius into students. We make room for it".

"Writing is a thinking activity, it promotes deep thinking. Writing makes thoughts visible and exposes weakness in one's understanding" Hugh W. Catts, Ph. D

Carmina's Big Sky Literacy Summit Take Aways

Quotes

- "It's hard to teach something that is new but when you know it's right, you do it anyway."
- "Language is taught, not caught."
- "Phonics fixed the floor and language instruction will raise the ceiling."
- "Change moves at the speed of trust."

Resources:

- [SCALE Initiative. What is working and what is not working in K-12](#)
 - Great resource to find information on specific topics as it relates to AI in schools.
- [POEMS – a strategy for teaching comprehension](#)
- [Reading Universe – free](#)
 - Free lessons and free quick training for educators
- [Tier 1: Levers for Literacy Across Content Areas](#)
- [Tier 2: Data Based Decision Making for Adolescent Literacy Intervention](#)
 - The high school is following this model and middle school is close to following this model.
- [Vocabulary Routine](#)
- [Vocabulary Routine Video](#)

A.I. - Artificial Intelligence

- AI was officially launched in 1958
- Words carry meaning that is grounded in experience – the more experience we have in common, the fewer words humans need to communicate with each other

- Large Language Models (LLMs) aka AI, do not have the language experience that humans experience. When LLMs don't know what to do it makes things up. LLMs do not know they are hallucinating/making things up.
 - LLM's can't learn from what they don't know
- AI evidence in K-12 is very thin yet we use it a lot
- Kids who use AI to write, lose the skills immediately. They do not retain the information that AI helped the student with.
 - It is better to use AI once the students have writing experience.
- AI and teachers
 - Beneficial for all but not as beneficial for new teachers because they don't have the teaching experience. New teachers using AI to build lesson plans is like having a student have AI write their writing assignment when they haven't learned the mechanics of writing.
- The evidence is weakest where the stakes are highest
 - There is no evidence for long-term learning from AI
 - When new teachers use AI for lesson planning, students learn less
 - Personal based AI tutoring is lacking despite all the research that is available to create it.
 - This is similar to reading instruction. We have the evidence on what works but it's a work in progress to get school to use what works
- Highest impact tutoring is human to human as long as the tutor is well trained and they have a positive relationship with their students
- There is real potential to use AI to enhance teacher tutoring skills
- For special education, AI has better diagnostic assessments
- Schools should and need to question ed tech (e.g. online interventions)
 - At this moment, evidence shows that ed tech will not close the gap

Leadership

- Change moves at the speed of trust
 - It only takes one breach of trust to ruin all the work
- Non-negotiables for changing an academic school system
 - Full admin. Support at all levels
 - Teams to analyze data
 - Interventions – that work
 - Professional learning
 - Includes admin and teachers
 - Strong tier 1
 - Literacy across all content areas
 - Data-based decision making using collaborating problem solving process
- How do we improve?
 - Valid tier 1 instruction core instruction
 - Systematic benchmark assessments (3 times per year)
 - Progress monitoring for kids receiving tier 2 and tier 3 supports

Reading Instruction

- Comprehension is the outcome of reading. We work on the components (word reading, fluency, and language comprehension) to achieve the outcome.
- Decoding skills (word reading) need to be explicitly taught using explicit instruction.
 - If a student has perfect decoding skills then we work on linguistic comprehension instruction.
- Next steps in reading instruction
 - Learning what the outcomes are does not mean that we understand the process of how to reach those learning outcomes.
 - We know foundational skills in reading must be explicitly taught but there also needs to be systematic practice throughout the day for learning to be effective.
 - Students need to practice the foundational skills in order to achieve reading fluency.

- Without fluency, we will continue to struggle with comprehension when reading independently.
- We need high quality training in the science of reading and how children learn and master concepts.
- Reading fluency (note from Miss Biro): Another thing that was really stressed at the break outs that I went to was the importance of having students read out loud in class and not just having them listen to audio books or the teacher reading. It's super simple to do but has massive benefits to helping students with their fluency and comprehension.

Language Comprehension

- Language should be treated with the same intentionality as word recognition
- Reading is thinking and thinking is language
- The voice in your head is internally generating and mimicking your speech/language structures
- Memory is a residue of thought.
- Components of language
 - Phonology
 - Semantics
 - Morphology
 - Syntax
 - Pragmatics
- [Structured conversations are one way to increase language usage in school. You can have structured conversations using the 4 T's](#)
- You can also use sentence starters to increase language usage
 - I think....
 - I noticed...
 - The answer is Because
 - The problem is about....
 - The solution is.....
 - These starters should evolve over time. These starters are a good start but as the year progresses, these structures should become more complex.
- Reading comprehension at 8 years old is predictable by oral language skills at 3.5 years.
- Oral language skills at 4 years old predicts word level literacy skills at 5.5

Mathematics

- As a nation we are continuing to go deep into inquiry learning. Which is not good for learning basic math concepts. California is a leader in inquiry learning.
- Language is required to communicate in math. English math is far more difficult than math in other languages. It is one reason why Asian countries score higher. Their language structure is less complicated.
- Strongest cognitive and math success predictors
 - Phonological awareness and morphological processing
 - Rapid automatic naming
 - Visual supports
 - Early math vocabulary
- [Slides](#)

Other

- Types of thinking
 - Type 1: easy thinking.
 - Type 2: deep thinking. This is critical thinking. This type of thinking helps with remembering information. It is harder. It is getting harder to do this in school because there is so much type 1 thinking using social media.
- Children learn when they are regulated. A regulated state = access to education.

- Relationship building between educator and student is essential in learning and regulation
- [Slides](#)

High Leverage Practices

- Provide purposeful fluency practice
- Teach multisyllabic words using a vocabulary routine across content areas
- Build background knowledge
- Students ask and answer questions
- Ask students to summarize
- Have students answer questions in complete sentences and have the teacher reiterate answers in complete sentences
- Your lessons should be routines. You change what goes into the routine and not create everything from scratch each day.

Vocabulary Words I Learned from a presenter modeling a Vocabulary Routine

- Logomachy – an argument about word choice
- Antediluvian – old practices or old ways of thinking

MOT Manager, Eric Kolstad:

Background:

The school year has had a busy start, with the opening of the new TK/K campus and the continued use of the DHS stadium. Preparing and maintaining these facilities, while also keeping areas clean and ready for athletic events, has presented some challenges. Summer was particularly busy, with numerous athletic activities and other events taking place across the district.

Transportation continues to be an area of concern. The electric buses have experienced ongoing charging issues, while the aging diesel fleet is beginning to require more frequent repairs and maintenance. Bill has taken on the new Mechanic/Dispatcher role and is doing a good job learning the responsibilities and addressing issues as they arise.

Staffing continues to be a challenge within (MOT), particularly with changes in the custodial staff. We also continue to recruit for the open Utility/Bus Driver position.

As we move through the school year, we recognize the need for stronger communication and collaboration across school sites and MOT. Our goal is to find a productive balance that allows departments to support one another effectively and ensures our campuses remain clean, safe, and well maintained for students, staff, and the community.

Superintendent, John Bohannon:

Superintendent Bohannon wanted to share that the district is seeing encouraging academic growth following continued implementation of the Science of Reading. Preliminary assessment results indicate particularly strong third-grade performance, including notable achievement among socioeconomically disadvantaged students. Overall, the district performed higher than any other district in the county in English language arts and mathematics. Complete results are expected to be available with the state dashboard release on October 15.

The district will also launch its new My Ride K-12 transportation app next week, allowing families to track buses and receive real-time transportation information. Staff are preparing families for the rollout and addressing current transportation challenges related to a temporary bus driver shortage.

Repairs related to the elementary school water leak are nearly complete. A new valve has been installed to improve future water-system maintenance, and the affected area is expected to reopen next week.

G. Items from the Board:

Trustee DuBose asked why the new football jerseys are black since that is not a school color. DHS Principal, Marty Wilkes, explained that the players wanted those jerseys. He also shared the student participation, enrollment, and keeping the football program aligned with current high school sports trends played a factor. It was noted that students are heavily influenced by social media, college and professional sports, and what other schools are wearing, with appearance and updated uniforms playing a role in their interest in participating. The new uniforms generated significant excitement among players and may have encouraged additional students to participate. Maintaining adequate participation numbers is a significant concern for the football program, which currently has a relatively small number of upperclassmen and has experienced a loss of players in recent years. The discussion emphasized that efforts to attract and retain students are important to sustaining the football program and supporting overall student enrollment.

H. Consent Agenda:

Trustee Sohnrey made a motion to approve the consent agenda.

Motion: Trustee Sohnrey Second: Trustee Meyer Vote: 5/0

I. Discussion Action Items:

1. **Discussion/Action:** Discussion and approval to Employ Andrea Gomes on a Provisional Internship Permit (PIP).

After some explanation and discussion these items were approved.

Motion: Trustee Sohnrey Second: Trustee DuBose Vote: 5/0

2. **Discussion/Action:** Discussion and approval of the D&D Learning Spaces Quote for DHS Student Desks and Chairs.

After some explanation and discussion these items were approved.

Motion: Trustee DuBose Second: Trustee Meyer Vote: 5/0

3. **Discussion/Action:** Approval of the Unaudited Actuals FY 2025/26. (Supporting materials are available for review at the District office or www.durhamunified.org)

After some explanation and discussion, the motion made by Trustee McLaughlin to approve FY 25/26 was approved.

Motion: Trustee McLaughlin Second: Trustee Sohnrey Vote: 5/0

4. **Discussion/Action:** Approval of Resolution #26-2 Teacher Consent to Assignment Ed. Code 44258.3.

After some explanation and discussion these items were approved.

Motion: Trustee DuBose Second: Trustee Meyer Vote: 5/0

5. **Discussion/Action:** Approval of Resolution #26-3 Sufficiency of Instructional Materials.

After some explanation and discussion these items were approved.

Motion: Trustee DuBose Second: Trustee Meyer Vote: 5/0

6. Discussion/Action: Approval of Resolution #26-4 for Adopting of the “GANN” Limit.

After some explanation and discussion these items were approved.

Motion: Trustee McLaughlin Second: Trustee Meyer Vote: 5/0

7. Discussion/Action: Discussion of Board Appointments.

The Board gave the Superintendent direction on moving forward with the interview process of the Board Appointments.

8. Discussion/Action: Discussion and approval of the Second Reading of February 2026 Board Policy Updates. (Supporting materials are available for review at the District office or www.durhamunified.org).

9. Discussion/Action: Discussion and approval of the Second Reading of May 2026 Board Policy Updates. (Supporting materials are available for review at the District office or www.durhamunified.org).

Trustee McLaughlin made a motion to approve both Discussion/Action Item #8 and #9 together.

Motion: Trustee McLaughlin Second: Trustee Meyer Vote: 5/0

I. Public Comment on Closed Session Items: None
Moved to Closed Session: 6:58pm

J. Closed Session

1. *Conference with Labor Negotiators Agency designated representatives: Board President*

*Unrepresented Employee(s): Superintendent
(Government Code 54957.6)*

2. *Conference with Labor Negotiators Agency designated representatives:
Superintendent John Bohannon; Employee Organizations: Administrative, CTA, CSEA,
and Classified
Confidential (Government Code 54957.6)*

3. *Public Employee Discipline / Dismissal / Release / Complaint
(Government Code 54957)*

4. *Public Employee Performance Evaluation: Superintendent
(Government Code 54957)*

5. *Public employee appointment / employment:
(Government Code 54957)*

6. *Pending Litigation:
(Government Code: 54956.9 (d) (l))*

K. Return to Open Session: 7:22pm

L. Report of Action Taken in Closed Session: None

M. Next Board Meeting Date: Wednesday, October 21, 2026

N. Adjournment: The meeting adjourned at 7:23 p.m.