

Dayton School District #8

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Work Session Meeting

Tuesday, March 10, 2026

The Board of Directors of Dayton School District No. 8 met a Board Training Session on Tuesday, March 10, 2026 in the District Board Room

CALL TO ORDER/PLEDGE OF ALLEGIANCE

Board Chair Larry Ringnalda called the Regular Board Meeting to order at 6:01 PM and led the Pledge of Allegiance to the American Flag.

ATTENDANCE

Board Members	Administrators/Board Secretary
Larry Ringnalda, Chair	Amy Fast Superintendent
Kraig Albright, Vice Chair	Stephanie Oliveira, Board Secretary
Veronica Palmer	
Pieper Sweeney	
Ann Coleman	Student Board Members
Terri Paysinger	Ryan Crosser
Christopher Wytoski	Kendra Fuller-Absent

ADDITIONS, DELETIONS, AMENDMENTS TO AGENDA / ADOPTION OF AGENDA

No changes to the agenda.

PUBLIC COMMENT FOR AGENDA ITEMS

No Public Comment

Discussion

Topic: Calendar Options & Instructional Systems Review

Presentation Overview

Superintendent Fast introduced Sean Burke, who presented findings from research on multiple school calendar options. Superintendent Fast noted that surveys were distributed and meetings were held with a committee to gather input and inform the development of proposed calendar models. Sean Burke brings experience presenting calendar options at a national level and provided guidance throughout the process.

Calendar Options Presented

Sean Burke reviewed several potential calendar structures, including:

- **Flex/Hybrid Models:**
 - 92-minute classes; 158 instructional days; 20 prep days
 - 95-minute classes; 158 instructional days; 20 prep days
 - 95-minute classes; 154 instructional days; 20 prep days; 4 conference days
 - 95-minute classes; 154 instructional days; 20 prep days; 2 conference days; 2 goal days
- **Traditional 7-Period Day Models:**
 - 50-minute classes; 170 instructional days; 8 prep days; no conferences
 - Additional variation combining traditional and flex/hybrid elements

Sample bell schedules were provided for each option.

Career and Technical Education (CTE) Pathways

Sean Burke emphasized the importance of Career and Technical Education (CTE) pathways, noting strong community support. Key points included:

- Early exposure beginning at the elementary level (e.g., school garden for agriculture, LEGO-based architecture activities)
- Progressive skill development leading to high school internships
- Integration of engagement, strong instruction, and clear pathways to support student success

Key Themes and Considerations

- “If nothing changes, nothing changes” — emphasizing the need for innovation to improve student outcomes
- The goal is to design a cohesive system supporting students from Pre-K through graduation
- School structure can either support or limit learning opportunities

Critical components of an effective system:

- Quality of instruction
- Access to academic support
- Student engagement
- Opportunities for exploration and pathways

Data Review and System Analysis

To better understand Dayton's strengths and challenges, the following areas were reviewed:

- Attendance trends
- Academic performance
- Student engagement indicators
- Regional comparisons
- Traditional and non-traditional learning models used in other districts

Attendance Insights

Attendance was identified as a key factor tied to student belonging and engagement. Improvement seen when:

- Students feel connected
- Students experience academic success
- Learning is relevant
- Early, targeted interventions are in place

Academic Performance Data

- **Grade School:**
 - 70% not meeting ELA standards
 - 75% not meeting Math standards
- **Junior High:**
 - 81% not meeting ELA standards
 - 91% not meeting Math standards
- **High School:**
 - 70% not meeting ELA standards
 - 75% not meeting Math standards

Required Instructional Hours:

- Grade School: 900 hours
- Junior High: 900 hours
- High School: 990 hours

Importance of Teacher Preparation Time

Teacher preparation time was highlighted as essential for:

- Planning instruction
- Analyzing student learning
- Designing interventions
- Collaborating with colleagues

A successful schedule must support both student learning and teacher effectiveness.

Portrait of a Dayton Graduate

The district aims to develop graduates who are:

- Curious
- Resilient
- Collaborative
- Empathetic
- Driven
- Optimistic

Conclusion

The presentation emphasized the need to align calendar structures, instructional practices, and student supports to improve outcomes. The Board will continue reviewing options to determine the best path forward for Dayton students.

The Board Chair adjourned the meeting at 7:05 PM.

Respectfully submitted,



Larry Ringnalda, Chair
Dayton Board of Education



Stephanie Oliveira, Board Secretary
Dayton Board of Education

