REGULAR BOARD MEETING
November 12, 2019
The Board of Directors of Dayton School District No. 8 met for the regular monthly meeting on Tuesday, November 12, 2019 in the District Board Room.

CALL TO ORDER
Board Chair Christopher Wytoski called the Regular Board Meeting to order at 7:33 PM and led the Pledge of Allegiance to the American Flag.

ATTENDANCE
Board Members
Christopher Wytoski, Vice-Chair
Ann Coleman
Jeffrey Crapper
Debbie Kears
Travis Oliveira
Raylinda Price absent

Administrators/Board Secretary
Dr. Brian Recht, Superintendent
Debbie Diener, Business Manager
Katie Terry, Board Secretary
Stephanie Ewing, GS Principal
Mike Solem, JH & HS Principal

PUBLIC COMMENT
There were no public comments

AGENDA REVIEW
There were no revisions to the agenda.

CONSENT AGENDA
MOTION
It was moved by Terri Paysinger, seconded by Jeffrey Crapper, and carried (6-0) to approve the consent agenda as follows:
1. Approve Minutes of October 8, 2019, Regular Board Meeting.
2. Confirm Employment:
   - Tiffany Ashley, GS Instructional Assistant, 0.5 FTE
   - Marcia Pleitez, JH Instructional Assistant, .84 FTE
   - Dave Fluke, Girls Varsity Softball Coach

REPORTS

ASB
No Report given.

Superintendent
Interim Superintendent Brian Recht reported:
   - Interim Superintendent Recht had the opportunity to attend the Veteran's day
recognition and celebration assembly at the Junior High/High School last week. The Guest speakers were authentic and emotional and our students, the whole student body, was alert and respectful while honoring the veterans and their service. The Band and the Choir did an outstanding job, and the culinary class who provided a delicious meal to our Veterans.

- As part of the efforts to include constituents in gathering opinions on school improvements for the Student Success Act, Interim Superintendent Recht has reached out to Trini Marquez and Father Zani to schedule some time in the next few weeks.
- Interim Superintendent Brian Recht met with Jennifer Richter, the Program Administrator of Early Childhood Education from Yamhill Community Care, leaning about Pre-school Promise and the Student Success Act. There may be an opportunity to expand pre-school offerings in Dayton. Dr. Recht was also able to tour the current Head Start facility with Suey Linsmeyer, the Director of Head Start.
- Interim Superintendent Recht has been working on an application for Seismic grant for the Junior High/High School. This State of Oregon competitive grant provides funding for seismic rehabilitation of public buildings. The District received 2.5 million dollars to retrofit the grade school last year, and now in the process for the High School Building. Applications are due in January. Dr. Recht is working on receiving letters of support from community members.

**Bond Update:**
Interim Superintendent reported that our social media presence online with School Bond information has increased. In just a 25-mile radius, we had over 7,500 impressions, hits, and looks. Last week, Christopher Wytonski, Mike Solem, Mandy Den, Grace Adams and Dr. Recht recorded video interview of what the bond means to them, capturing different perspectives within the district. The Architect Company Carlson Veit Junge has completed its third walkthrough of the buildings gathering more information on the scope of the project.

**Financial Report**
Debbie Diener, Business Manager provided the board with financial reports of the General Fund, Grants, Debt Services, and Building and Capital Investments. The General Fund Report is presented by fund, function, and object. The hope with adding the reports (in the past the board only received General Fund) so the Board can see where the whole budget is at including grant funding, bond funding, and debt funding.

**Administrators**
Grade School Principal Stephanie Ewing reported:

- Current enrollment is up at 451 students.
- Dayton Grade school adopted EngageNY Math for our K-5 curriculum 5 years ago. These materials were refined and marketed online as Eureka Math. Another resource that we utilize to support our math instruction is the EMBARC website created in California. The exit tickets and parent newsletters are helpful. [https://embarc.online/](https://embarc.online/).
- Our Multi-tiered System of Support (MTSS Grant team is up and running. Our team consists of Tonya Hill, Rachel Porter, Emily Couch, Crystal Mack, and Amanda Dallas. With the help of our building ORIS we decided to focus on SEL/behavior and have created a plan for this school year.
• Our district testing director, Dana Symons, is currently spending the majority of her time training for the 2019-2020 school year, running reports for the last three years of testing data, coordinating with district technology for up-to-date operating platforms for testing, printing and disseminating score reports from last year.

• There are currently 112 English Language Learners in the district. At the grade school, students receive at least 30 minutes of dedicated ELD instruction a day (in some classes it is 45 minutes of ELD instruction over 4 days). At the Junior High and High School, they have a dedicated class for ELD instruction. District ELD teachers will be meeting once a month to discuss data, align and plan for instruction, increase best practices and support-improved growth for EL Students.

• There are currently three teachers in the Grade School mentor program. Each new teacher is in the program for two to three years and has regular meetings with our instructional coach/mentor, Tonya Hill. Throughout the school year, teachers set goals and work towards them in cycles of observation, engagement and reflection

• Our Title I program is up and running. As a team, we have reviewed our procedures and be consistent with how we monitor progress.

High School/Junior High School Principal Mike Solem reported:

• High School ASB: Mike Solem reported the High School ASB has wrapped up homecoming week and moving ahead with Holiday preparations and their annual food drive.

• Attendance: The High School is comparing attendance percentages to last year at this time. Currently the attendance rate is up for all except the current 7th grade class. The Attendance team will be focusing on those students whom have fallen into the chronic absenteeism category, and how to strengthen their attendance.

• Instructional Focus: Mike Solem gave the Board a quick snapshot of the statewide assessments. The SBAC is an assessment or measure that shows where a student’s and knowledge are in relation to the Common Core standards at their grade level. It is also called “Smarter Balanced” because it was created by the Smarter Balanced Assessment Consortium that includes 25 states. There is another measure called the PARCC, and it is used by 21 states. These progress measurements show the percent of students, districts, and states that meet learning targets and outcomes that are standard across the nation. The Every Student Succeeds Act funds many educational programs, and it requires accountability for student achievement. The results of these assessments are an annual gauge of how each students, district and state are doing. Oregon produces report cards showing SBAC results along with other measures, such as attendance and graduation rates. In Oregon, students must meet the essential skills in reading, writing, and math to graduate. Some of our Math, English and Science teachers for grades 6-12 have been gathering data information from the last few years to help inform our school to make some good “Data Informed Decisions” around curriculum adoption, classes that we offer, intervention needs and class content that needs to be taught. Below is what each team (English/Language arts, Science, and Math) has gathered so far:

1.  Math:
   • In looking at the last 3 years of math data, we have made the following conclusions:
     • The cast majority of students that are enrolled in Integrated 2 or higher (as juniors) pass the Smarter Balanced test.
     • For the last 3 years, we have averaged 47% of junior in integrated 2 or
higher.

- The only data we have to examine are the 6th, 7th, 8th, and 11th SBAC test scores.
- Students who take online math classes do not (typically) pass the SBAC test.
- Currently, we offer the following math classes: AGS Math 1, AGS Math 2, Financial Math. Integrated 1, Integrated 2, Integrated 3, and College Math. This year a class was created specifically for seniors who still need to pass essential skills (which is necessary to graduate).
- Student who receive lower grades in integrated 1 struggle with the rigor needed to be successful in Integrated 2 (many go to online classes or drop back to a remedial class). This is a step backward in their math journey.

- Based on the data we recommend the following to improve the math program:
  - Offer two sequences of progressive math that allow more students to achieve to a higher math level.
  - Testing to measure yearly growth for students to see math improvement. Students would take this their 9th and 10th grade year (potentially also in 11th grade)
  - Offer online math classes judiciously (meaning with parents, students and teacher on a case by case basis)
  - Financial math offered to seniors who want a practical 4th year of math.
  - Student’s math sequence is forecasted by their grades in their previous math class.

2. English:

- The ELA Team is working to organize their data into graduation years with the attempt to put all data into the respective student slots one year after. They are eager to get this year’s information to have a true scope of how much growth there has been.

3. Science: The science group had the opportunity to comb through the data that was provided. This data was a combination of many testing years combined. Since cut scores fluctuate from year to year, using this data was not helpful. We decided to look at our strand state compared to the state. Using this comparison, we identified areas of weakness and areas of strength. To help overcome our weakness, we decided that it was time to revamp our scope and sequence to ensure that we are hitting each area of weakness a bit harder. The Science team used the following questions to help them think through our data:
  - What does our data tell us about the JH/HS?
  - What data is missing or not useful?
  - What do we do about our weak areas?
  - What can we offer outside of school to support students in science literacy and knowledge?
  - Other needs?
• Counseling Information: Jay Crystal and Kerry Nordstrom attended the Oregon School Counselor’s Conference in October. We have updated our Suicide and Crisis Protocols at the Junior High and High School. Jay Crystal has completed transcript audits and interviews with students, and working to finish Semester 2 schedules.
• Assistant Principal, Wade Witherspoon, has met with Mike and they have discussed the process they will be using with teachers to discuss their annual goals.
• Athletic Director, Wade Witherspoon has been working on schedules for the upcoming basketball and wrestling seasons. He also provided the win/loss records of the fall sports teams.
• Dean of students, Josh Crawford has been working with staff, families, and students for those students who have irregular attendance.
• Technology Coordinator Efrain Arredondo working to make sure those students who are struggling are using district provided technology as intended with the new grades that are coming out. As well as updating the website.

Continuous Improvement Plan
The 2019 House Bill 2734, Student Success Act, will increase revenue for schools based on a non-competitive grant application process. Interim Superintendent Dr. Recht provided Dayton School District Continuous Improvement Plan to the Board. He thanked the Leadership team that has worked together collaboratively to accomplish this large task. Through the ongoing assessment and discussion, three key areas of improvement have emerged. Improving Mathematics, Absenteeism, and Student Behavior/Mental Health. The plan was given to Shawna Moran, at the Oregon Department of Education, for feedback, and is now ready for submission. The Continuous Improvement Plan is a requirement for the Student Success Act. There are three sections to the CIP, the Plan itself, 10 supplemental questions, and the ESSA School Improvement Budget.

DISCUSSION
Schedule of Board Events
-Next Regular Board Meeting, Tuesday, December 10, 2019, beginning at 7:00 PM in the District Board Room.

BUSINESS
Extend Dayton Head Start Lease
Interim Superintendent Dr. Brian Recht’s recommendation is to extend the lease with Head Start another 6 months, all other terms and conditions to remain the same. With the Student Success Act, 20% of the monies is marked for Early Childhood Education. This offers us the opportunity to increase preschool offerings in Dayton. The Extension of the lease will give the School District time to plan, explore options for next year, and see if we have room at any of our facilities to house a preschool program. Dr. Recht met with the Director of Head Start and she was supportive of this approach and the six-month extension.

-It was moved by Terri Paysinger, seconded by Anne Coleman, and carried (6-0) to give Interim Superintendent Recht the authority to extend the Head Start agreement for six months.

Recommendation for Architectural Services
Interim Superintendent Brian Recht turned the floor over to HMK Company project management
firm. After careful review and consideration from the District Architectural Scoring committee and HMK Company, there is a recommendation to hire Carlson Veit Junge Architects PC for Architectural design services. There was much discussion about HVAC for both schools.

-It was moved by Anne Coleman, Seconded by Travis Oliveira, and carried (6-0) to recommend Carlson Veit Junge for design services.

Permanent Superintendent Search Discussion and Adoption of Qualities and Qualifications

Christopher Wytoski welcomed Sarah Herb with the Oregon School Board Association to present on her findings through the Qualities and Qualifications survey. During the Qualities and Qualifications process, OSBA provided community survey for 2 weeks inviting parents, staff, community members and students to participate, as well as three guided discussions (grade school, High School, and community meetings) to compile the qualities below:

- High Degree of integrity/honesty; respectful of all groups; strong core values
- Effective and transparent communication; good listening skills; builds relationships
- Puts kids first; is committed to serving all kids
- Background in teaching and building administration at multiple levels; preferably in small rural communities with diverse populations similar to Dayton
- Understands Oregon school finance, demonstrates sound fiscal management and budgeting skills; preferably has experience implementing a bond;
- Proven ability to make tough decisions when necessary and effectively communicate the reasons (transparency)
- In personable/approachable while keeping an open mind; willing to trust the experts in the classroom
- Ability to build and sustain strong, effective community/business partnerships that impact student success
- An empowering leadership style that collaborates and builds consensus while building a respectful work environment across the district
- High visible; actively participates in school and community activities

Set Permanent Superintendent Salary Range

OSBA Representative Sarah Herb distributed a breakdown of superintendent salaries that were similar in Cumulative ADM, as well as surrounding areas. After discussion, it was agreed that the salary range for the Permanent Superintendent posting would be set at $120,000 to $130,000.

Set Permanent Superintendent Screening Committee Training Dates, locations and times.

Those appointed to the screening committee will need to attend mandatory training. The dates will be January 14, 2020 at 5:30 PM, January 22, 2020 at 5:30 PM, and February 5-9, 2020 T.B.D.

Identify Potential Permanent Superintendent Search Screening Committee Members

Following Protocols for the Permanent Superintendent Search through OSBA, the School Board needs to appoint a Screening Committee to help Screen Applications. The Screening Committee will be made up of 12-15 members. The Committee will be comprised of: 3 teachers (one from
each building). 3 classified staff members (2 Grade School, 1 Junior High/High School), 4 Administrators, 3 Parents/Community Members, and 2 Confidential Employees. Applications will be accepted at the district office and then dispersed to Board members prior to December Board meeting.

Interim Superintendent Evaluation
At the work session which preceded the regular Board meeting, Board members reviewed and discussed the 2019-2020 Interim Superintendent evaluation and goals process which included an evaluation timeline.
-It was moved by Debbie Kearns, seconded by Terri Paysinger, and carried (6-0) to utilize the OSBA evaluation process as presented during the work session. Record copy on file
It was moved by Terri Paysinger, seconded by Travis Oliveira, and carried (6-0) to adopt the evaluation timeline as discussed with the ability to make changes as needed. Record copy on file.

Regional OSBA Elections
-It was moved by Terri Paysinger, seconded by Jeffrey Crapper, and carried (6-0) to cast Dayton School Board’s vote for candidate Brandy Penner of Newberg, in the OSBA regional Elections. Board Chair Christopher Wytoski will cast the vote online.

The Board Chair adjourned the meeting at 9:26 PM.

Respectfully submitted,

Christopher Wytoski, Board Chair

Dayton Board of Education

Katie Terry, Board Secretary

Dayton Board of Education