



MINUTES

Wisconsin Rapids Board of Education
Educational Services Committee

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

Katie Bielski-Medina, Chairperson
John Benbow, Jr.
Troy Bier
Larry Davis
Julie Des Jarlais
Sandra Hett
John Krings, President

June 6, 2022

LOCATION: East Junior High Cafeteria
311 Lincoln Street, Wisconsin Rapids, WI

TIME: 6:00 p.m.

BOARD MEMBERS PRESENT: John Benbow, Katie Bielski-Medina, Troy Bier, Larry Davis, Julie Des Jarlais, Sandra Hett, John Krings

OTHERS PRESENT: Ed Allison, Amy Andrys, Phil Bickelhaupt, Craig Broeren, Sunshine Broeren, Roxanne Filtz, Steve Hepp, Abbi Kreisa, Diane Gibbs, Tracy Ginter, Julie Kolarik, Becki Mischnick Aaron Nelson, Jamie Oliver, Bill Oswald, Angie Peters, Ronald Rasmussen, Elizabeth Van Berkel, Tina Wallner, Jen Wilhorn

I. Call to Order

Katie Medina called the meeting to order at 6:00 p.m.

II. Pledge of Allegiance

III. Public Comment

Ranee Graf – spoke on the topic of the Social Emotional Learning (SEL) resources purchase being recommended to the Committee for approval. Referring to herself as a collaborator who wants to help and support the Board, she spoke about not only the importance of students acquiring academic skills, but also social, emotional, and behavioral function as she referenced various studies from 2011 performed on the topic. She stated she is not against emotional health, but is against a broad range of “one size fits all and let’s pretend we can be what we want to be structure” which she feels most SEL programs tend to teach. She referenced a need for a multi-tiered system of support and questioned whether the District has investigated positive behavioral interventions and support as well as SEL, or versus SEL. She shared a personal story around behavior involving two local children who are siblings, stressed a need for assessments to ensure successful interventions occur, spoke about tiered interventions, and urged Committee members to vote “no” to the SEL program request if proper assessments and data analyzation hasn’t first taken place.

IV. Actionable Items

A. K-5 Health Curriculum Maps

Roxanne Filtz, Director of Curriculum & Instruction, and Amy Andrys, K-12 Health Education Curriculum Chairperson, presented proposed curriculum maps for the K-5 Health curriculum. Ms. Andrys and the K-5 Health Education Subcommittee have been working to revise the K-5 Health curriculum, centering their work on the

Wisconsin State Standards/Health Literacy Standards. The maps are banded K-2 and 3-5 for learning targets, skills, and more specificity. Ms. Filtz explained that school counselors and classroom teachers are reviewing the maps to detect any overlap in content to reduce duplication of effort and remove items from the health curriculum acquisition recommendation that do not need to be purchased because these topics are already being addressed outside the Health class. The Council for Instructional Improvement (CII) Committee has reviewed the maps and unanimously recommends for them to be approved. Ms. Andrys provided an overview of the acquisition timeline which began with the mapping process and includes next steps of piloting curriculum materials during the 2022-23 school year with a recommendation to purchase materials anticipated to come before the Board in spring, 2023, followed by implementation in the 2023-24 school year.

ES-1 Motion by John Benbow, seconded by John Krings, to approve the adoption of the proposed K-5 Health Curriculum maps as presented in Attachment A, beginning with the 2023-2024 school year. Motion carried unanimously.

B. K-5 Physical Education Acquisition

Ms. Filtz reviewed a Physical Education acquisition proposal for grades K-5 which was developed by the Physical Education Subcommittee following the Board's approval of Physical Education curriculum maps in May, 2022. Since the acquisition is equipment only, there was no public viewing of the proposed materials. The CII reviewed the acquisition proposal and unanimously approved of recommending the equipment purchases.

ES-2 Motion by John Krings, seconded by Troy Bier, to approve the proposed elementary physical education acquisition outlined in Attachment B in the amount of \$104,267.07 to be funded through the WRPS Referendum Curriculum budget. Motion carried unanimously.

C. K-5 English Language Learners Resource Purchase

Elizabeth Van Berkel, Assistant Director of Pupil Services, provided a recommendation for the purchase of National Geographic Learning's *Reach Higher* curriculum resource materials for use in the Kindergarten through grade 5 English Language Learners (ELL) program beginning in the 2022-23 school year. Adopting these resources will provide some much needed consistency across buildings; provide resources in skill building in vocabulary, phonics, grammar, reading, writing, and oral language all in one place; and align District curriculum with Common Core Standards and World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards. Teachers piloted the materials being recommended and provided positive feedback. After having details of the program presented to them in April, 2022, the CII unanimously agreed to recommend the program for Board consideration and approval. A public viewing of the materials occurred in May, 2022 with commentary provided in support of the program.

ES-3 Motion by John Benbow, seconded by Troy Bier, to approve of the purchase of National Geographic Learning's *Reach Higher*, both digital and print resources, for grades kindergarten through 5th grade at a total cost of \$15,412.65 to be paid through the Referendum Curriculum budget for implementation beginning with the 2022-2023 school year. Motion carried unanimously.

D. K-5 Special Education Reading Resource: *Reading Mastery Signature Series* Purchase

Ms. Van Berkel and Director of Pupil Services Steve Hepp presented a proposal to purchase a K-5 special education reading resource named *Reading Mastery Signature Edition* which uses a highly explicit, systematic approach of direct instruction to accelerate reading and help students achieve a high rate of success. With 21 elementary special education teachers across the K-5 grade levels, there are many programs currently being used during reading intervention and for support within the general education setting with no consistency among grade levels or buildings. Adopting the proposed resource will help to: a) address five essential components of reading including phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension; b) provide spelling instruction to help students make the connection between decoding and spelling patterns; and c) help develop decoding, word recognition, and comprehension skills that transfer to other subject areas. Teachers in the District who explored the materials expressed excitement to get started with them. They see the benefits of utilizing a program that will not require significant amounts of time to prepare and also be uniform across the District, which will be particularly helpful for transient students who change schools frequently.

Mr. Hepp provided an overview of how the Individuals with Disabilities Education Act (IDEA) requires the Wisconsin Department of Public Instruction (DPI) to determine annually if school districts meet IDEA Compliance and Results Indicators. In its most recent determination, the DPI identified WRPS as earning 14 out of 14 Compliance Indicators, but only 7 out of 16 Results Indicators. English Language Arts (ELA) Forward/DLM (alternate) assessment data for 2020-21 was shared. The administration believes adopting the proposed materials will help improve the Indicators that are lagging behind. Mr. Hepp provided a listing of other Wisconsin school districts currently utilizing the *Reading Mastery Signature Series*.

The CII reviewed the recommendation in April, 2022 and unanimously approved to have the proposal moved on to the Board for consideration. A public viewing of the materials was held in May, 2022 with positive feedback shared. If approved by the Board, the materials would begin to be utilized in fall, 2022. Committee members asked whether any professional development was included in the cost of the purchase, and were informed that the purchase price does include this.

ES-4 Motion by John Krings, seconded by Larry Davis, to approve of the purchase of the *Reading Mastery Signature Edition* for grades kindergarten through 5th grade for a total cost of \$123,640.77 to be paid from IDEA Flow Through dollars for implementation beginning with the 2022-2023 school year. Motion carried unanimously.

E. K-5 Social Emotional Learning (SEL) Framework Resources Purchase

Ms. Filtz introduced Sunshine Broeren, District SEL Coordinator; Tina Wallner, Principal of Grove Elementary; and Angie Peters, Grade 4 Teacher at Grant Elementary. Ms. Broeren pointed out that the WRPS Mission Statement aligns with the DPI's statement for every student to be academically prepared, socially competent, and emotionally competent. During the 2021-22 school year a number of teachers, counselors, and principals at various schools have been involved in piloting SEL materials from three programs: *Move This World*, *Peekapak*, and *Second Steps*. The District is seeking a program that is evidence based, aligns with the Collaborative for Academic, Social,

and Emotional Learning (CASEL) competencies, is age appropriate and grade level differentiated, engaging for students, and easy for teachers to access and use. Using common materials and language in classrooms throughout the District is beneficial. Feedback collected from teachers involved in the pilot revealed overall support for the *Move This World* curriculum.

In addition to student materials, the *Move This World* curriculum provides other resources such as professional development, community and staff wellness resources, family engagement resources, printed materials, and additional videos and webinars to supplement grade level content. This program is aligned with CASEL competencies and promotes social and emotional learning through the use of interactive videos, movement, and creative expression to help students, educators, and families develop emotional intelligence skills for long-term well-being. Developed to use at all levels pre-K through grade 12, the implementation of this program can lead to deeper self-awareness, stronger relationships, effective communication, and a culture of safety and support.

Ms. Broeren shared the SEL implementation framework for programming across the District which focuses on four areas: 1) building foundational support and plan; 2) strengthening adult SEL competencies and capacity; 3) promoting SEL for students; and 4) reflecting on data for continuous improvement. Purchasing the *Move This World* materials is one component involved in building a strong SEL program in the District. The connections and impact of SEL in classrooms, at the school-wide level, with families and caregivers, and the community at large through the formation of authentic partnerships and aligned learning opportunities is anticipated to have long-term positive impacts for students individually as well as collectively in the community.

Ms. Broeren shared that a meta-analysis performed in 2011* of 213 studies involving school based, universal SEL programs including over 270,000 students in grades K-12 revealed compelling evidence of student gains in social-emotional skills; improved mental wellness and attitudes about self, others, and school; positive classroom behavior; an 11% gain on standardized achievement tests; and long-term increased well-being of individuals up to 18 years later with decreased likelihood of public assistance being needed.

*Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011) *The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Interventions*. *Child Development: 82(1)*, 405-32

Ms. Peters teaches fourth grade at Grant Elementary, and she shared her positive classroom experience that SEL skill building has had for students individually to help them be more successful. Through SEL instruction, students learn to self-regulate and strengthen relationships with their peers. Social skills are a huge part of life and the soft skills they learn early on are what employers have been stating is sorely needed. The *Move This World* program builds on what she is currently doing in her classroom, and she stressed that SEL skills are an essential foundation for students to prepare them for engagement in academics.

Principal Wallner explained how the *Move This World* program meshes with current tier-level instruction and interventions. She is encouraged by the assessments and progress monitoring offered by the program which provides a way to determine how effective and impactful the program is.

Ms. Filtz explained that the CII reviewed the SEL materials being recommended and

were in unanimous support of purchasing the materials. Additionally, the materials were previewed by the public at an open house in May, 2022, and one positive comment regarding the engaging videos was submitted. A follow-up communication from a community member was also submitted at a later date with multiple resource links provided and a non-specific concern raised around the CASEL framework and SEL programming in general. If the District purchases for a three-year period, there will be a total savings of \$7,134.00 over the course of the three years.

Committee members raised questions and held discussion around the Positive Behavioral Interventions and Supports (PBIS) program and other multi-tiered instruction, what assessments in SEL look like and who performs them, the adult competency aspect of the framework, and the struggles students are facing which causes a need to address not only academics, but also social-emotional needs. Superintendent Broeren shared information regarding multi-tiered systems of support (MTSS) already in place which includes Tiers 1, 2, and 3 supports, Response to Intervention (RtI), and elements of PBIS. Ms. Hett expressed deep appreciation to the teachers and staff involved in testing out materials, hosting preview material open houses, and spending the time needed to formulate the best recommendation possible.

ES-5 Motion by John Benbow, seconded by John Krings, to approve of the purchase of the *Move This World* Social and Emotional Learning Framework Resource for grades K-5 for a total cost of \$73,120.00 for three years to be paid with a combination of funds from CCEIS, BMW Grant and the Get Kids Ahead Grant and for implementation beginning with the 2022-2023 school year. Motion carried on a vote of 6-1. Julie Des Jarlais voted no.

F. Renaissance Learning Purchase Contract for 2022-2023

Ms. Filtz presented a recommended agreement with Renaissance Learning to purchase Renaissance products (STAR Math, STAR Reading, and Freckle Math) for the 2022-23 school year for a total cost of \$47,553.02. STAR Math is used to screen students three times per year to determine student progress; STAR Reading is used to screen students three times per year in grades two through five to determine student progress; and Freckle Math helps K-12 teachers differentiate instruction to reach every student at their own level.

ES-6 Motion by Larry Davis, seconded by Troy Bier, to approve of the contract with Renaissance Learning for the 2022-2023 school year in the amount of \$47,553.02, to be paid for with the ESSER III Formula Grant. Motion carried unanimously.

G. Carl Perkins Grant

Ms. Filtz stated the purpose of the Carl Perkins Grant is to help prepare students for high-skill, high wage, or high-demand occupations in current or emerging professions; promote the development of activities that integrate rigorous and challenging academic and career and technical instruction, linking secondary education and post-secondary education for career and technical education (CTE) students; provide technical assistance and professional development related to best practices that improve CTE programs, services, activities, and quality of CTE educators, faculty, administrators and counselors; and support partnerships between secondary schools, post-secondary institutions, local workforce investment boards, and business and

industry. The 2022-23 Carl Perkins Grant application in the amount of \$52,587.00 will focus on gaps found in District CTE Comprehensive Local Needs Assessment in five CTE pathways: Agriculture, Business and Administration, Engineering, Manufacturing, and Family and Consumer Sciences Food and Beverage. Expenditures include professional development, dual credit course expansion including software and hardware for the courses, and equipment for the District's Manufacturing and Fab Lab.

ES-7 Motion by John Krings, seconded by Troy Bier, to approve of the application for the Carl Perkins Grant for the 2022-2023 school year in the amount of \$52,587.00. Motion carried unanimously.

H. Department of Workforce Development (DWD) CTE Incentive Grant

The Department of Workforce Development (DWD) CTE Incentive Grant enables WRPS and area businesses and industry to provide apprenticeship opportunities and approved industry-recognized certifications for students. Lincoln High School (LHS) had seventy-eight 2021 graduates earn industry-recognized certifications resulting in an allocation of \$62,400.00. (Funds estimated from DWD's amount per student in 2020). These funds are allocated for the growth of Career & Technical Education programs and the expansion of opportunities for students to earn industry-based certifications.

ES-8 Motion by John Krings, seconded by Sandra Hett, to approve of the Department of Workforce Development Grant Technical Incentive Grant funds for approximately \$62,400.00. Motion carried unanimously.

V. Updates

A. Playground Equipment at Woodside Elementary

Julie Kolarik, Principal of Woodside Elementary, updated the Committee on a project being developed by Woodside staff to build an even stronger inclusive community. The group is currently focusing on developing the Woodside outdoor campus into an inclusive Outdoor Play, Learning, and Activity Center (OPLAC) in the hopes of providing even more opportunities to grow students' social, emotional, and academic skills. An outdoor classroom would be included as part of the project. Woodside is the largest elementary school in the district with roughly 450 student and staff members. In terms of its students, approximately 20% of its population is identified as students with disabilities, including severe physical and intellectual disabilities. The campus currently has four playgrounds, with one set of swings that students with significant disabilities can play on. The OPLAC would provide an opportunity for inclusivity and accessibility for all students and also be a benefit to the community as it will be open after school, on weekends, and throughout the summer months.

The estimated cost for the project to be completed is \$1.1 million. The group is in the process of applying for grants from the Legacy Foundation and Noon Hour Rotarians, and is also exploring partnerships with local businesses and leaders to obtain donations of time, materials, and services. The Board will be updated as more details become available, and may be asked to provide some District financial support to the extent possible.

B. Changes at Wisconsin Rapids Area Middle School for the 2022-23 School Year

Ms. Filtz introduced the following staff members from the Wisconsin Rapids Area Middle School (WRAMS) to provide an update on plans that staff have been working on for implementation at the beginning of the 2022-23 school year: Tracy Ginter, Principal;

Jamie Oliver, Assistant Principal; Bill Oswald, Assistant Principal; Abbi Kreisa, ELA Teacher; Diane Gibbs, ELA Teacher; Becki Mischnick, Math Teacher. Ms. Ginter explained that the middle school level for students is a very social time, and the circumstances of social distancing and a hybrid learning model necessitated by the pandemic have had an impact on students' ability to socialize in person and build strong social emotional skills. This has become apparent through increased behavioral concerns at the middle school level, particularly during the 2021-22 school year. As a result, WRAMS staff have been working on a plan to improve school culture and climate and offer more robust programming that will better meet the needs of their students. The goals of the planned changes include: 1) strengthen connections and relationships between students, as well as between students and staff; 2) enhance family engagement; and 3) better meet students' behavioral needs. Several standing committees will be working throughout the summer to ensure that the plans developed are ready for implementation by August.

An overview of the plans was shared as follows:

♦ **Implementation of Rams Pride Time (RPT)**

Details about Rams Pride Time (RPT):

- supports students in building positive, meaningful relationships with one or more caring adults at school
- helps students develop positive relationships with their peers
- provides a safe place for students to strengthen their academic and social competencies, explore interests more deeply, and nurture the development of new skills
- occurs daily from 7:25 a.m. to 7:50 a.m.
- Mondays and Tuesdays will have social/emotional learning activities
- Wednesdays and Thursdays will be academic support days
- Friday will be a fun/flex day
- ♦ Monday/Tuesday social/emotional learning activities will include a pilot of two programs: *Character Strong* and *7 Mindsets*
 - *Character Strong* – Fosters the whole child with grade appropriate lessons that improve engagement, increase belonging, and promote well-being
 - *7 Mindsets* – Designed to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The mindsets include: *Everything is Possible; Passion First; We are Connected; 100% Accountable; Attitude of Gratitude; Live to Give; The Time is Now*
- ♦ Wednesday/Thursday academic check-ins will include:
 - Guided study and Skyward grade checks
 - RPT supervisor to be the primary contact person for families
 - Organization and study strategies
 - Utilizing Google Classroom/Calendar and Planner
 - Helping students identify priorities for the week
- ♦ Thursday will be a day for students to participate in clubs and activities
- ♦ Friday will be a day for students to begin in their own RPT and have fun activities planned to bond as a group – teams can expand to different offerings by each teacher (giving students choices)
- ♦ **Implementation of WRAMS Remediation, Enrichment, Social Activities, Engagement, Teacher Collaboration (RESET)** which will meet once per month with the following purpose:
 - Provide built-in time for remediation and enrichment
 - Offer an incentive for excellent behavior and performance
 - Form a relationship with the community by inviting outside agencies/parents to partner with WRAMS
 - Provide time for students to interact through peer-tutoring and team-building activities to create a sense of belonging
 - Improve the school climate and culture through fun activities that promote teamwork, cooperation, and school pride
 - Provide teachers with the essential collaboration time needed to enhance common instruction/assessments

- RESET will occur monthly on the 2nd early release day
- During Core-area teaching time (Math, ELA, Social Studies, Science)
- Students will attend their Encore classes

A sample RESET schedule was shared. Examples of remediation and enrichment activities include peer tutoring, teacher led small groups, re-teaching, student choice projects, tech exploration, crafts, math games, creative writing/speaking, reader's theater, debate/mock trial, and walking field trips. Social/engagement activities include team building exercises, guest speakers, workshops, service projects, assemblies, and cultural activities. Student input will be solicited when developing the activities, and presenters may involve community members and/or parents.

Staff team time planning will include dedicated calendar days for:

- ◆ Meetings with Administration and Student Services
- ◆ "RESET" Wednesday planning
- ◆ Behavior/academic support plans
- ◆ Family communication

Family Engagement planning covers items such as:

- ◆ Anti-bullying information sessions hosted for parents (as was held in Spring, 2022)
- ◆ District Educational Unit (DEU) hours will be offered in August to explore strategies for engaging families and community
- ◆ Continued collaboration into the school year to develop a WRAMS plan for improving family engagement

Behavior and Academic Support Plan focus will include:

- ◆ Developing a school within a school – "The Bridge" which would provide an alternative setting for students with significant behavioral issues to have another avenue to become successful rather than simply have punitive consequences for their negative behavior
- ◆ Students will attend this unique classroom/space within the building to develop skills and be provided the necessary supports to help them be more successful and eventually reintegrated back into the regular academic setting
- ◆ The number of students to start out with is estimated to be anywhere from 6 to 18
- ◆ Staff will work to identify students who might benefit from the program, and then meet with the students/parents involved to develop a plan and present this as a unique opportunity and option for the student to enroll into
- ◆ Mr. Oswald would assume oversight of the program, and a properly licensed teacher would be assigned full-time to work with the students involved along with a qualified instructional aide
- ◆ The WRAMS behavior interventionist will also be working closely with the students enrolled in the Bridge program
- ◆ Building space at WRAMS is at a premium, but a location for the Bridge program has been identified that will best meet the unique needs of the program
- ◆ Essential Learning Objectives for both core and encore coursework to be used in the Bridge program is readily available due to the condensed versions of curriculum that were developed throughout the course of the pandemic
- ◆ Student Services staff members are working through some possible character development curriculum to be utilized in the Bridge program
- ◆ The schedule for students enrolled in the Bridge program will look very different than the regular academic day and will likely include different start/end times, passing times, and lunch breaks – a goal will be to acclimate students back into their regular academic schedule as progress is made
- ◆ Staff members are currently working on developing a Student Handbook for the program, enrollment criteria for student admittance, and steps or goals for students to work their way back into the regular school day

- ♦ The program is intended to be a short term option for students who need specific supports to be successful, but it is possible that students would remain in the program for longer periods of time if necessary
- ♦ Collaboration with parents is a key component of the program, and will be a focus as students participate to help ensure their success

Committee members expressed deep appreciation to the WRAMS staff for their hard work to brainstorm solutions and develop programming that will positively change building climate and culture as well as more fully meet the needs of District middle school students.

C. Update On the Use of Virtual Tickets at Athletic Events

Ronald Rasmussen, Principal of Lincoln High School, provided an update concerning the online ticket sale approach the high school is using for athletic events. Board members had expressed concerns regarding this at the May, 2022 meeting. Mr. Rasmussen explained that during the pandemic, the Wisconsin Valley Conference (WVC) moved to online ticket sales and schools became used to this efficient method for gate admission. All WVC schools are moving toward strictly using the online ticketing system since it is efficient, secure, and helps streamline bookkeeping. The Ticket Spicket ticketing platform being used is able to grab all athletic event dates entered into the District facility scheduler which has been a real time saver.

One issue that is being rectified specifically for Lincoln is the installation of credit card readers at the admission point of entry rather than only having sales occur strictly through a guest's device since this has caused some of the issues described by Board members in May. LHS staff has worked with guests who had no means to purchase an online ticket to ensure they were still able to attend the event with no one being turned away. With regard to the card readers, there has been a delay in receiving them due to supply chain issues, but Mr. Rasmussen is hopeful that they will arrive soon and be in place prior to the start of the next athletic season. Beginning in 2022-23, all tickets (including season passes) will move to online purchasing, with the exception of senior citizen passes. Lastly, a "home" and "away" pass is being entertained by WVC schools for possible implementation in the coming year. Committee members questioned what the upcharge to guests is to use the card system, and were informed it is 3.2%.

D. Educator Effectiveness Grant and Educator Effectiveness Evaluation System Fees

Ms. Filtz explained that in order to implement the Wisconsin Educator Effectiveness (EE) System, the District receives up to \$80 per educator (i.e., superintendents, principals, teachers, and other licensed educator roles) to cover the costs associated with system development, training, software, support, resources, and ongoing refinement.

In early May, the District received notification of the approval of the Educator Effectiveness Grant in the amount of \$32,080.00 for the period of July 1, 2021 through June 30, 2022. The District also received an invoice from the DPI in the amount of \$32,080.00 to cover Educator Effectiveness Evaluation Systems fees which will be paid using the specified EE Grant funding.

E. Student Travel

a. Orchestra Trip

Ginger Marten, LHS Orchestra Teacher, was planning to take students to Minneapolis, MN on July 6, 2022, to attend the musical, *Ain't Too Proud*; however, Ms. Filtz just learned that this trip has since been cancelled.

b. Lincoln High School Foreign Country Trip for Summer 2024

Jeanine Kleman, Art Instructor at LHS, is in the beginning phases of planning a 13-day trip to Berlin, Prague and the Alps through Educational Tours, EF. This travel will occur during the summer of 2024. The tour will be geared toward the arts, but any LHS student can attend. As details are finalized, a future update will be provided to the Committee. At this time the cost is \$4,740.00 per student and \$5,390.00 per adult which includes travel insurance. Once the interest of interest is determined, families will be approached about fundraising ideas.

VI. Consent Agenda Items

ES-1 K-5 Health Curriculum Maps

ES-2 K-5 Physical Education Acquisition

ES-3 K-5 English Language Learners Resource Purchase

ES-4 K-5 Special Education Reading Resource: *Reading Mastery Signature Series* Purchase

ES-5 K-5 Social Emotional Learning Framework Resources Purchase

ES-6 Renaissance Learning Purchase Contract for 2022-2023

ES-7 Carl Perkins Grant

ES-8 The Department of Workforce Development (DWD) CTE Incentive Grant

VII. Future Agenda Items/Information Requests

Agenda items are determined by the Committee Chair after consultation with appropriate administration depending upon other agenda items, presentation information, and agenda availability.

Future agenda items/information requests include, but are not limited to:

- Pupil Academic Standards (July)
- Achievement Gap Reduction Report (July)
- Consideration of Assuming Responsibility for the Operation and Oversight of LHS Hockey (July)
- Seclusion and Restraint Report (August)
- Secondary Novel Selection Process for Student Choice Novels (August)
- Parent CII Representatives (September)
- ESSA Update (September)

Katie Medina adjourned the meeting at 7:52 p.m.