

# Merrill Area Public Schools

**MAPS Mission Statement:** *Merrill Area Public Schools, in partnership with the Merrill Community and our families, will empower students to be lifelong learners, responsible citizens, and productive community members.*

## Curriculum/Technology/Pupil Services Committee Meeting

**Wednesday – October 9, 2019**

**4:30 PM**

**BOARD ROOM**

**MAPS Central Administration Building**

(1111 N. Sales Street, Merrill, Wisconsin)

## Minutes

- I. Call to Order and Roll Call – Karen Baker, Keshia Mashak, Glenda Oginski, Paul Proulx, Dr. John Sample, Christi Stellingworth, Linda Yingling, and Maria Volpe

Meeting called to order by Maria Volpe at 4:34pm.

Present: Karen Baker, Glenda Oginski, Paul Proulx, Dr. John Sample, Linda Yingling  
and  
Maria Volpe.

Absent: Christie Stellingworth

Others in Attendance: John Miller, guest

- II. Approval of the [September 11, 2019 Committee Meeting Minutes](#)

Motion to approve by Proulx, seconded by Yingling. Motion carried.

- III. Curriculum

1. How does MAPS partner with parochial/private schools as students transition to middle or high school.

Title Services are provided based on DPI calculations. This is based on student enrollment and free/reduced lunch and then a calculation is done to determine funds that are to be used for professional development and the portion of funds that are devoted to student support from MAPS to students that have been identified as below grade level in reading. (Title teachers are scheduled to meet these student needs). For the 2019-20 school year, three teachers work both at MAPS and at the parochial schools to provide reading support. Parochial schools are also in communication with assessments to be given and student's needs. Only identified students are serviced through MAPS. There is dialogue with parochial schools for

professional development. MAPS manages grant dollars. MAPS goes above and beyond and, at times, over serve the students compared to other public school districts.

Their resources/curriculum is not tied to MAPS; independent decisions. Increased dialogue can occur regarding MAPS assessment use at parochial schools to ensure that all students are prepared and successful when they enter middle school/high school. MAPS will encourage ongoing communications and dialogue with report out through Superintendent notes.

## 2. Educator Effectiveness (EE) Process

Report card template was reported on last meeting. Continuing on with the Educator Effectiveness (EE) Process.

### a. [EE Requirements](#) and Alignment

See link above for Continuing Teacher/Specialists (other categories) details regarding Educational Effectiveness for teachers.

### b. [Indicators](#)

There are six teacher standards that teachers are evaluated on. Each teacher is scored on each standard based on unacceptable, developing/needs improvement, effective, or distinguished.

### c. Year End Evaluations

#### i. [Holistic Evaluation Form](#)

This form is what teachers see at the end of their year. This includes formal and informal evaluations, professional development, and artifacts. Each standard is scored and then a cumulative score is obtained. Areas of strength and areas of growth are identified and SLO is scored. Employment recommendation is then given. Summative form is required every three years. Moving forward, this will be provided on a yearly basis.

#### ii. [Criteria](#) - p.14

For a teacher to obtain a raise, all ten criteria (linked) must be obtained.

### d. Non-Renewal - Eddie Then, HR Director

Motion to table by Proulx, seconded by Yingling. Motion carried.

## IV. Pupil Services

### 1. RDA:PCSA Update (Reading Drives Achievement: Procedural Compliance Self Assessment)

Overview of the 5-year cycle for special education assessment process. Team has been established, preliminary process started last spring and will continue through the next month. Hope to conclude by the end of year.

2. Therapy Dog Discussion  
Overview of district procedures with required parental sign-off for permission to be in the area of dog. There are designated staff at different buildings who coordinate visits. One restraint is the classroom requirements for curriculum, etc. There are multiple families who have not given permission for students to interact with the dog. At this time, needs are being met with our present arrangement. Per Board Member, it is not a function of the Board to determine therapy dog usage.

V. Technology

1. See Above

VI. Standing Agenda Item for Policy Review by CTP Committee

**Please see the attached [main index](#) for Committee review of policies.**

[2431 Interscholastic Athletics](#)

[2440 Summer School](#)

[2460 Exceptional Education Needs](#)

[2464 Gifted and Talented Program](#)

[2521 Selection of Library Materials, Instructional Materials, and Equipment](#)

[2531 Copyrighted Works](#)

[3242 Professional Growth Requirements](#)

[4123 Section 504/ADA Prohibition Against Disability](#)

[5111.01 Homeless Students](#)

[5111.02 Educational Opportunity for Military Children](#)

Policies to be reviewed at a future meeting.

VII. Potential Items for Future Meetings

VIII. Adjournment  
Meeting adjourned at 5:33pm.