

**Teaching Contract Recommendations**

<u>Name</u>	<u>Position</u>	<u>Education</u>	<u>License</u>	<u>Experience</u>	<u>PD Level</u>
Patrick Zalewski	Instrumental Music	Bachelor of Science - University of Wisconsin - La Crosse	1506 - Instrumental Music	Substitute Teacher - Onalaska, Holmen & Westby	Category = Base \$40,000



# Wisconsin Interscholastic Athletic Association

5516 Vern Holmes Drive, Stevens Point, WI 54482-8833

Phone (715) 344-8580 • Email: [sschulfer@wiaawi.org](mailto:sschulfer@wiaawi.org)

## SENIOR HIGH MEMBERSHIP RENEWAL

Grades 9-12  
2023-2024 School Year

### Cochrane-Fountain City High School

I, as duly authorized by the Board of Education or Governing Body of the above named school, request membership in the Wisconsin Interscholastic Athletic Association for 2023-2024. I understand and agree that as a condition of membership, the above named school adopts the rules of this Association and will conduct its athletic program in accordance with the Constitution, Bylaws, Rules of Eligibility and Sports Regulations (boys and girls) as well as the Interpretations and decisions of the WIAA Board of Control. (Note: A school that voluntarily terminates membership in the Association shall be denied readmission for a period of four school years.)

It is further agreed that the administrators and coaches of the above named school have Board of Education or Governing Body approval if called upon to serve the WIAA in an elected or appointed position.

Board of Education, Governing Body President, or Authorized Administrator

(Signature)

Date 06/12/2023

Printed Name Troy White

As a result of membership concerns for better communication, the WIAA will communicate directly with District Administrators/Presidents and/or Principals regarding WIAA membership issues. Sport season maintenance information will be directed to your designated athletic director. We hope that schools will also distribute information to the appropriate persons within their building(s) as they deem appropriate.

**Note:** A member school is required to maintain administrative control and oversight of at least one independently sponsored interscholastic athletic program or co-op program throughout the duration of its membership.

**Note:** The WIAA membership-sponsored tournaments are the collective property of the Association and not of any individual member. The Association reserves the right to promote and advance the membership's interests with publication information; exclusive arrangements to create recognition and exposure for school-sponsored activities; restrictive policies prohibiting exploitation and commercialization of membership-sponsored tournaments; appropriate proprietary interests; and the use of images or transmissions identifying students, administrative personnel and member school marks.

**CO-OP TEAMS:** If at any time your co-op is discontinued or not renewed, BOTH (ALL) Schools must re-apply for Tournament eligibility for the following season by the appropriate deadlines, Fall Sports - Oct 1 | Winter Sports - Feb 1 | Spring Sports - May 1.

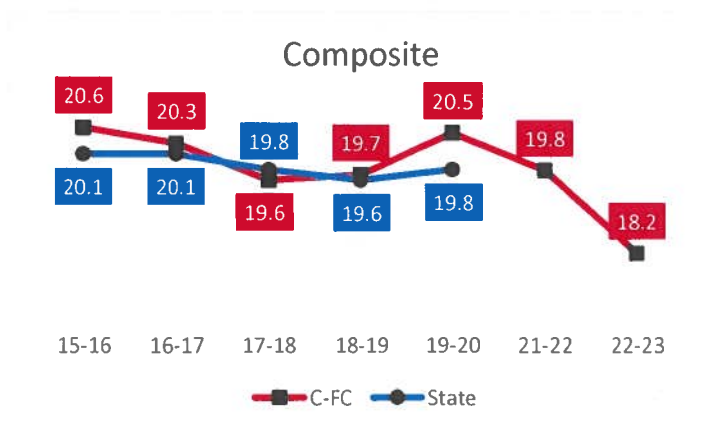
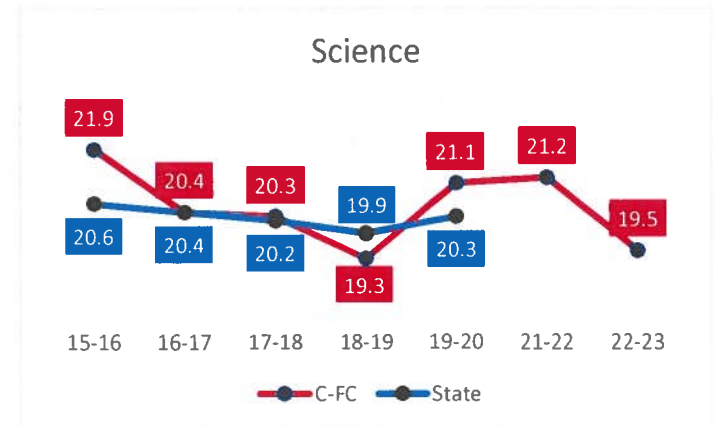
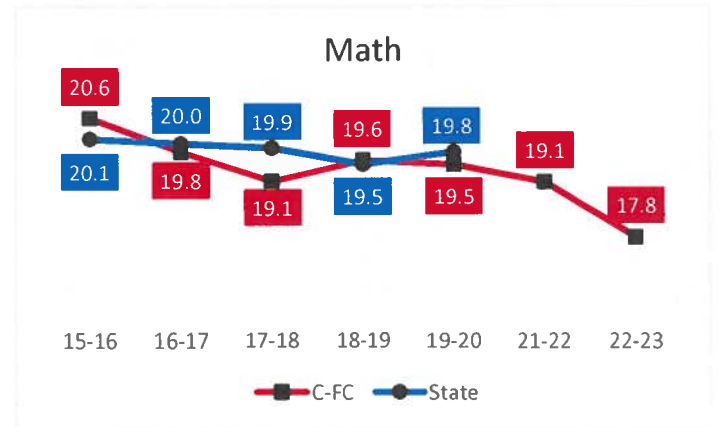
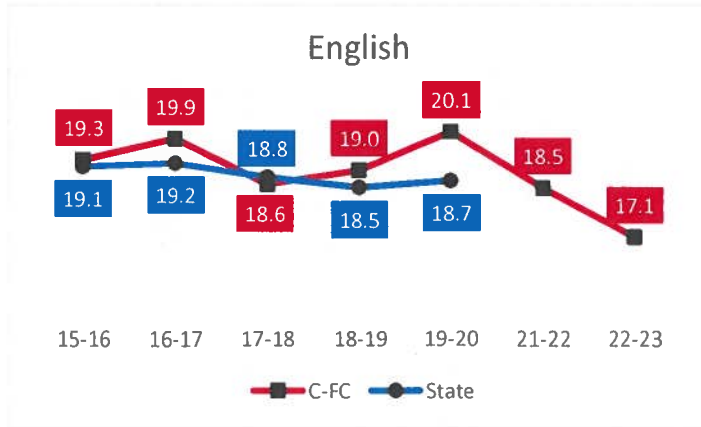
**DO NOT remove checkmarks, instead please cross-off (and initial) any sports you won't be offering. If you note a discrepancy in the offerings checked, please contact [sschulfer@wiaawi.org](mailto:sschulfer@wiaawi.org) at the WIAA prior to submitting your application. You may not add checkmarks to this form as those deadlines have past for this current school year.**

<u>BOYS SPORTS</u>	Contact Co-op	Non-Contact Co-op	Not in Tourn	<u>GIRLS SPORTS</u>	Contact Co-op	Non-Contact Co-op	Not in Tourn
Baseball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Basketball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basketball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cross Country	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross Country	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Golf	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Football	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gymnastics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8 Player Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Golf	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hockey	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Soccer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Softball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soccer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Swim & Dive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swim & Dive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Track & Field	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Track & Field	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Volleyball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wrestling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

**WIAA DUES/FEEES 2023-2024: \$0.00**  
The Board of Control action on 4/21/15 to suspend dues/fees until 2017-2018 became permanent as a result of membership action at the 2017 annual meeting

Sign and email [sschulfer@wiaawi.org](mailto:sschulfer@wiaawi.org) this Membership Application no later than August 1, 2023.

Year	English		Math		Reading		Science		Composite	
	C-FC	State	C-FC	State	C-FC	State	C-FC	State	C-FC	State
15-16	19.3	19.1	20.6	20.1	20.4	20.1	21.9	20.6	20.6	20.1
16-17	19.9	19.2	19.8	20.0	20.8	20.1	20.4	20.4	20.3	20.1
17-18	18.6	18.8	19.1	19.9	19.9	19.9	20.3	20.2	19.6	19.8
18-19	19.0	18.5	19.6	19.5	20.1	20.1	19.3	19.9	19.7	19.6
19-20	20.1	18.7	19.5	19.8	20.8	20.0	21.1	20.3	20.5	19.8
21-22	18.5		19.1		19.6		21.2		19.8	
22-23	17.1		17.8		18.0		19.5		18.2	

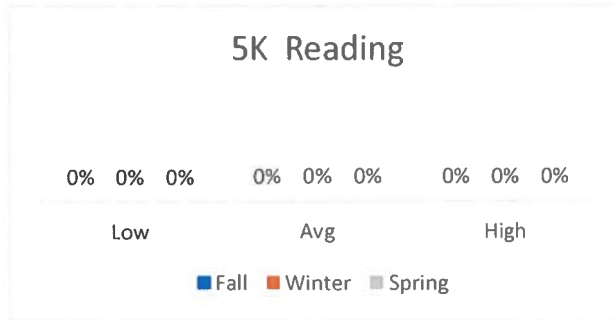


	Math	Science	English	S. S.
CCR Benchmark	22	23	18	22
Students at or above	22%	30%	37%	24%

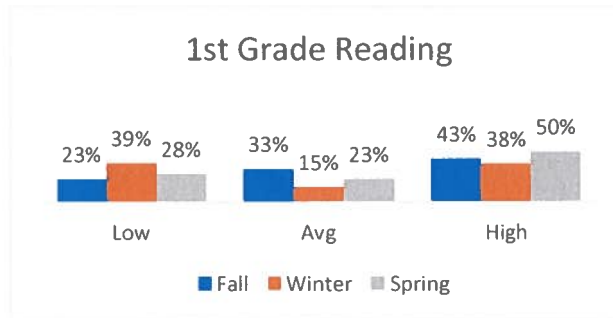
## AGR Report - Reading Scores

Reading	Fall					Winter					Spring				
	Lo	Lo Avg	Avg	High Avg	High	Lo	Lo Avg	Avg	High Avg	High	Lo	Lo Avg	Avg	High Avg	High
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	18%	5%	33%	28%	15%	18%	21%	15%	23%	23%	13%	15%	23%	25%	25%
2	24%	29%	17%	12%	19%	18%	18%	28%	15%	23%	15%	15%	13%	23%	33%
3	6%	3%	19%	28%	44%	1%	6%	26%	32%	32%	6%	16%	28%	22%	28%

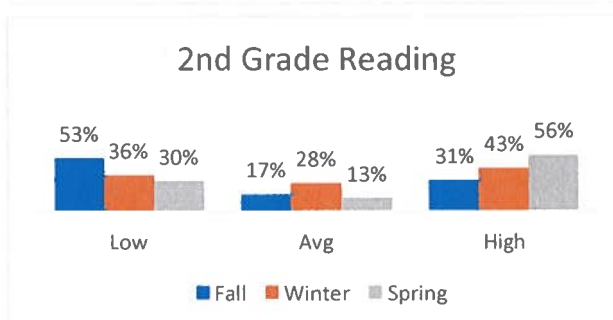
5K Reading			
	Low	Avg	High
Fall	N/A	N/A	N/A
Winter	N/A	N/A	N/A
Spring	N/A	N/A	N/A



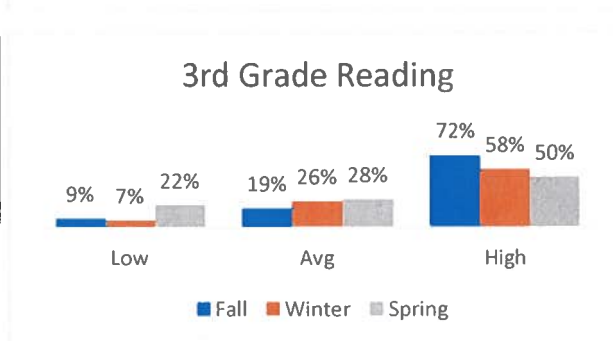
1st Grade Reading			
	Low	Avg	High
Fall	23%	33%	43%
Winter	39%	15%	38%
Spring	28%	23%	50%



2nd Grade Reading			
	Low	Avg	High
Fall	53%	17%	31%
Winter	36%	28%	43%
Spring	30%	13%	56%



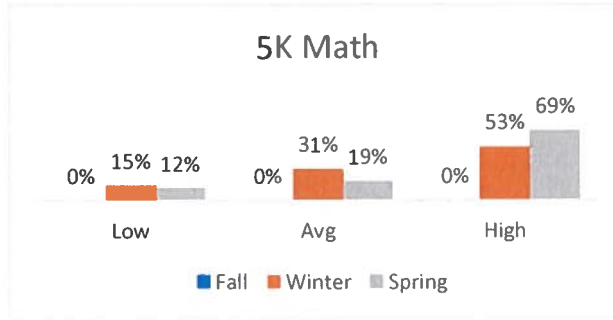
3rd Grade Reading			
	Low	Avg	High
Fall	9%	19%	72%
Winter	7%	26%	58%
Spring	22%	28%	50%



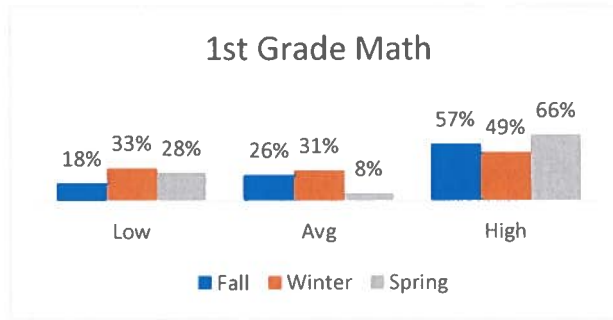
## AGR Report - Math Scores

Math	Fall					Winter					Spring				
	Lo	Lo Avg	Avg	High Avg	High	Lo	Lo Avg	Avg	High Avg	High	Lo	Lo Avg	Avg	High Avg	High
K	N/A	N/A	N/A	N/A	N/A	6%	9%	31%	22%	31%	6%	6%	19%	38%	31%
1	13%	5%	26%	31%	26%	10%	23%	31%	18%	18%	10%	18%	8%	33%	33%
2	10%	5%	26%	38%	21%	8%	13%	35%	30%	15%	8%	8%	8%	38%	36%
3	0%	19%	25%	41%	16%	3%	10%	19%	52%	16%	6%	6%	22%	44%	22%

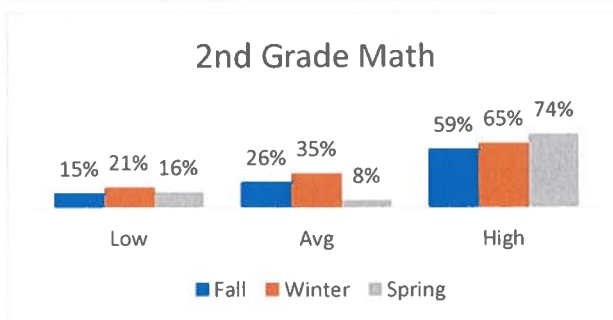
5K Math			
	Low	Avg	High
Fall	N/A	N/A	N/A
Winter	15%	31%	53%
Spring	12%	19%	69%



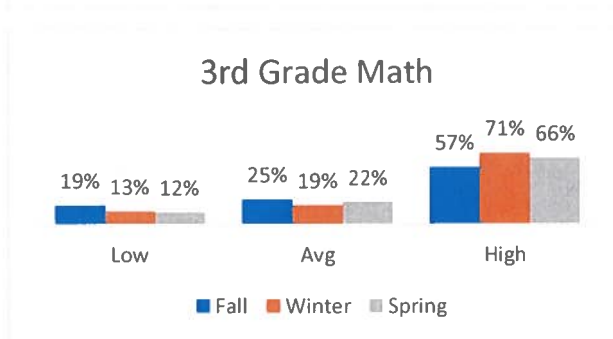
1st Grade Math			
	Low	Avg	High
Fall	18%	26%	57%
Winter	33%	31%	49%
Spring	28%	8%	66%



2nd Grade Math			
	Low	Avg	High
Fall	15%	26%	59%
Winter	21%	35%	65%
Spring	16%	8%	74%



3rd Grade Math			
	Low	Avg	High
Fall	19%	25%	57%
Winter	13%	19%	71%
Spring	12%	22%	66%



**ACHIEVEMENT GAP REDUCTION PERFORMANCE OBJECTIVES AND SCHOOL BOARD**  
Report for Cochrane – Fountain City Elementary School 2022-23

Use the table below to plan the AGR contract application responses:

At the end of the semester, describe the following for C-FC school board:

Subject	Describe the baseline and growth the identified students will make for each grade K-3 in reading and mathematics. <u>PALS and MAPS Fall Results</u>	Describe the formative and summative assessments used to evaluate the identified students' success in attaining the stated performance objectives.	Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.	At the end of the fall semester: Describe the progress made on growth objectives the identified students made for each grade K-3 in reading and mathematics including the number of students that met the goals. 2/7/2023	At the end of the spring semester: Describe the progress made on growth objectives the identified students made for each grade K-3 in reading and mathematics including the number of students that met the goals. 6/12/23	At the end of each semester: Describe which strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) were implemented in each grade K-3.
K Reading	32/32 Students screened with PALS. 2 possibly needing assistance	PALS – Phenetic Awareness Literacy Screener	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students. We utilize an interventionist to assist students.	No PALS in the Winter – Changing Companies	Now using Haggerty – Need to access report data	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students. We utilize an interventionist to assist students.
K Mathematics	No Fall Math Screener	MAPS – Measure of Academic Progress in Students	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students.	Winter MAPS Scores 6% Lo, 9% Lo Avg, 31% Avg, 22% High Avg, 31% High	Spring MAPS Scores 6% Lo, 6% Lo Avg, 19% Avg, 38% High Avg, 31% High	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students.
1 Reading	18% Lo, 5% Lo Avg, 33% Avg, 28% High Avg, 15% High 38/38 Students screened with PALS. 4 possibly needing assistance	MAPS and PALS	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students	18% Lo, 21% Lo Avg, 15% Avg, 23 % High Avg, 23% High	13% Lo, 15% Lo Avg, 23% Avg, 25% High Avg, 25% High	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students.

**Template for Planning and School Use – Performance objectives are sent to DPI during the AGR contract application process. Report end-of-semester responses to the school board.**

1	Mathematics	13% Lo, 5% Lo Avg, 26% Avg, 31% High Avg, 26% High	MAPS	Class Size of less than 18:1 Allows the ability to build a rapport with a small group of students. We utilize an interventionist to assist students.	10% Lo, 23% Lo Avg, 31% Avg, 18% High Avg, 18% High	10% Lo, 18% Lo Avg, 8% Avg, 33% High Avg, 33% High	Class Size of less than 18:1 Allows the ability to build a rapport with a small group of students. We utilize an interventionist for students.
2	Reading	41/41 Students screened with PALS. 8 Students identified for possibly needing assistance 24% Lo, 29% Lo Avg, 17% Avg, 12% High Avg, 19% High	MAPS and PALS	Class Size of less than 18:1 Allows the ability to build a rapport with a small group of students. We utilize an interventionist to assist students.	No PALS mid-year 18% Lo, 18% Lo Avg, 28% Avg, 15 % High Avg, 23% High	15% Lo, 15% Lo Avg, 13% Avg, 23% High Avg, 33% High	Class Size of less than 18:1 Allows the ability to build a rapport with a small group of students. We utilize an interventionist for students.
2	Mathematics	10% Lo, 5% Lo Avg, 26% Avg, 38% High Avg, 21% High	MAPS	Class Size of less than 18:1 Allows the ability to build a rapport with a small group of students. We utilize an interventionist to assist students.	8% Lo, 13% Lo Avg, 35% Avg, 30% High Avg, 15% High	8% Lo, 8% Lo Avg, 8% Avg, 38% High Avg, 36% High	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students. We utilize an interventionist for students.
3	Reading	6% Lo, 3% Lo Avg, 19% Avg, 28% High Avg, 44% High	MAPS	Class Size of less than 18:1 Allows the ability to build a rapport with a small group of students. We utilize an interventionist to assist students.	1% Lo, 6 % Lo Avg, 26% Avg, 32% High Avg, 32 % High	6% Lo, 16% Lo Avg, 28% Avg, 22% High Avg, 28% High	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students. We utilize an interventionist for students.
3	Mathematics	0% Lo, 19% Lo Avg, 25% Avg, 41% High Avg, 16% High	MAPS	Class Size of less than 18:1	3% Lo, 10% Lo Avg, 19% Avg, 52 % High Avg, 16% High	6% Lo, 6% Lo Avg, 22% Avg, 44% High Avg, 22% High	Class Size of less than 18:1

**Template for Planning and School Use – Performance objectives are sent to DPI during the AGR contract application process. Report end-of-semester responses to the school board.**



# Portrait of a Pirate Graduate



## 2.8 GPA

HS GPA is consistently the strongest predictor of 4 year college outcomes for all academic disciplines and campuses.

Class of 2023	Class of 2024	Class of 2025
63%		

<b>Class</b>	<b>College Ready</b>	<b>Career Ready</b>	<b>Future Ready</b>
2023	50%	88%	50%
2024			



## Students Earning a 'C' or better in Algebra II

Success in Algebra II in HS is linked to both college enrollment and bachelor's degree attainment.

Class of 2023	Class of 2024	Class of 2025
55%		



## 90 % ATTENDANCE

Attendance is 8 times more predictive of course failure in the freshmen year than 8th grade test scores.

Class of 2023	Class of 2024	Class of 2025
78%		



## Students taking an AP Course

Advance Placement provides an indicator of academic rigor and college readiness

C or better in AP Course  
Scoring a 3 or better

Class of 2023	Class of 2024	Class of 2025
8%		
0%		



## Co-Curricular Activities

Promote achievement, engagement and the attitudes and habits that lead to college

aspirations & ultimate success

1 Activity  
2 or more

Class of 2023	Class of 2024	Class of 2025
85%		
60%		



## Dual Credit College English or Math course

Postsecondary credits are evidence of a student's ability to handle high level academic rigor.

Class of 2023	Class of 2024	Class of 2025
13%		



## Dual Credit Career Pathway Course

Plant Science, Am Gov't, Sociology, Psychology, Woods, Business software, Welding, Auto service, Animal Science, Anatomy & Physiology.

Class of 2023	Class of 2024	Class of 2025
40%		



## ACT Benchmark Scores

Achievement of content benchmarks (English 18, Reading 22, Science 23, & Math 22) is an indicator of college readiness.

	Egl	Rdg	SCI	MTH
2023	50%	30%	33%	18%
2024				
2025				



## Industry Credentials Earned

Identification of knowledge, skills and abilities for jobs within specific industry

Class of 2023	Class of 2024	Class of 2025
0		





# Portrait of a Pirate Graduate



<u>College Ready</u>	
<u>Academic Indicators</u> 2.8 GPA & 1 or more Indicators	<u>ACT Benchmarks</u> 3 or more Benchmarks
- AP Exam (3+)	- ACT English (18)
- AP Course Credit	- ACT Math (22)
- Postsecondary Credits	- ACT Reading (22)
- College Level English or Math	- ACT Science (23)
- Algebra II Credit	

<u>Career Ready</u>	
2 or more Indicators	
- 90% Attendance	
- 25 Community Service hours	
- Workplace Learning Experience	
- Industrial Credential	
- Dual Credit Career Pathway Course	
- Two or more Co-Curricular activities	



	<u>College Ready</u> 2.8 GPA & 1 or more Indicators or All ACT Benchmarks	
	2023	2024
All Students	50%	

	<u>Career Ready</u> 2 or more Indicators	
	2023	2024
	88%	

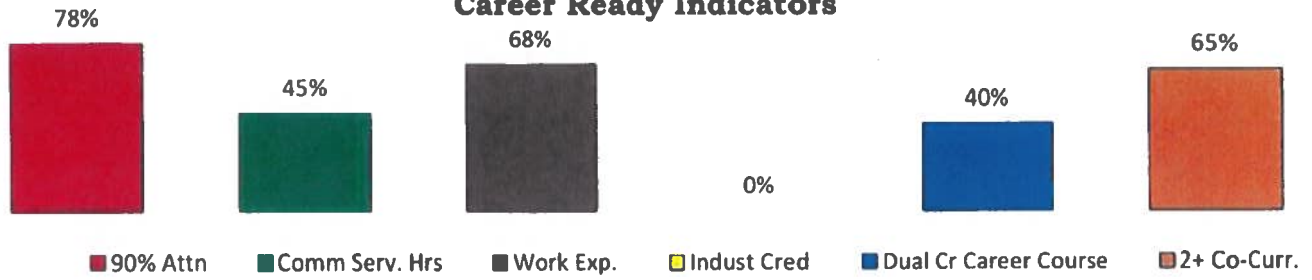
	<u>Future Ready</u> Both College & Career	
	2023	2024
	50%	

	<u>College Ready</u>	
	2023	2024
Sub-group	38%	
Male	63%	
Female	0%	
S w/ D	56%	
Economic Disadvantaged	40%	
Not Economic Disadvantaged	53%	

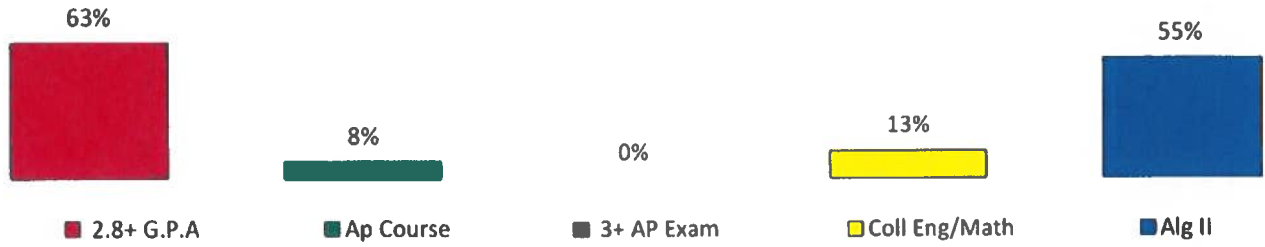
	<u>Career Ready</u>	
	2023	2024
	95%	
	79%	
	75%	
	89%	
	80%	
	90%	

	<u>Future Ready</u>	
	2023	2024
	38%	
	63%	
	0%	
	56%	
	40%	
	53%	

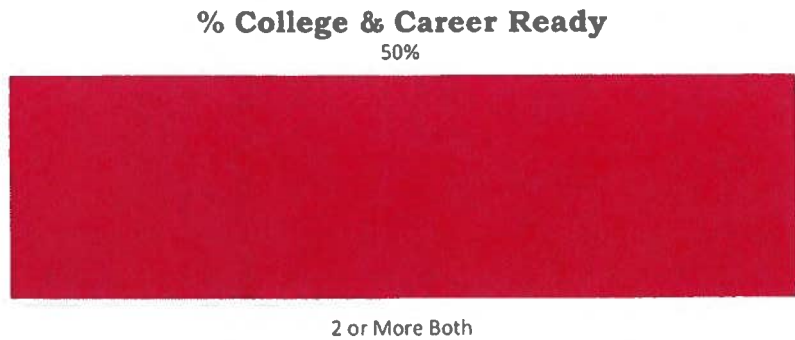
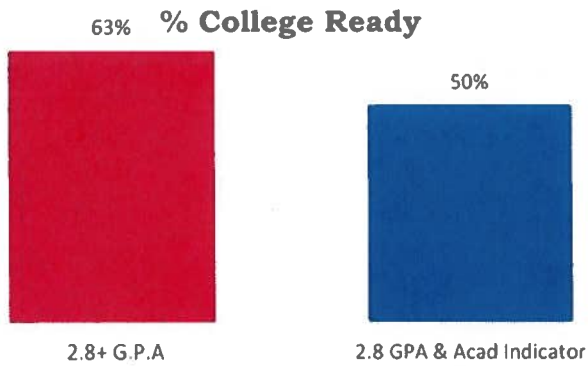
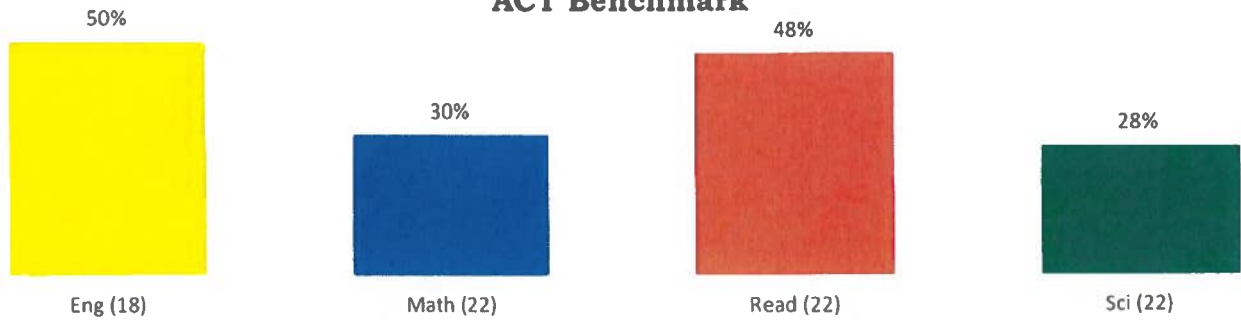
### Career Ready Indicators



### College Ready Indicators



### ACT Benchmark



## Budget Update

The Legislature has not only moved to approve [Senate Bill 330](#) that both raises the low revenue limit ceiling and increases the amount of payments to voucher schools and independent charter payments. This bill was advanced tangentially with the budget as part of the compromise Governor Evers and Legislative Leaders reached last week that included shared revenue increases. The Joint Finance Committee (JFC) approved the education omnibus on a party-line 11 vote. The omnibus motion by JFC outlines the major provisions agreed to as part of the compromise made and provides additional details around other categorical aids. The legislature is also moving forward on a literacy proposal – an update on that legislation is also provided below.

The budget proposal does not include many details thus, there many questions that need to be answered including the property tax implications of Senate Bill 330, implementation of the low revenue increase, methodology for the distribution of several categorical aids and others. Below is a summary of the major provisions included in the omnibus motion #103:

### School Funding

- **Revenue Limit Per Pupil Adjustment:** All school districts will receive a per pupil adjustment under revenue limits of \$325 in FY24 and \$325 in FY25 (total of \$650/pupil increase over the two years) – these increases will provide all school districts with increased revenue raising capacity.
- **Low Revenue Ceiling:** raised from \$10,000 to \$11,000: school districts with a per pupil revenue limit of less than \$11,000 will be permitted to raise their revenue limit/pupil up to \$11,000 (beginning in FY24 and remaining at that level for FY25)
- **Per Pupil Aid** was not increased in the motion so it is assumed the amount for school districts will remain at \$742 per pupil in FY24 & FY25.
- **General Equalization Aid:** provides \$154.7 M in FY24 and \$379.6 M in FY25; general state aid goes directly to schools, but because it is received under the revenue limit it does not increase spendable resources.

### Categorical State Aids

- **Special Education Aid:** increased by \$97 M over the biennium to raise the reimbursement rate to 33.3% in FY24 and FY25 (rate is ~31.5% for FY23).
- **High-Cost Special Education Aid:** increased by \$4.6 M over the biennium to raise the reimbursement rate to 45% in FY24 & 50% in FY25 (rate is estimated to be 39.5% for FY23).
- **High-Cost Transportation Aid:** increase by \$5.88 M over the biennium (\$2.94 M annually) to raise the reimbursement to 75% (and eliminate the \$200,000 cap on stop-gap payments for districts that lose eligibility for aid.)
- **Pupil Transportation Aid:** increase the reimbursement rate for pupils transported 12+ miles from \$375/pupil to \$400 per pupil (no increase to the appropriation but the appropriation is anticipated to be able to absorb the additional cost of the increased aid payment).
- **Sparsity Aid:** increase funding by \$630,200 in each year to raise the reimbursement rate to 100% of eligible costs (for districts with fewer than 10 members per square mile, a district with 745 or fewer members is eligible for \$400/member and districts with 746 to 1,000 members is eligible for \$100/member).
- **School-Based Mental Health Grants:** increase by \$30 M over the biennium (\$15 M annually).
  - The motion specifies that instead of distributing as a competitive grant, DPI will distribute these funds on a per pupil basis to school districts and independent charter schools.
  - The motion also modifies the current law language for the program's purpose, from collaborating with "community mental health agencies" to instead refer to "mental health providers".
  - The motion notes that the funding provided in the motion (\$25 M annually) would provide ~\$31 per pupil in FY24 & FY25, and then when the appropriation returns to \$10 M annually, the funding would support payments of ~\$12 per pupil. For this program, pupils include those enrolled in school districts and in independent charter schools.
- **School Library Aids:** increase funding by \$24 M over the biennium (\$7 M annually), based on estimates of the amount available from the Common School Fund.
- **Robotics League Participation Grants:** increase funding from \$250,000 annually to \$500,000 annually.

### Choice/Charter Funding

- The motion indicates that using the current law indexing for determining the per pupil payment for Choice/ICS/SNSP/Charter program, the indexing change would increase by payments by \$412 in FY24 and then by another \$348 in FY25.
  - These figures do not account for the impact of SB-330 (which would have a significant effect on the per pupil payment amounts). These amounts might be overstated b/c I don't think LFB accounted for the decrease in the appropriation for Per Pupil Aid (decreasing membership).
  - The fiscal impact of these changes to the payment amount has implications for school districts that incur aid reductions associated with the programs.

### JFC Supplemental Appropriation

NOTE: The motion did not indicate the process for DPI to access these funds, it will be up to JFC to release the funds when the respective policy pertaining to the set aside is signed into law.

- **Early Literacy and Reading Improvement:** set aside \$50 M (for use implementing AB-0321/SB-0329, i.e., "the Reading bill").
- **Shared School District Services:** set aside \$5 M for shared school district services (presumably, for implementing the multiple shared services bills introduced earlier this session).
- **Recovery High School:** set aside \$500,000 annually for a recovery high school (public, private, or tribal school) designed for students recovering from a substance use disorder (presumably to implement AB-0271/SB-0276)

### Literacy Proposal

The legislature is advancing Assembly Bill 321 through the Assembly Committee on State Affairs. Concerns were raised in the public hearing, and it is expected legislators may be discussing this with education leaders in their district. There are many areas of concern with this bill, including:

- The development of a reading council with six appointees from the majority party and three from the Department of Public Instruction. The makeup of this council could lead to the further politicization of literacy in our state and I think we can all agree that will not be good for our students.
- The proposal, as currently drafted, only allows a student one test to show their reading proficiency – if a student falls in the bottom 25% – the student must be retained for third grade reading.
  - This goes against the years of research showing that retention is not the best way to serve our students who are struggling with literacy.
  - The bill would require a student to be retained in reading only. I'm unsure how that would work logistically.
  - The bill prescribes what type of materials can be purchased in public schools, specifically prohibiting certain materials.

The Joint Finance Committee set aside \$50 million intended to fund some of the initiatives included in the literacy proposal including the deployment of 60+ reading coaches across the state and to fund the purchase of approved curriculum by districts. While the investment in literacy is important there are concerns it will not be enough to serve all our schools and given the staffing challenges across the state, hiring 60+ reading coaches will not only be challenging but it may draw reading specialists away from districts where they are currently serving students.

The future of this bill and subsequent amendments is very much in flux. We all want to see our students' literacy skills improved but moving this bill that contains too many logistically unworkable situations, too many unanswered questions and policy that has been proven to not be in the best interest of students at such a rapid pace simply does not make sense.