



Department of Education

Mike DeWine, Governor
Dr. Stephanie Siddens, Interim Superintendent of Public Instruction

Ohio STEM Committee Meeting Minutes

August 11, 2022

9:00am – 11:33am

The Ohio Department of Education

25 South Front Street, Columbus, OH

Committee Members Present:

Dr. Tom Schwieterman, VP of Clinical Affairs and Chief Medical Officer at Midmark Corporation, STEM Committee Chair appointed by the Ohio State Senate

Andrew L. Aichele, Senior Director of Engagement & Education at COSI

Dr. Melissa Weber-Mayrer, Ph.D., Director of the Office of Approaches to Teaching and Professional Learning at The Ohio Department of Education, Designee for the Interim Superintendent of Public Instruction

Dr. Krista Maxson, Associate Vice Chancellor, P-16 Initiatives, Ohio Department of Higher Education, Designee for the Chancellor of the Department of Higher Education

Committee Members Absent:

Eric Linder, Executive Director of the Ohio Third Frontier, Ohio Development Services Agency, Designee for the Director of Development

Jeff Polesovsky, Vice President of Public Policy, Columbus Partnership, appointed by the Speaker of the Ohio House of Representatives

Ellen Marrison, Content Strategist, The State Science & Technology Institute, appointed by the Governor

Ohio Department of Education Present:

Mary Ellen Dobransky, STEM Administrator

Janna Mino, STEM Education Program Specialist

Holly Fischer, Legal Counsel

Kyaundra Ellis, Administrative Professional 2

Kaylyn Flanigan, STEM Education Student Intern

Ohio STEM Learning Network (OSLN) Present:

Sandra Wilder, Ohio Stem Learning Network STEM Relationship Manager

Others Present:

Christa Krohn, TIES

Susan Kratzer, Hannah News

Angie McMurray, The Ohio Academy of Science

Sheila Ross, Ohio Alliance of Independent STEM Schools

Ohio Department of Education Staff Recording Meeting Minutes:

Kyaundra Ellis, Administrative Professional 2

Kaylyn Flanigan, STEM Education Student Intern



Opening:

Dr. Tom Schwieterman called the meeting to order at **9:00am**.

Welcome and Introductions

Dr. Tom Schwieterman invited everyone to introduce themselves.

Approval of Agenda

Motion made to approve August 11th meeting agenda made by Dr. Krista Maxon, seconded by Andrew Aichele. No opposed. Motion approved.

Affirmative Votes: Dr. Tom Schwieterman, Dr. Melissa Weber-Mayrer, Dr. Krista Maxon, Andrew Aichele

Approval of July 25, 2022, Meeting Minutes

Motion made to approve July 25th STEM Committee meeting minutes made by Dr. Tom Schwieterman, seconded by Andrew Aichele. No opposed. Motion approved.

Affirmative Votes: Dr. Tom Schwieterman, Dr. Melissa Weber-Mayrer, Dr. Krista Maxon, Andrew Aichele

Discussion Items:

Policy Updates

Mary Ellen Dobransky informed the committee that, in the same way “STEM” is an official distinction, so is the title “Early College High School.” There are several STEM-designated schools that are using “Early College High School” in their title that do not have that distinction from the Ohio Department of Higher Education and Superintendent of Public Instruction. As part of the STEM designation process, these schools agree to comply with Ohio Revised Code policies. Using “Early College High School” without being designated as such is a breach of compliance.

Progress Update on Tri-State STEM-M Early College High School

Mary Ellen Dobransky confirmed with Tri-State STEM-M Early College High School that they do not have an official Early College High School designation. The school officials are aware that they are out compliance. Mary Ellen Dobransky reminded the committee that Tri-State STEM-M Early College High School has a Corrective Action Plan in place to obtain a letter of support from a local school district. Amending the school’s Corrective Action Plan to add the Early College High School compliance issue provides school officials time to explore their options of pursuing Early College High School designation or removing the title from their name.

iSTEM Geauga Early College High School Compliance Reapplication

Mary Ellen Dobransky confirmed that iSTEM Geauga Early College High School completed the Compliance Reapplication but does not have an official Early College High School designation. School officials are working to remedy this. They have a scheduled board meeting on August 19, 2022, to vote to change the school’s name. They will drop the title and have the name officially changed in the state’s system.

Dr. Tom Schwieterman summarized that because these two schools are out of compliance the committee will vote to require a Growth Plan addressing the usage of Early College High School without proper designation. Dr. Tom Schwieterman asked if both schools were aware they would be placed on Corrective Action Plans and if they were already on a plan. Mary Ellen Dobransky confirmed that only Tri-State has an existing Corrective Action Plan, and that the committee would vote to amend the current Corrective Action Plan with this addition for Tri-State and vote to place iSTEM on an initial Corrective Action Plan.

Motion made to amend the Corrective Action Plan for Tri-State STEM-M Early College High School made by Dr. Tom Schwieterman, seconded by Dr. Melissa Weber-Mayrer. No opposed. Motion approved.

Affirmative Votes: Dr. Tom Schwieterman, Dr. Melissa Weber-Mayrer, Dr. Krista Maxon, Andrew Aichele



Motion made to place iSTEM Geauga Early College High School on a Corrective Action Plan made by Andrew Aichele, seconded by Dr. Tom Schwieterman. No opposed. Motion approved.

Affirmative Votes: Dr. Tom Schwieterman, Dr. Melissa Weber-Mayrer, Dr. Krista Maxon, Andrew Aichele

Mary Ellen Dobransky noted that similarly, there are schools are using “STEM” or “STEAM” without applying and receiving designation. Dr. Tom Schwieterman asked how many schools were using “STEM” without designation. Janna Mino reported that, following research through ODE database, there were about ten schools identified so far. Andrew Aichele inquired about a communication plan with these schools. Mary Ellen Dobransky and Janna Mino responded that there currently is no plan. Mary Ellen Dobransky confirmed that this plan would be brought to the committee at a future meeting. Dr. Tom Schwieterman asked if a plan could be brought to the October STEM committee meeting. Mary Ellen Dobransky confirmed. Dr. Tom Schwieterman asked if the schools are using the STEM insignia or stamp of designation. Mary Ellen Dobransky said that this was a concern of the STEM team, especially involving previously-STEM/STEAM-designated schools that choose not to reapply for designation. Mary Ellen Dobransky assured the committee that, during exit interviews with schools that chose not to reapply, the team will discuss the discontinued use of STEM designation banners and insignias.

STEM and STEAM Designation Rubric

Janna Mino presented the STEM and STEAM Designation Rubric, which is a modification of the previously approved Quality Monitoring Rubric with minor changes and proposed that this version be adopted for schools applying for first-time STEM and STEAM designation as well as for Quality Monitoring for the already approved five-year reapplication schools. Janna Mino noted that the rubric was nearly identical to the Quality Monitoring Rubric approved on July 25, 2022. The STEM team at the Ohio Department of Education and OSLN wanted the rubric to be consistent between initial designation application and five-year reapplication. Janna Mino summarized the changes to the Committee. Firstly, the title was changed to be more inclusive of both processes. Secondly, an introduction page regarding changing grade levels or STEM to STEAM designation was omitted to provide more clarity, as one of the steps of the application process is to fill out an “Intent to Apply” survey. Based on the intent-to-apply survey results, the team will be able to provide case-specific support and obtain the required information directly as opposed to the page that was included in the Quality Monitoring Rubric. Additionally, schools that have not opened yet, or schools that wish to become independent from a traditional public school district and may not have artifacts to submit can also receive personalized support and guidance throughout their application, having indicated their operations in the intent-to-apply survey. Thirdly, language regarding partnerships was clarified and better aligned to Ohio Law, specifically in sections 1.5 and 3.2.

Process and Timeline for FY24 STEM and STEAM Designation Applicants

Janna Mino reviewed the process for new applicants applying for designation. Janna Mino described the materials and supports which would be posted on the Department’s and OSLN’s websites. This includes the Intent to Apply survey, discussed previously, the opening and closing dates for the written application, a broad timeline of site visits to selected schools, the notification of OSLN’s recommendation to schools, and finally the date of the STEM Committee Meeting when voting would occur. Janna Mino also covered the location of the application (a website called Slide Room) and discussed the team’s “Deep Dive Sessions” as integral to the process of applying. Janna Mino noted that, while the first two Deep Dives are primarily for schools that completed the Compliance Reapplication for five additional years of designation this spring, the team is hoping to include prospective STEM and STEAM schools in the December 7, 2022, Deep Dive Session.

Motion made to approve the changes to the Quality Monitoring Rubric and to adopt this document as the STEM and STEAM Designation Rubric for new applicants as well as five-year reapplicants made Dr. Tom Schwieterman, seconded by Dr. Krista Maxon. No opposed. Motion approved.

Affirmative Votes: Dr. Tom Schwieterman, Dr. Melissa Weber-Mayrer, Dr. Krista Maxon, Andrew Aichele

Motion made to approve the process for new applicants to apply for STEM and STEAM designation for FY24 made by Andrew Aichele, seconded by Dr. Tom Schwieterman. No opposed. Motion approved.

Affirmative Votes: Dr. Tom Schwieterman, Dr. Melissa Weber-Mayrer, Dr. Krista Maxon, Andrew Aichele

Questions and Comments

- Dr. Tom Schwieterman spoke on the rubric’s specific focus on artifact submission and STEM philosophy and asked if there was ever anticipated verification of artifacts for schools that have not opened to students yet and would not have artifacts that reflect student engagement or student data. Janna Mino relayed that additional site visits, in the case of newly opened schools, would ensure verification of artifacts. Janna Mino



also reminded the committee that, should compliance issues evolve following designation, schools can be put on Corrective Action Plans (“STEM/STEAM Growth Plans”).

- Dr. Tom Schwieterman asked for clarification that schools receiving designation would be confirmed with follow-up site visits if necessary. Janna Mino confirmed, yes, that additional site visits for newly opened or newly independent schools could occur to ensure compliance and verification of submitted artifacts. Mary Ellen Dobransky confirmed that the Ohio Revised Code allows for the implementation of Correct Action Plans should a compliance issue arise within the years of designation.
- Dr. Tom Schwieterman expressed that the STEM team and OSLN avoid further rubric changes in the immediate future. Janna Mino noted it is the STEM team and OSLN’s intention to provide consistency to committee members and initial and reapplication designation applicants.
- Dr. Melissa Weber-Mayrer asked if the changes in section 1.5 reflect clarification of noncompliance issues that led to Corrective Action Plans during the spring Compliance Reapplication process for certain schools. Janna Mino confirmed that with the language used for required artifacts, the issue has been avoided.
- Dr. Melissa Weber-Mayrer inquired about the possibility of the team compiling a “Frequently Asked Questions” sheet for applications. Janna Mino replied that the STEM team and OSLN do not have that pre-made at this time, but it may be a resource that could evolve out of the Deep Dive Sessions, although Deep Dive Sessions and other technical supports do aid in answering application questions.

Schools Updates

School Spotlight: Ranger High Tech Academy | 9:28am

Principal of Ranger High-Tech Academy, Melissa Durkin, shared with the committee the STEM school’s engagement with STEM pedagogy including student perspectives. Principal Durkin has been an administrator in North Ridgeville school district for seven years and passionately engages and encourages innovative educational practices. North Ridgeville city schools is the fastest growing district in Northeast Ohio (enrollment has increased by 10% in the last five years). Ranger High-Tech Academy makes up 7.8% of district enrollment and is the only public STEM school in Lorain County. The school maintains strong partnerships with the city of North Ridgeville, local businesses, and Lorain County Community College. Community partnerships, families, and the community are all involved in designing an education where everyone excels, which is Ranger High-Tech Academy’s vision and a pillar of STEM pedagogy. Principal Durkin presented accomplishments, goals, and challenges of Ranger High-Tech Academy with the committee. Namely, participating as a Pilot School for the reapplication designation process, earning a Battelle STEM Classroom Grant and a Parker Hannifin Foundation Grant, celebrating a team of learners who won the youth division of the Great Lake Science Center Design and Build Challenge and a team who won the Flex Factor Finals. The committee was also able to hear from learners via a student-constructed video on their schools’ projects, partnerships, and educational opportunities. The academy was awarded a Battelle STEM classroom Grant and Parker Hannifin Foundation Grant. Ranger High Tech Academy 2022-2023 goals are:

- Deeper arts integration across all grade levels
- Establish sustainable structures
- Build leadership capacity
- Celebrate Success

Melissa Durkin also shared the unique challenges that Ranger High-Tech Academy faces as a STEM-Designated school relating to funding and personnel. She explained that, in order to grow their school to serve more students, they need to justify their funding through obtaining more students, but in order to obtain more students, they require funding, this set of problems resulting in a negative feedback cycle impeding their growth. She also shared that innovative teaching strategies require a dedicated staff with expertise that requires ongoing professional learning and time to design learning experiences that can result in staff burnout. The committee members expressed gratitude for Melissa Durkin’s willingness to share these challenges so they can stay informed.

Questions and Comments

- Dr. Tom Schwieterman asked are the partners the school has support with funding. Principal Durkin answered that all the work comes from the school’s budget, and they have not received any direct financial assistance from the businesses, but they have received in-kind support.
- Dr. Tom Schwieterman asked if the partners are seeing burnout in their employees similar to educators. Principal Durkin answered that the pandemic has created new challenges for partnership collaboration at times.
- Dr. Melissa Weber-Mayrer thanked principal Durkin for her passion of STEM. She also asked if the school feels like they are an island within the district or that they have collaborative partners within the district or region. Principal Durkin explained that while it has felt that way at times, she appreciates that the Department and OSLN have begun planning opportunities for more collaboration among practitioners for the future.

Deep Dive Quality Monitoring Updates

Dr. Sandra Wilder shared with the committee the outcomes of the first Deep Dive Session on August 4, 2022. Dr. Sandra Wilder brought three important comments from the 11 participating schools: 1) the information presented at the Deep Dive helps to understand the process and should be strongly encouraged before completing the reapplication process, 2) explanations of the rubric with examples helped educators understand where their school was exceeding and where STEM pedagogy could be strengthened, and 3) during the Deep Dive educators were able to observe the team (the Department and OSLN) making improvements to the flow of the presentation and the development of action items which spoke to the team's investment in continually improving this process. At the Deep Dive school leaders were able to sign up for site visits and written application deadlines. Dr. Sandra Wilder shared that the next Deep Dive session is on September 28, 2022, with a third offered on December 7, 2022. As of the committee meeting, there were 20 schools registered for the Deep Dive in September and the December Deep Dive will be open to all currently designated STEM/STEAM schools and new applicants for FY24.

Questions and Comments

Dr. Tom Schwieterman asked is there an opportunity to record the Deep Dive Sessions. Janna Mino answered, we did not record this session, however, we did record meeting minutes and will send those out via email. Dr. Melissa Weber-Mayrer noted that the length of Deep Dive sessions does not seem to be compatible with recording but suggested the team film snippets with explanations of the rubric to gain interest and provide some information prior to a session. Dr. Tom Schwieterman added that perhaps schools could share their experiences with Quality Monitoring in these videos. Dr. Sandra Wilder shared that the purpose of the Deep Dive Sessions is to share information about designation but also to foster communication between attending schools who may not have shared prior contact. Dr. Tom Schwieterman suggested that Deep Dive Sessions should be offered to schools that applied but did not yet receive designation. Dr. Tom Schwieterman requested that the team shares with all schools that the Department and OSLN, as well as the committee, would like all schools to receive designation and provide support. Additionally, Dr. Tom Schwieterman requested that this communication clarifies that the designation process should not be seen as a competition or the evaluation as punitive; instead, the effort should be to help schools deepen their practices and provide the best STEM education practices to our learners. Dr. Sandra Wilder agreed, adding that the Department and OSLN try to model growth and adaptation through Deep Dive Sessions and all aspects of the STEM/STEAM designation process.

Partnership Updates

Girls in STEM Data Story | 10:30am

Mary Ellen Dobransky shared that there are many initiatives occurring within the Department related to STEM that should be brought to the committee's attention. The committee heard from Dr. Ardith Allen who shared a data story on Girls in STEM. The core question of this analysis was "Do girls attending STEM schools achieve better results on state Mathematics and Science assessments than girls who do not attend STEM schools?" The underlying assumption, Dr. Ardith Allen shared, is that girls attending STEM schools receive higher-quality educations – especially in STEM subject matter – than girls who do not attend STEM schools. There were three important patterns modeled by the data: 1) girls attending STEM schools are more likely to achieve higher passing percentages and higher peak scores on Mathematics and Science assessments compared to girls attending non-STEM (comparison) schools, 2) girls attending STEM schools and girls attending comparison schools both have considerably better passing percentages on Science assessments than on Mathematics assessments, with the former's result usually being higher than the latter's, and 3) among Mathematics results, there is a sharp division between elementary and middle school results and high school results for both girls attending STEM schools and girls attending comparison schools – both school groups have much poorer results on high school level assessments than on elementary and middle school assessments. Dr. Ardith Allen shared that her next steps involve investigating these differences – between girls attending STEM schools and girls attending comparison schools – in the English Language Arts assessments.

Questions and Comments

- Dr. Tom Schwieterman provided support for Dr. Ardith Allen's work, noting how important it was, and asked if this information was going to be published. Dr. Ardith Allen and Janna Mino confirmed, yes, that it will be published on the Department's website and featured on the STEM page which will include other data insights in the future. Dr. Tom Schwieterman acknowledged, again, the importance of this work and how it is a strong indicator of STEM pedagogy effectiveness. Janna Mino shared that this study, as well as studies with collaborative partners, will provide support for robust STEM initiatives across the state.
- Dr. Tom Schwieterman inquired about post-secondary data, wondering if STEM students working with partners during high school more likely to return to work with those partners, within the community, or within



the state. Dr. Ardith Allen noted that there is very little post-secondary data, but that investigating it further would be interesting. Janna Mino spoke about the collaboration between the STEM team and the Ohio Department of Higher Education and the interest in the Choose Ohio First program.

- Dr. Krista Maxson asked Dr. Ardith Allen if there was any interest in including analysis of the pilot mathematics pathway programs and their effectiveness compared to the drop Dr. Ardith Allen observed in the Girls in STEM data. Dr. Ardith Allen confirmed that she would investigate those programs.

Zero Barriers in STEM Initiative

Janna Mino introduced her work with the Smithsonian Science Education Center: Zero Barriers in STEM initiative. Janna Mino, along with representatives from Hawkins STEMM Academy and Herbert Mills STEAM Elementary School attended the Zero Barriers summit in Washington D.C. earlier this summer. The purpose of the summit was to increase diverse representation in STEM by increasing the number of STEM educators providing accessible STEM opportunities and increasing the number of students with disabilities that pursue STEM careers. Janna Mino shared that her team is hoping to update the Quality Model for STEM and STEAM Schools with specific strategies to help educators make STEM education more accessible for students with disabilities and collect data on these strategies as the two partner schools pilot them. There is currently an attribute in the Quality Model for STEM and STEAM Schools that addresses inclusivity, but the team would like to provide specific guidance for schools including: 1) creating STEM spaces that are physically accessible and safe for individuals with disabilities, 2) accessible STEM literacy supports to support each student in STEM learning, and 3) exposure to representation of STEM professionals with disabilities for students. Janna Mino shared that, per summit guidelines, teams have 18 months to implement their strategies during which they will remain in contact with the Smithsonian Science Education Center and attend a mid-year professional development program.

Questions and Comments

Dr. Tom Schwieterman suggested reaching out to the designated STEM schools to see if they have any of these initiatives in place. Janna Mino responded by explaining that Hawkins STEMM and Herbert Mills were both chosen to attend the summit with her because they have robust programming that supports these practices, and the team's commitment to facilitating connections to expertise in the department on these strategies. Mary Ellen Dobransky continued by reiterating the STEM team's purposeful dedication to creating meaningful connection between STEM schools and partners.

Innovative Leaders Institute | 10:45am

Dr. Sandra Wilder shared with the committee OSLN's work with the Innovative Leaders Institute (ILI). ILI is a year-long program that prepares principals and teacher leaders to deepen innovative STEM practices throughout schools. Mainly designed for leaders of aspiring STEM schools, principals of established STEM schools that have participated in the institute lead the work as mentors to share their learning and also strengthen their own practices. Topics addressed include effective leadership for transformational change, managing innovative instruction, and creating a culture supportive of STEM pedagogy. The 2022-2023 cohort includes 26 principals and teacher leaders from 5 currently designated STEM/STEAM schools and leaders from 8 schools aspiring for STEM/STEAM designation.

Fostering STEM

Dr. Sandra Wilder provided an update on The Fostering STEM Initiative, which is designed for instructional coaches and teacher leaders who help other educators grow and strengthen their STEM practices. The institute was created to meet the needs of the current STEM and STEAM schools. In the program, participants engage in workshops, design job-embedded supports, and design opportunities to leverage their collaborative teams. The institute also includes a residency program (1 to 3-day visit to a STEM or STEAM school driven by the participants' goals for their own STEM practices). Topics addressed include fostering a STEM culture in the school community and within partnerships, training in coaching strategies to enhance and foster STEM education practices with classroom teachers, immersive workshops centered around the core attributes of STEM pedagogy, activities for the development of Habits of Mind, and designing purposeful onboarding practices for new faculty. The 2022-2023 inaugural cohort for Fostering STEM includes 30 instructional coaches from 15 currently designated STEM/STEAM schools and 7 aspiring STEM/STEAM schools.

School Grants

Dr. Sandra Wilder shared an overview of The Ohio Stem Learning Network STEM Classroom Grant program, which supports the creation of new, sustainable STEM education programming in classrooms by investing directly in the K-12 teachers and administrators. Awards vary between \$2500 and \$5000. Proposed projects must align to one of the following focus areas: community problem solving, STEM career exploration, building STEM mindsets, or design

thinking and security. In 2021-2022, the total awards amounted to \$687,500 with 127 districts receiving awards. 91 of these schools were new to OSLN and 63 were new to STEM entirely. 64 of these schools were in rural areas. The Committee was informed that they will learn more about the Rural STEM Initiative at the next STEM Committee Meeting. Dr. Sandra Wilder then highlighted the efforts of the STEAMM Academy at Hartford Middle School for their grant-funded program "Light 'Em Up, STEAMM," where arts students were paired with computer science students to create "moving" – accomplished through LED light programmed sculptures. The Tree of Life Academy (Polaris campus) was also featured for their grant-funded project "Operation: Buzz Bones," a schoolwide project-based unit incorporating ELA, Science, Math, Health, and Technology standards.

Questions and Comments

Dr. Tom Schwieterman asked what entity funds these grants. Dr. Sandra Wilder responded that Battelle's philanthropy funds the grants. Dr. Tom Schwieterman sincerely thanked Battelle for their generosity and commitment to STEM education.

Partner Spotlight: COSI (Learning Lunchboxes and COSI Connects) | 11:09am

Stephen White, Chief Strategy Officer at COSI, presented as a partner to the committee about outreach and impact of COSI's Learning Lunchboxes in partnership with the Ohio Department of Education. Learning Lunchboxes are answering a need for Math and Literacy engagement of students, especially students of color and students from underrepresented communities, a need accelerated by the COVID-19 Pandemic. COSI uses multiple modalities: onsite, offsite, online, and partnerships to engage, inspire, and transform learning and exploration in science and industry. Learning Lunchboxes offer hands-on learning experiences with interesting and engaging themes. Learning Lunchbox kits include ten hours' worth of STEM-related content that aligns with the Ohio Department of Education's learning standards and strategic plan. These kits are distributed in the classroom, in the community, at libraries, and food banks. In each box, there are materials to complete themed activities and a guidebook to progress through each activity. Boxes also highlight community-based experiences through partner organizations in the local area. Phase One of the launch of COSI's Learning Lunchboxes is complete at the time of this meeting, with 50,000 boxes distributed. An additional 150,000 will be distributed over the next year and a half. Kits are created in Westerville, Ohio and there is an e-commerce website for people interested in purchasing kits. The kits also provide additional digital resources to continue their learning and exploration through COSI's digital platform, "COSI Connects." COSI also acknowledges the prevalence of Digital Deserts in Ohio and has responded by creating an application for mobile devices allowing offline functionality. When Learning Lunchboxes are distributed, COSI builds a Wi-Fi hotspot within the square block for participants to download the application on their mobile device and enable offline functions for continued use.

Questions and Comments

- Dr. Tom Schwieterman suggested that the current 81 STEM/STEAM designated schools be contacted for participation, perhaps to compete to develop new themes and activities for these boxes.
- The committee agreed this would be great partnership and opportunity for engagement.
- Dr. Tom Schwieterman thanked Stephen White for his leadership and work that he is doing for STEM learners.

Public comments:

There were no public comments.

Adjournment:

Motion made by Dr. Tom Schwieterman to adjourn the STEM Committee Meeting, seconded by Andrew Aichele. No opposed. Motion approved.

Affirmative Votes: Dr. Tom Schwieterman, Dr. Melissa Weber-Mayrer, Dr. Krista Maxon, Andrew Aichele

Dr. Tom Schwieterman adjourned the meeting at **11:33am**.

The next STEM committee meeting will be on October 19, 2022, at Hull Prairie Intermediate School starting at 1:00pm.
