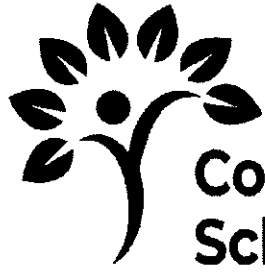**Community Consolidated School District 46**

565 Frederick Road, Grayslake, IL 60030

Unfinished Business

Community Consolidated
School District 46

565 Frederick Road, Grayslake, IL 60030

New Business

To:	Board of Education, Dr. Lynn Glickman
From:	Chris Wildman, CPA SFO, Assistant Superintendent for Finance/CSBO
Date:	May 18, 2022
Memo:	Preliminary Budget FY 2022-2023

Background

The district is required per the Illinois School Code to file an annual Board-approved budget with the County by September 30 of each year. As per Board Policy 4:10, the administration shall present to the Board a Tentative Budget with appropriate explanation to be presented on June 15, 2022. To facilitate that conversation, the Administration uses a Budget Calendar and will prepare the Preliminary Budget for FY 2022-2023, to be discussed on May 18, 2022. The Preliminary Budget shall represent the culmination of an ongoing process of planning for the fiscal support needed for the District's educational programs. To the greatest extent possible, the Preliminary Budget shall be balanced as defined by the State Board of Education guidelines.

Administrative Considerations

The Preliminary Budget is primarily based on the expectations of future revenues and expenditures and relies upon the best information available at this time. It is subject to potential changes through and until the Public Hearing on the Budget in August. It includes staffing and benefit projections, as well as expected materials, services and capital expenditures. Detailed line items, such as supplies and purchased services, are developed and coordinated by the Business Office. The budget process is built upon participatory, "zero-based budgeting" input from department leadership, and an allocation method for Principals. The Budget leaders engage in a cycle of meetings with the Business Office staff to gather their requests for the upcoming year. Participatory budgeting increases responsibility and ownership in decision-making, builds an understanding of school budgets, directs funds to press needs, and encourages budget leaders to be innovative.

Zero-based budgeting (ZBB) is a process that asks administrators to build a budget from the ground up, where all expenditures must be justified and analyzed for need. The benefits of this process include challenging budget leaders to evaluate and prepare effective requests, improving operations/reducing wastefulness, and requiring requests to be aligned with the district's strategic goals. We are still in a global pandemic which has made past budgeting challenging. The current year spending has not been typical and the needs for the coming year have required a higher level of analysis and planning by the administration.

District Goal
This action is responsive to: District Goal #3- Finance:

Empowering Learners | Creating Equity | Cultivating Community
CCSD 46 provides opportunities that expand learning beyond our walls so that all learners
grow locally, connect globally, and excel universally.

Review, expand, and clarify financial practices to increase transparency and communication, with a focus on aligning financial decision-making to district goals.

Board Policy
4:10 Fiscal and Business Management

1. Revenues

We are predicting a collection rate of 99.7% for our Property Tax allocation for budgeting purposes. The 2021 Levy, payable to the district in FY 2022-2023, used the Consumer Price Index (CPI) of 1.40%. Actual new construction was $1,156,546 or 0.15% of total Equalized Asset Value (EAV) of $751,853,771. Approximately 60% of the district's revenues are derived from this source.

On August 31, 2017, former Governor Bruce Rauner signed into law Public Act 100-0465 or the Evidence-Based Funding for Student Success Act. This law enacts evidence-based funding (EBF), which expanded the criteria of just average daily attendance (ADA) and low-income housing to include adequacy and student outcomes. Five previous grant programs are combined into a single grant program and distributed as evidence-based funding. Those grant programs are General State Aid, Special Education – Personnel, Special Education – Funding for Children Requiring Special Education Services, Special Education – Summer School, and English Learner Education.

The district has an EBF Adequacy Target of $48.9M, with EBF Final Resources of $31.8M available and therefore a percentage of Adequacy of 65%. For Evidence-Based Funding in FY 2021, this district is assigned to Tier 1. In April 2022, the Illinois Legislature approved a $46.5 billion state budget that continues the $350 million extra for public schools to support EBF and specifically Tier 1 and 2 districts in additional tier funding. We have budgeted for an additional $950K (6.5% increase) which is consistent with increases allocated by the state in 2020 and 2021, at $15.45M

We anticipate that established and recurring Federal revenue allocations for next year (including Title funding, Impact Aid, and IDEA) will stay consistent with no change from FY 2021-2022, outside of any allowable carryover amounts per program regulations. The district is budgeting for a similar level of revenues from the National School Lunch Program (NSLP).

On Thursday, March 11, 2021, the American Rescue Plan (ARP) Act was signed into law. It is a $1.9 trillion package of assistance measures, including $122 billion for the ARP Elementary and Secondary School Emergency Relief (ARP ESSER) Fund. Funds are provided to State educational agencies and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the Nation's students.

Our district was provided with $2,141,418 as our initial allocation from ARP ESSER Fund. These funds will need to be expended by 9/30/2024. The district then received an additional allocation of $1,025,275 from the ARP ESSER Fund known as the "Set Aside" to be expended by 9/30/2022. These ARP ESSER funds totaling $3,166,693 come with special requirements: At least 20% of the initial funds must be used to address learning loss through evidence-based

interventions that support students' academic and social and emotional learning (SEL) needs, with between 1%-5% needed for evidence-based interventions, summer enrichment and afterschool programs. The "Set Aside" has additional requirements for 70% to be allocated to evidence-based interventions, and 14% to each of summer enrichment and afterschool programs. With these requirements, the administration has developed an impactful comprehensive plan to spend these funds effectively as intended. The majority of these funds have already been expended and reimbursed to the district.

Interest rates are widely predicted to rise during this year, and we are conservatively increasing the budget for interest income from the last fiscal year to $310K (increased from FY 2021-2022 where we budgeted $80K). As of May 2022, the 'daily rate' the district receives in the Illinois School District Liquid Asset Fund (ISDLAF) Max Account is 0.120%. At this time last year, it was 0.02%. The district has not historically employed a laddered portfolio strategy to maximize investment returns, and has used short term investments within the ISDLAF. The administration has recently diversified our investment options, with Fifth-Third investments now an option available to us. We expect proceeds from this approach to improve our long-term investment returns as interest rates continue to rise.

We have assumed that Corporate Personal Property Replacement Taxes (CPPRT) will stay consistent with this fiscal year. Once the state releases estimates for FY 2022-2023, we may update the budget to reflect those numbers.

2. Salaries and Employee Benefits

The administration has been collaboratively developing a staffing plan since January 2022 for the upcoming school year, meeting with principals and leadership. This in-depth analysis is based on building enrollment, special education and English Learners (EL) guidelines, retirements, class size guidelines, and teacher endorsements. Total headcount will increase by 8.0 FTEs vs. the prior fiscal year budget. This includes 3.0 FTE contingency teacher positions, to give the administration flexibility in the upcoming year to add positions in case of enrollment changes in the buildings. We also have included 3.0 FTE non-certified contingency positions to support the district with unforeseen staffing issues.

In April 2022, the district received the health insurance renewal for the new school year, which was a 7.9% increase for the HMO plan and a 6.5% increase for the PPO plans. The district continues to self-fund our PPO plans and fully insure the HMO. Self-funding involves paying the health claims of the employees as they occur. With a fully-insured health plan, the employer pays a certain amount each month (the premium) to the health insurance company. There is an anticipated 0% increase in our two dental plans for FY 2022-2023.

For the purpose of timing and modeling for the Preliminary Budget, this budget shows all staff receiving a 3% increase. The Board of Education is currently negotiating with both the bargaining units, and this % is a placeholder until the Collective Bargaining Agreements (CBAs) are approved by union membership and the Board of Education. The results of these negotiations could change the budget.

3. IMRF Rate

The district's IMRF contribution rate for the calendar year 2022 was 9.91%. The preliminary notice for the calendar year 2023 is 9.19%. In budgeting for FY 2022-2023, we will assume a blended rate of 9.55%; this is due to a decrease in our Net Retirement Rate component of the total rate.

4. Property / Casualty and Liability Insurance Renewal

The district is a member of the Collective Liability Insurance Cooperative (CLIC) insurance pool for the property, casualty, liability, and worker's compensation. We have not yet received our updated renewal rates, and intend to update the Board of Education as the information becomes available.

5. Custodial Services

On August 11, 2021 the Board of Education approved a night time custodial services contract with GSF Propreté & Services (GSF) for a total of a five (5) year contract. The contract increased the FTE of the crew from 15 to 23, as per the specifications of the Request for Bid (RFB) for Contracted Night Cleaning. This was for 9 months and FY 202-23 will be the first full year we have GSF cleaning our buildings and therefore we have increased the budget from $766K to $902K, as per the contractual agreement approved by the Board of Education.

6. Transportation

The Regular and Special Ed Student Transportation contract with Durham Transportation will be increasing by 8.5% for FY 2022-2023.

7. Long Range Facilities Plan (LRFP)

The district will begin Year 1 of our 3 Year Priority Capital Plan with $1.9M of planned capital expenditures for the upcoming school year. The total for the 3 years is $9.2M. The work this school year includes a new roof at Frederick School, Americans with Disabilities (ADA) improvements at Grayslake Middle School as well as new boilers and Air Handling Units (AHUs) at Avon Center School.

8. Master Technology Plan

Through the Master Technology Plan that was created and shared in the Spring of 2022, the CCSD 46 Technology Department is committed to providing a robust network infrastructure and consistently refreshing student and staff devices to enable all stakeholders to be successful in empowering learning, creating equity, and cultivating community. It is through proactive planning, ongoing collaboration and commitment, that CCSD 46 will continue to provide current technology related experiences that represent best practices in education. Pending Board approval, the technology department continues to make plans for implementing a new phone system ($200,000), new security cameras at Grayslake Middle School ($90,000), and additional infrastructure upgrades in the coming months in FY 2022-23.

9.. Other Expenditures

The district began a vehicle replacement cycle in FY 2021-2022, and in continuation of that cycle we are recommending the purchase of 1 new pick-up truck for a capital expenditure of $56K.

Special Education tuition and related expenditures are based on ongoing cases and estimates arising from projected enrollment and tuition costs. The district is conservatively budgeting for sufficient full-time student placements, as well as a contingency amount for both public and private placements.

Additional refinement of the budget will continue through August as necessary. The district is budgeting for an unassigned, contingency expenditure of $475K. This has been increased from $350K in FY 2021-2022.

The net impact of these updates to the FY 2022-2023 Preliminary Budget is projecting a deficit of $2.3M on an all-funds basis, with a $100K operating fund deficit. The all-funds approach includes payments from the Debt Service and Capital Projects Funds. The administration will continue to refine the budget as new information becomes available, ahead of the June Tentative Budget Presentation and the Final Hearing in August.

Recommendation

N/A - Discussion only.

BOARD RECOMMENDATION

N/A - Discussion only.

To: Board of Education, Dr. Lynn Glickman
From: Chris Wildman, CPA SFO Assistant Superintendent of Finance / CSBO
           Adam Halperin, Director of Operations and Maintenance
Date: May 18, 2022
Memo: Purchase of Kitchen Equipment

Background

The administration of CCSD 46 identified new kitchen equipment to be purchased to support our breakfast and lunch program in the budget for FY 2021-2022. This included a new steamer for Frederick and 1 freezer for Park Campus and 1 freezer and 1 refrigerator for Prairie View.

Administrative Considerations

The district is a member of Sourcewell. All cooperative purchasing agreements offered through Sourcewell have been awarded via a thorough Request for Proposal (RFP) competitive solicitation by a public agency/governmental entity. Sourcewell awarded a contract to TriMark for Commercial Kitchen Equipment, with Related Supplies and Services (Contract Number: 091918-TMK) effective November 8, 2018, through November 8, 2022. TriMark is the largest foodservice equipment and supplies distributor in North America. The company is headquartered in South Attleboro, MA, and provides non-food products used by restaurants and other foodservice operators.

At the May 18, 2022 Regular Board Meeting the administration will recommend awarding the contract to Trimark to purchase, deliver and install kitchen equipment at Frederick, Park Campus, and Prairieview. The total project cost is $45,545.56.

District Goal

This action is responsive to: District Goal #3- Finance:
Review, expand, and clarify financial practices to increase transparency and communication, focusing on aligning financial decision-making to district goals.

Board Policy

4:60 Purchases and Contracts

Recommendation

N/A

BOARD RECOMMENDATION

N/A

Empowering Learners | Creating Equity | Cultivating Community
CCSD 46 provides opportunities that expand learning beyond our walls so that all learners
grow locally, connect globally, and excel universally.

TriMark
Foodservice Equipment, Supplies and Design
MARLINN

Quote
05/09/2022

Project:
Community Consolidated School
Dist 46

From:
TriMark Marlinn LLC
Steve Schmidt
6100 W. 73rd Street, Suite 1
Bedford Park, IL 60638
708-496-1700
708-496-5761 (Contact)

Job Reference Number: 104230

This Pricing is in accordance with Sourcewell Contract # 091918-TMK
Foodservice

****NOTE VULCAN PRICING VALID UNTIL 5/27/22****
Price Increase after that date

Item	Qty	Description	Sell	Sell Total
1	2 ea	**REACH-IN FREEZER** True Mfg. - General Foodservice Model No. T-49F-HC (650195) Freezer, reach-in, two-section, -10°F, (2) stainless steel doors, (6) PVC coated adjustable wire shelves, interior lighting, stainless steel front, aluminum sides, aluminum interior with stainless steel floor, 4" castors, R290 Hydrocarbon refrigerant, 1 HP, 115v/60/1-ph, 9.6 amps, NEMA 5-15P, Made in USA, cULus, UL EPH Classified, ENERGY STAR®	$7,534.80	$15,069.60
	2 ea	Note: Due to the continued supply chain issues in the industry all True pricing is tentative based on final production dates. Any units ordered that will be produced on or after October 1st, 2022 may be subject to additional pricing escalators. Please contact your True representative for final lead times.		
	2 ea	Self-contained refrigeration standard		
	2 ea	Warranty - 7 year compressor (self-contained only), please visit www.Truemfg.com for specifics		
	2 ea	Warranty - 3 year parts and labor, please visit www.Truemfg.com for specifics		
	2 ea	Left door hinged left, right door hinged right standard		
	2 ea	4" stem castors, standard (adds 5" to OA height)		

Item	Qty	Description	Sell	Sell Total
		ITEM TOTAL:		**$15,069.60**
2	1 ea	**REACH-IN REFRIGERATOR**	$7,722.36	$7,722.36
		True Mfg. - General Foodservice Model No. T-72-HC Refrigerator, reach-in, three-section, (3) stainless steel doors, (9) PVC coated adjustable wire shelves, interior lighting, stainless steel front, aluminum sides, aluminum interior with stainless steel floor, 4" castors, R290 Hydrocarbon refrigerant, 3/4 HP, 115v/60/1-ph, 6.9 amps, NEMA 5-15P, cULus, UL EPH Classified, Made in USA		
	1 ea	Note: Due to the continued supply chain issues in the industry all True pricing is tentative based on final production dates. Any units ordered that will be produced on or after October 1st, 2022 may be subject to additional pricing escalators. Please contact your True representative for final lead times.		
	1 ea	Self-contained refrigeration standard		
	1 ea	Warranty - 7 year compressor (self-contained only), please visit www.Truemfg.com for specifics		
	1 ea	Warranty - 3 year parts and labor, please visit www.Truemfg.com for specifics		
	1 ea	Left door hinged left, center & right doors hinged right, standard		
	1 ea	4" stem castors, standard (adds 5" to OA height)		
		ITEM TOTAL:		**$7,722.36**
3	1 ea	**CONVECTION STEAMER, ELECTRIC**	$21,175.20	$21,175.20
		Vulcan Model No. C24ET10 ET Series Convection Steamer, electric, 2 compartments, 24" cabinet base, (10) 12" x 20" x 2-1/2" deep total pan capacity, dual high output stainless steel steam generators with Smart Drain system & Powerflush, individual professional controls with 60 minute timer, buzzer for each compartment, & constant steam feature, staged water fill, split water line, single drain connection, stainless steel interior & exterior, dual delime ports, leveling feet, 30kW, UL EPH, cULus Listed, ENERGY STAR®		
	1 ea	1 year limited parts & labor warranty, standard		
	1 ea	K-12 School Nutrition extended warranty extends the warranty for 12 months beyond the 12 month Original Equipment Warranty, not to exceed 24 months from date of installation		
	1 ea	Professional control package includes independent control for each cooking compartment with 60-minute timer, buzzer, constant steam mode, cook & ready lights & power switch. Automatic drain at power down		
	1 ea	208v/50/60/3-ph, 94.0 amps, 30 kW, direct wire, standard		
	1 ea	SMF620 SYSTEM SCALEBLOCKER™ Water Treatment, field installed by others at job site	$1,244.80	$1,244.80
	1 ea	2nd year limited water related parts only & labor warranty, standard		
	3 ea	HOSEWTR 3/4BBV Flex stainless steel water hose 72", 3/4" female	$166.80	$500.40

Item	Qty	Description	Sell	Sell Total
		NSHT (2 per unit required for gas & electric, 3 with filter system, 1 per unit for direct steam)		
		**** ELECTRIC ON SITE MUST BE DETERMNED PRIOR TO ORDERING ****		
			ITEM TOTAL:	**$22,920.40**
		FREIGHT AND DELIVERY INCLUDED.		
		Total		$45,712.36

Quote does not include freight or Delivery/Set in Place

TriMark will make best efforts to hold the above prices for 30 days, but pricing may change due to manufacturer price increases out of TriMark's control.

TriMark reserves the right to make any corrections or adjustments due to prices quoted due to errors, market fluctuation, supply chain disruption tariffs, third party supplier changes in cost, or other factors outside of TriMark's control. TriMark will notify Customer promptly of such corrections or adjustments. TriMark reserves the right to cancel or refuse any order based on incorrect pricing or availability.

No accessories included unless noted. Cost of inbound freight to be determined unless noted
All final connections by others.

TriMark will make best efforts to hold the above prices for 30 days, but pricing may change due to manufacturer price increases out of TriMark's control.

If the job site is not ready at the time of initial scheduled delivery, re-delivery and/or storage charges will apply. There will be a 2% per month warehouse charge in all situations where payment is not received per agreement or within 10 days of projected delivery date.
PLEASE NOTE: OUR BID DOES NOT INCLUDE ANY PLUMBING, ELECTRICAL, CARPENTRY, OR HVAC WORK, EITHER "ROUGH-IN" OR "FINAL CONNECTIONS" (UNLESS SPECIFICALLY NOTED OTHERWISE).
 This Quote shall be subject to TriMark's Terms of Sale (http://www.trimarkusa.com/SiteMedia/SiteResources/Terms/TriMark_Terms_Condition s_of_Sale_with_Services_Terms_2021.pdf)
 which are incorporated herein by reference and shall govern. The parties specifically agree that no signature shall be required in order for this Quote or its applicable terms and conditions to be deemed legally binding and enforceable on Customer where the intent to be so bound can be inferred (including by acceptance or retention of products or services), notwithstanding contrary requirements under any law.

I understand and accept the above terms and conditions.
Signature_____ Date_____

Return Policy –
A. Stock Supplies and Light Equipment = No charges or fees

B. Stock Heavy Equipment = Original charges for freight and/or Deliver and Set
C. Non-Stock Supplies and Light Equipment = 30% of sales price exclusive of sales tax, plus
freight.

Acceptance: _____   Date: _____

Printed Name: _____

Project Grand Total: $45,712.36

To: CCSD 46 Board of Education, Dr. Lynn Glickman
From: Paul Louis, Assistant Superintendent, Amanda Woodruff, Coordinator
Date: May 18, 2022
Memo: Scholastic Literacy for Grades K-5

Background
CCSD 46 received ESSER ARP funds from the Illinois State Board of Education (ISBE) to be used to help mitigate learning loss as a result of the COVID-19 pandemic. After speaking with teachers and principals, a need for updated Literacy materials was identified. After a rigorous process, we are recommending the adoption of Scholastic Literacy for students in non-bilingual classrooms in grades K-5.

Scholastic Literacy is a program designedScholastic Literacy is a unique blended learning approach to standards-informed comprehensive literacy instruction with a focus on balancing the rigor and the flexibility that educators need to meet today's high expectations. With unparalleled access to authentic and culturally relevant texts in every area of the literacy block, Scholastic Literacy is designed to engage readers, support social-emotional development, and help students become lifelong independent thinkers, readers, and writers.

Scholastic Literacy is based around three major tenets:
- Standards-Informed Instruction - Their standards-informed approach to instruction presents power standards through a spiraled thematic curriculum.
- Choice and Access to Authentic Texts - Scholastic Literacy offers an unparalleled access to quality and quantity of culturally responsive, authentic literature that allows students to choose what they want to read while exploring a wide range of topics and genres.
- Digital Learning with Data to Personalize Instruction - The Scholastic Literacy digital suite provides students with independent reading and learning opportunities while collecting data for teachers to inform and differentiate instruction.

CCSD 46 received a quote for a 6-year subscription to Scholastic Literacy. The total cost for this subscription is $779,751.15. This includes all materials needed for students and staff and staff training to implement this program with fidelity.

Administrative Considerations
The administrative team from the Teaching & Learning Department will work with the Principals and Teachers to implement this program with fidelity.

District Goal

This action is responsive to District Goal #:
- Curriculum Goal #1: Review and update teaching, learning, and assessment practices and materials through an equity lens to create culturally responsive learning environments.
    - Equity Statement from Scholastic:
    -
- Finance Goal #3: Review, expand, and clarify financial practices to increase transparency and communication, with a focus on aligning financial decision making to district goals.

Recommendation
Approval of 6-year contract for Scholastic Literacy for all students in grades K-5 in non-bilingual classes to begin during the 2022-23 school year.

BOARD RECOMMENDATION
BE IT RESOLVED: The CCSD 46 Board of Education approves the purchase of Scholastic Literacy for all students in grades K-5 in non-bilingual classes to begin during the 22-23 school year in the amount of $779,751.15 to be paid out of ESSER ARP funds and potentially Title II funds for the Professional Development components.

MAJOR IMPACT ITEM
BUDGET 2021/2022
EXPENDITURE AUTHORIZATION

Instructions	District Office Use Only	
	Major Impact Item No.	
This budget request must include all costs associated with the program. Signatures of appropriate administrators must be received before submitting for budget consideration.	**Received:**	
		Date *Administrator*
	Included in Budget?	Yes No
Requested By: Teaching & Learning Dept.	**Included in Final Budget?**	Yes No
Location: District Office	**Date of Budget Approval:**	

1. **Description (summary) Payment for**

6 year contract for Scholastic Literacy for students in grades K-5 - print and digital primary resource for students

in non-bilingual classrooms. The resource will begin to be utilized in the 2022-23 school year.

2. **Desired Outcomes**

To continue to provide students and teachers with a resource aligned to the Illinois Learning Standards for English

Language Arts (CCSS) to teach and learn the grade-level curriculum.

2. **Budget** — **Signatures**

	Signatures
a. Approved by Board	Board Approval
b. Staffing	Lynn Glickman
c. Fringe Benefits	Lynn Glickman
d. Construction Costs	Lynn Glickman
e. Furniture/Equipment	Business Manager
f. Supplies	Business Manager

3. **Major Impact Budget Summary**

Brief Description	Amount	Budget Unit
Fund Source (Circle One):	$779,751.15	ESSER ARP (and potentially a
10 - Education Fund 40 - Transportation		portion of the remaining Title II
20 - Operations & Maint. 50 - IMRF/FICA		to pay for PD components)
30 - Bond and Interest 60 - Capital Improve		
TOTAL		

MAJOR IMPACT ITEM
2021/2022 BUDGET
DETAIL

4. **Project Description (details)**

Teachers and students in grades K-5 need to be provided with a new primary resource to help meet

the needs of all students and to help mitigate learning loss as a result of the COVID-19 pandemic.

Scholastic Literacy is a print and digital resource that aligns to the Illinois Learning Standards for

English Language Arts (CCSS). This resources meets the learning targets of the Illinois Learning Standards

for English Language Arts (CCSS). Scholastic Literacy is a research based, unique blended learning approach

to standards-informed comprehensive literacy instruction with a focus on balancing the rigor and the

flexibility that educators need to meet today's high expectations. With unparalleled access to authentic

and culturally relevant texts in every area of the literacy block, Scholastic Literacy is designed to engage

readers, support social-emotional development, and help students become lifelong independent thinkers,

readers and writers.

5. **Detailed Budget Cost/Budget Savings**

The district will be using ESSER ARP funds to purchase this resource. The district is recommending

committing to a 6-year contract at this time. It may be decided to use a portion of the remaining Title II

funds to offset some of the Professional Development costs associated with this adoption.

| Initials of Building Principal(s) or Central Office Administrator | *PL* *aw* |

To: CCSD 46 Board of Education, Dr. Lynn Glickman
From: Paul Louis, Assistant Superintendent, Amanda Woodruff, Coordinator
Date: May 18, 2022
Memo: Savvas myPerspectives for Grades 6-8

Background

CCSD 46 received ESSER ARP funds from the Illinois State Board of Education (ISBE) to be used to help mitigate learning loss as a result of the COVID-19 pandemic. After speaking with teachers and principals, a need for updated Literacy materials was identified. After a rigorous process, we are recommending the adoption of Savvas myPerspectives for students in non-bilingual classrooms in grades 6-8.

Savvas myPerspectives English Language Arts is a program designed to help students prepare for the demands of school, work, and life. myPerspectives is a research-based, comprehensive literacy solution designed to support teachers in cultivating a real-world learning environment that improves student learning and achievement. The program consists of six units at each grade level, each featuring topic-based, multi-genre texts and an Essential Question. All readings and activities build to a Performance-Based Assessment that require students to demonstrate their learning. Each unit incorporates a gradual release instructional model consisting of: Whole-Class Learning, Small-Group Learning, and Independent Learning. The role of the student evolves as does the role of the teacher from instructor to facilitator to advisor. With each unit, students work in real-world learning environments that reflect individuals working collaboratively in large groups, in smaller teams, or on their own. Students take ownership of their learning through focused instruction that develops independent reading, writing, speaking, and listening skills in the context of meaningful activities that build on each other. Students read texts and engage in thoughtful conversation, discussion, and debate. As they read literature from across time periods, students think critically about texts, encounter diverse perspectives, engage with their peers, and develop their own ideas about the world around them, all while building important literacy skills. What sets myPerspectives apart is that it values the perspective of the learner, collectively and individually, and purposefully creates a space for student voice and choice. The program provides next-generation, culturally responsive learning experiences that promote student ownership of learning, develop competencies for college and career readiness, and support social and emotional learning. From comprehensive assessments, to differentiated instruction, to flexible resources, to multimodal learning and innovative ways to engage students, myPerspectives is a next generation solution that places students at the center of learning and gives teachers the tools, resources, guidance, and autonomy to do what they do best to impact each learner.

CCSD 46 received a quote for a 6-year subscription to Savvas myPerspectives. The total cost for this subscription is $226,996. This includes all materials needed for students and staff and staff training to implement this program with fidelity.

Administrative Considerations
The administrative team from the Teaching & Learning Department will work with the Principals and Teachers to implement this program with fidelity.

District Goal
This action is responsive to District Goal #:
- Curriculum Goal #1: Review and update teaching, learning, and assessment practices and materials through an equity lens to create culturally responsive learning environments.
  - Equity Statement from Savvas: *"We know that the best way to increase student achievement is to set high expectations for all students and increase student engagement. That is why we design the most personalized, accessible, and highest-quality instructional materials. Our solutions employ adaptive learning technology that meets learners where they are at and feature diverse, relevant content that invites students to see themselves reflected in what they learn. We support teachers in creating classroom environments that encourage student voice and elevate diverse perspectives; foster student agency by providing students choices in how they learn; and build inclusive spaces where differences are celebrated as assets. When we strive for equity in education, we are seeking the best possible outcome for every student. To achieve this, we must create learning environments where students feel safe, welcome, and able to share their thoughts. Students must also have access to rigorous, evidence-based, standards-aligned curriculum that challenges, engages, and inspires them to learn."*
- Finance Goal #3: Review, expand, and clarify financial practices to increase transparency and communication, with a focus on aligning financial decision making to district goals.

Recommendation
Approval of 6-year contract for Savvas myPerspectives for all students in grades 6-8 in non-bilingual classes to begin during the 2022-23 school year.

BOARD RECOMMENDATION
BE IT RESOLVED: The CCSD 46 Board of Education approves the purchase of Savvas myPerspectives for all students in grades 6-8 in non-bilingual classes to begin during the 22-23 school year in the amount of $226,996 to be paid out of ESSER ARP funds.

MAJOR IMPACT ITEM
BUDGET 2021/2022
EXPENDITURE AUTHORIZATION

Instructions	District Office Use Only		
	Major Impact Item No.		
This budget request must include all costs associated with the program. Signatures of appropriate administrators must be received before submitting for budget consideration.	**Received:**		
		Date	*Administrator*
	Included in Budget?	Yes	No
Requested By: Teaching & Learning Dept.	**Included in Final Budget?**	Yes	No
Location: District Office	**Date of Budget Approval:**		

1. Description (summary) Payment for

6 year contract for Savvas myPerspectives for students in grades 6-8 - Print and digital primary resource for students in non-bilingual classrooms. The resource will begin to be utilized in the 2022-23 school year.

2. Desired Outcomes

To continue to provide students and teachers with a resource aligned to the Illinois Learning Standards for English Language Arts (CCSS) to teach and learn the grade-level curriculum.

2. Budget

	Signatures
a. Approved by Board	Board Approval
b. Staffing	Lynn Glickman
c. Fringe Benefits	Lynn Glickman
d. Construction Costs	Lynn Glickman
e. Furniture/Equipment	Business Manager
f. Supplies	Business Manager

3. Major Impact Budget Summary

Brief Description		Amount	Budget Unit
Fund Source (Circle One):		$226,996	ESSER ARP
10 - Education Fund	40 - Transportation		
20 - Operations & Maint.	50 - IMRF/FICA		
30 - Bond and Interest	60 - Capital Improve		
TOTAL			

MAJOR IMPACT ITEM
2021/2022 BUDGET
DETAIL

4. **Project Description (details)**

Teachers and students in grades 6-8 need to be provided with a new primary resource to help meet

the needs of all students and to help mitigate learning loss as a result of the COVID-19 pandemic.

Savvas myPerspectives is a print and digital resource that aligns to the Illinois Learning Standards for

English Language Arts (CCSS) (as independently reviewed by EdReports to show full alignment).

Savvas myPerspectives myPerspectives is a research-based, comprehensive literacy solution designed to

support teachers in cultivating a real-world learning environment that improves student learning and

achievement. The program consists of six units at each grade level, each featuring topic-based,

multi-genre texts and an Essential Question. All readings and activities build to a Performance-Based

Assessment that requires students to demonstrate their learning. Savvas myPerspectives values the

point of view of the learner, collectively and individually, and purposefully creates a space for student

voice and choice. The program provides engaging, culturally responsive learning experiences that promote

student ownership of learning, develop competencies for college and career readiness, and support social

and emotional learning.

5. **Detailed Budget Cost/Budget Savings**

The district will be using ESSER ARP funds to purchase this resource. The district is recommending

committing to a 6-year contract at this time.

Initials of Building Principal(s) or Central Office Administrator	*PL* *aw*

LITERACY PLAN

Implementation Beginning for the 2022-23 School Year

CCSD 46

Literacy Plan

Planning and Design Team Process

CCSD 46 uses a Planning and Design Team (PDT) Process for major curriculum changes. Volunteers for the PDT are solicited and identified to represent the impacted grade levels and schools. PDT meetings are scheduled during the school day or after contractual hours. Input from all staff members are sought to help make final recommendations to the school board.

District 46 Planning Team Norms and Expectations

Integrity & Honesty
- Respect for others
- Truthful in words and actions
- Reliable and Trustworthy

Clear and Direct Communication
- Open sharing of factual and complete information
- Seek understanding and clarity

Future Focusing
- Create beliefs and share a vision
- Proactively research and plan
- Decisions and goals reflect vision

Celebration
- Value and encourage talents and strengths
- Appreciate contributions
- Recognize achievements

Continuous Improvement
- Identify needs
- Research & reflect
- Develop a plan with goals and accountability measures
- Field test
- Collect data and feedback
- Analyze results
- Make recommendations
- Take action steps
- Continue to monitor and reflect

Cooperative Relationships
- Value the unique roles of family, school, and community

Common Ground
- Respect differences
- Determine commonalities
- Build understanding
- Move forward

CCSD 46

The Literacy PDT was re-established during the 21-22 school year in response to the newly created District Mission, Vision, Values and Goals from the Strategic Plan developed during the 20-21 school year.

CCSD 46 Mission:

Empowering Learners | Creating Equity | Cultivating Community

CCSD 46 Vision:

CCSD 46 provides opportunities that expand learning beyond our walls
so that all learners grow locally, connect globally, and excel universally.

CCSD 46 Values:

- We foster creativity through wonder, imagination, and powerful questions that lead to discovering innovative opportunities and solutions.

- We believe we inspire, motivate, and provide opportunities that lead to maximizing personal growth and empowering learners.

- We embrace a culture that honors integrity and respect for all.

- We maximize student engagement and develop critical thinking skills that lead to lifelong learning and global thinking.

- We believe achievement is individual and is realized through collaboration with others.

- We value proactive collaboration that supports decision-making built on consensus.

- We believe that an involved community empowers everyone to participate in shared experiences.

Related District Goal

Teaching, Learning, Assessment:
Review and update teaching, learning, and assessment practices and materials through an equity lens to create culturally responsive learning environments.

Literacy PDT Members

Paul Louis - Assistant Superintendent of Teaching, Learning and Assessment
Amy Gluck - Incoming Assistant Superintendent of Teaching and Learning
Amanda Woodruff - Teaching, Learning, Assessment, & RTI Coordinator
Laura Morgan - Principal, Meadowview School
James Goschy - Assistant Principal, Frederick School
Aaron Gross - Assistant Principal, Grayslake Middle School
Dr. Stephanie Diaz - EL/Bilingual Director
Linda Mizwicki - Assistant Director, Pupil Services
Kathleen O Brien - Teacher on Special Assignment - Title I / Mentoring
Yvonne Schmid - Reading Specialist, Grayslake Middle School
Nicole Blackburn - Instructional Coach, Grayslake Middle School
Breanna Garcia - Special Education Teacher, Grayslake Middle School
Sherida Lusk - Special Education Teacher, Grayslake Middle School
Laura Dulian - Classroom Teacher, Grayslake Middle School
Nora Bowers - Classroom Teacher, Grayslake Middle School
Dr. Tracy Tarasiuk - Reading Specialist, Park Campus
Tami Singer - Instructional Coach, Park Campus
Daphne Krupa - Classroom Teacher, Park Campus
Kelly Farmer - Reading Specialist, Park Campus
Rachel Closen - Classroom Teacher, Park Campus
Kelli Kurtzweil - Math Coach, Park Campus
Jessica Achtor - EL Teacher, Park Campus
Michelle Pappageorge - Classroom Teacher, Park Campus
Meredith Kurtzweil - Classroom Teacher, Park Campus
Courtney Bryant - Classroom Teacher, Park Campus
Laura Golden - Instructional Coach, Frederick School
Nicole Biggerstaff - Reading Specialist, Frederick School
Tara Flynn - Reading Specialist, Frederick School
Missy Gottstein - Classroom Teacher, Frederick School
Ruth Gheysen - Classroom Teacher, Frederick School
Alexandra Costley - Reading Specialist, Frederick School
Mark Williams - Classroom Teacher, Frederick School
Andrea Gass - Reading Specialist, Avon Center School
Kai-Lin Moshopoulos - Instructional Coach, Avon Center School
Kara Hassel - Classroom Teacher, Avon Center School
Victoria Ewen - Instructional Coach, Woodview School
Kelly Barenbaum - Reading Specialist, Woodview School
Jennifer Edwards - Classroom Teacher, Woodview School
Terry Goth - Instructional Coach, Meadowview School
Michele Knott - Reading Specialist, Meadowview School
Laura Fornero - Reading Specialist, Meadowview School
Lynn Misulonas - Classroom Teacher, Meadowview School
Amy Ori - Classroom Teacher, Meadowview School
Leigh Ann Salas - Literary Teacher, Meadowview
Tara Kolek - Literary Teacher at Meadowview
Amy Schneider - Instructional Coach, Prairieview School
Sara Peterson - Classroom Teacher, Prairieview School
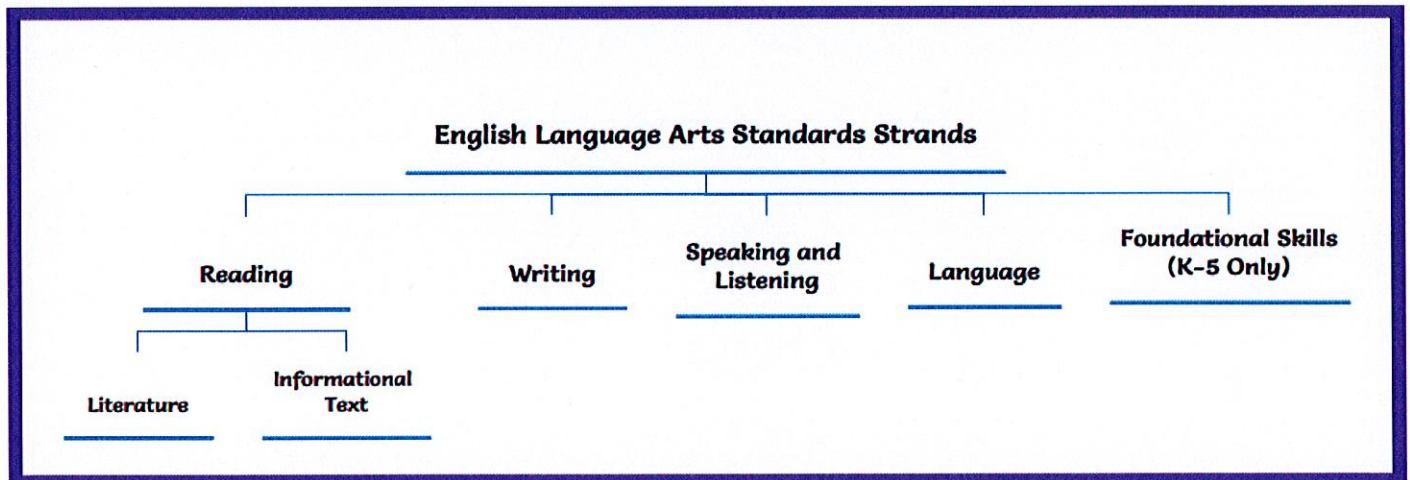
Literacy Instruction in CCSD 46

The term 'Literacy' goes beyond the capacity to read and write and includes the ability to identify, understand, interpret, create, and communicate using visual and audible materials in a variety of contexts. Aspects of literacy instruction occur throughout the entire school day in every content area or class. Literacy involves being able to read, write, speak, listen, and think at high levels as specific contexts demand. In today's world, literacy requires being able to read, critique, produce and learn from increasingly complex print and electronic texts that juxtapose graphics, media, and sound to create multifaceted messages about all aspects of our world. Literacy skills include being able to read, analyze and produce graphs, charts, pictures, maps, images and words in fiction and nonfiction texts from a young age. Differentiated literacy instruction fosters students' interest, enjoyment, and motivation to read and write through choice and collaboration to build lifelong learners.

CCSD 46 Literacy Vision & Belief Statements

The vision of literacy instruction in CCSD 46 is based on educational equity that empowers learners to value and understand reading, writing, speaking, and listening skills utilizing culturally responsive practices and evidence-based approaches in order to become contributing citizens who critically interpret their world and effectively communicate throughout college, career, and life.

Literacy Instruction

(overview adapted from the Illinois State Board of Education Literacy Framework) The state of Illinois uses the term "English Language Arts Standards," while CCSD 46 will reference them as Literacy standards.

English Language Arts Standards Strands

Reading   Writing   Speaking and Listening   Language   Foundational Skills (K–5 Only)

Literature   Informational Text

Reading

To build a foundation for college or career readiness, students must read widely, deeply and closely for a variety of purposes from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of teacher and student selected stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social science, science, and other disciplines, students build a sense of self-efficacy and a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades.

Literature

The Literacy Standards for the reading of Literature are designed to guide instruction with fiction, drama, poetry, and other types of literature. In general, students are expected to work with their grade level standards, using increasingly complex text as they move through the K-8 years. This is with understanding that some students will need extra support mastering certain competencies from earlier grades before they can demonstrate full competency with their own grade-level standards. In turn, others may be ready to move forward and explore concepts and use texts beyond the range recommended.

The standards maintain that high quality text selections should be consistently offered to students because they offer content which allows for analysis on multiple levels. Reading and rereading these texts invites a greater depth of interpretation. Texts selected for inclusion should be well written and, as appropriate, richly illustrated, by authors with diverse backgrounds. It is appropriate to have a range of culturally responsive literature. This principle applies equally to texts intended for reading aloud and texts that students read independently.

Please see the appendix for a chart called "Literacy Genre Types in the Illinois Learning Standards that includes an overview of Literature Standard #2 which provides the variety of text types that students should be taught. This chart reminds teachers what genres are expected at what grades within the literature standards. Some standards mention specific text types/genres to be addressed in classrooms. The bold print words indicate the first time a particular text type is listed in the standards. Additional genres and types of literature are encouraged.

Indicators of Literature Standards Implementation
*The following indicators are what educators exhibit as evidence of effective
implementation of the Literature Standards.*

Teachers' Roles:
- Provide whole-group, small-group, and individual instruction using culturally responsive materials.
- Ask literal questions, open-ended structural and inferential questions that give students opportunities to share evidence from literary texts and engage in peer-conversations.
- Model and teach comprehension strategies to use when reading literature.
- Provide routine and frequent opportunities for students to respond to literature in writing to show understanding.
- Model and provide scaffolds in order to access complex literature when listening and/or reading.
- Provide an accessible print and/or digital library that consists of literature in a wide variety of genres of culturally responsible literature for students to engage with independently.
- Provide access to engaging choices of texts, ranging in complexity, so all students can find books to read independently.
- Present literary texts in a multitude of formats: written, spoken, video, and other forms of multimedia.
- Identify Tier 2 and Tier 3 words that will be explicitly taught using an evidence-based method of teaching vocabulary.
  - Providing multiple opportunities for students to revisit the previously taught words in context.
- Use the gradual release of responsibility model when teaching comprehension monitoring strategies.
- Listen to students read and engage in both informal and formal conversations about the text.
- Explicitly teach students to monitor their thinking using:
  - Analysis, reflection, evaluation
  - Activation of schema
  - Inference
  - Visualization and verbalization
  - Questions (generating and asking questions before, during and after reading through discussion)
  - Close reading opportunities
  - Annotating

Informational Text

Students should learn to comprehend content area texts from the earliest grades and write across a range of genres and subjects. One of the greatest changes with standards implementation for elementary teachers is the expectation that the reading/listening of informational texts will receive equal attention in the classroom as the reading of literature. Social Science and Science are natural places to build students' competency in reading informational texts. When students are reading/listening to informational text they should be asked questions that push them to refer to what has been read. This emphasizes critical-thinking, problem-solving, and analytical skills which are required for success in college, career, and life. Standards for K-8 reading in history/social science, science, and technical

subjects are integrated into the K-8 Reading standards. The more attention teachers give to developing students' familiarity with informational text types and building students' strategic approaches to reading, the more likely it is that students will be successful with critically analyzing complex texts.

A chart in the Appendix called "Informational Text Structures and Features in the Illinois Learning Standards" outlines the knowledge and use of text structures and features supporting literacy development and describes the expected mastery at each grade level. The bold print words indicate the first time a particular text type is listed in the standards.

Indicators of Informational Text Standards Implementation
The following indicators are what educators exhibit as evidence of effective implementation of the Informational Text Standards.

Teachers' Roles:
- Plan lessons that give appropriate time and weight to informational texts (content areas) as literature.
- Model and teaching comprehension strategies to use when reading informational texts.
- Provide scaffolds in order to access complex informational text.
- Select informational texts to help deepen students' understanding of topics over time.
- Use multiple texts in diverse formats to integrate information on a given topic.
- Provide an accessible print and/or digital library that consists of informational texts for students to engage with independently.
- Provide access to engaging choices of texts, ranging in complexity, so all students can find books to read independently.
- Explicitly teach features and structures of texts that aid in student understanding of the text and organization of the information.
- Identify Tier 2 and Tier 3 words that will be explicitly taught using an evidence based method of teaching vocabulary.
  - Providing multiple opportunities for students to revisit the previously taught words in context.
- Use the gradual release of responsibility model when teaching comprehension/monitoring strategies.
- Listen to students read and engage in conversations about the text.
- Explicitly teach students to monitor their thinking using:
  - Analysis, reflection, evaluation
  - Activation of schema
  - Inference
  - Visualization
  - Questions (generating and asking questions before, during, and after reading)
  - Close reading opportunities
 - Annotating

Writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing across the school day and all school subjects, producing numerous pieces over short and extended time frames throughout the year. Writing instruction should be included in all subject areas.

The standards call for writing both as a means of communicating thinking and answering questions and as a means of self-expression and exploration. Writing assignments should be varied and require students to draw on their experience, on their imagination, and most frequently, on the texts they encounter through reading or read-alouds. As a means to such expressions, the standards require students in the early grades to know their letters, phonetic conventions, sentence structures, spelling and the like. Acquiring these basic skills and tools along with regular opportunities to express themselves will enable students to engage in a full range of writing, including writing opinions, writing to inform, narratives (both real and imagined) and responding to text.
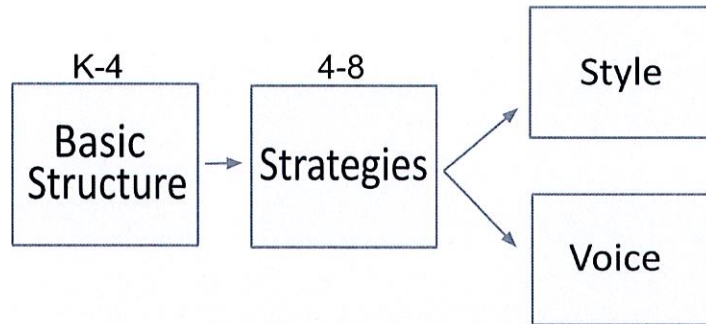
The Writing Standards provide direction of the three modes of writing (opinion/argument, informative/explanatory, and narrative), but opens instructional practices to include any form of creative writing that educators are encouraged to use at their discretion. In order to implement these modes of writing, all teachers, inclusive of content area educators, are expected to craft writing tasks that incorporate the Writing Standards.

Modes of Writing
- Opinion/Argument
- Informative/Explanatory
- Narrative
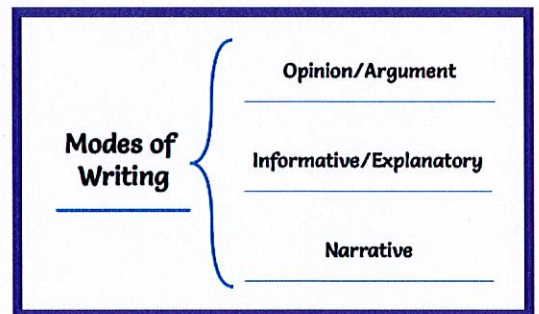
CCSD 46 has chosen to use an instructional plan using Thinking Maps. Writing with Thinking Maps is an approach to writing that incorporates the use of various Thinking Maps to provide routine and structure for teachers to teach writing and for students to learn the necessary components in order to become successful writers.

It is a developmental vertically aligned writing program for students in kindergarten through eighth grade. As teachers use modeled writing, improvement rubrics, and focused mini-lessons, students establish a solid foundation in the writing process and excellent writing proficiency becomes the expectation. Since writing proficiency begins with an understanding of the basic construction of a particular type of writing, the first instruction students receive is focused on the basic structure. Once students show proficiency in composing the basic structure, they are then instructed in the different strategies that are unique to that particular mode of writing. As the students become more proficient in the use of the strategies, a strong style and voice emerges in the writing.

```
  K-4              4-8
┌──────────┐   ┌───────────┐        ┌──────────┐
│  Basic   │ → │ Strategies│   ↗    │  Style   │
│Structure │   │           │ ─┤     └──────────┘
└──────────┘   └───────────┘   ↘    ┌──────────┐
                                    │  Voice   │
                                    └──────────┘
```

Indicators of Writing Standards Implementation
The following indicators are what educators and students exhibit as evidence of effective implementation of the Writing Standards.

Teachers' Role:
- Model and provide instruction using the writing plan for composing for a variety of purposes and audiences.
- Implement a series of writing lessons that offer choice to support students as they work through the writing process.
  - Utilize "mini-lessons" to provide targeted instruction or as means to differentiate for students.
  - Provide multiple opportunities to practice a skill before formal assessment (i.e. several chances to write a complete introduction before being assessed in a final essay).
- Use and teach from rubrics, mentor texts, and exemplar models that clearly identify characteristics of quality writing, specific to the writing task.
- Model effective writing by focusing instruction on each step of the writing process (Not all writing pieces will go through the entire process.):
  - Prewriting/Planning
  - Drafting

Students' Role:
- Work both independently and collaboratively with peers and the teacher to create various forms of writing across the year.
- Use more than one source when writing, (e.g., read aloud, text, speaker, etc...).
- Read and then write to a prompt to analyze what was read.
- Use Thinking Maps cooperatively and independently to organize and plan for writing.
  - Understand the terminology and concepts related to effective writing
  - Produce compositions for a variety of purposes
  - Self-assess their writing performance and articulate a plan for improvement (checklists)
- Write opinions, informational/explanatory, narrative texts and response to text.
- Through the writing process,:
  - Prewrite/Plan: Generating and organizing ideas using writer's

○ Revising ○ Editing ○ Publishing - Use Thinking Maps to support students through the writing process. - Understand the terminology and concepts related to effective writing as they apply to grades K-8 - Assess individual student writing performance as well as the overall writing achievement of their classrooms using given rubrics - Confer with individuals and/or small groups of students to provide feedback, encourage revision, and further develop overall writing skills. - Provide opportunities for peer collaboration (e.g., group writing, peer revision and editing, peer feedback, and oral rehearsal). - Ensure writing serves a real or meaningful purpose. - Encourage collaboration and sharing of their writing with each other and beyond the classroom. - Demonstrate enthusiasm about writing and share the teacher's own writing with students.	- notebooks, graphic organizers,sketching, etc. ○ Draft: Writing generated ideas in coherent order. ○ Revise: Reconsidering and modifying the focus, organization, development, language, and vocabulary to ensure effective communication of the writer's ideas to the reader. ○ Edit: Proofreading for conventions such as punctuation, grammar, spelling corrections, to prepare for publication. ○ Publish: Communicating the written product to an audience (e.g., using word processing software, orally presenting to a group).

Speaking and Listening

The speaking and listening standards expect students to participate in "rich, structured conversations" in which students build on the ideas of others and speak in complete sentences. Teachers need to create models and routines for deliberate and intentional dialogue that builds bridges to the students' reading and writing. To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of dialogue—as part of a whole class, in small groups, and with a partner using a variety of means including technology tools.

Literacy instruction, especially in the earliest grades, must include oral language in a purposeful, systematic way, in part because it helps students master the printed word. Besides having intrinsic value as modes of communication, listening and speaking are necessary prerequisites of reading and writing.

CCSD 46 encourages the use of engagement structures throughout the day to support the speaking and listening standards. Engagement structures provide frequent opportunities for students to communicate and listen to peers. Furthermore, it increases the percentage of students participating at a given time, which positively impacts student accountability and interactions. These practices are an ideal avenue to address the Speaking and Listening Standards.

Teachers' Role:
- Provide opportunities for students to have rich and rigorous conversations about text
- Establish protocols for effective communication
- Provide sentence stems/frames to assist students with conversations about texts
- Have students start with peer partnership conversations before moving to group discussions
- Model discussions with partners and groups
- Develop student skills in the areas of collaboration and presentation so students can demonstrate them independently

Student's Role:
- Speak and listen about texts
- Use sentence stems/starters to assist them when discussing texts and ideas with partners and groups
- Develop speaking and listening skills to interact with peers
- Use protocols for effective speaking and listening
- Demonstrate mastery of presentation skills

Early Grades (Generally students in Kindergarten, First Grade and Second Grade)

Oral language development precedes and is the foundation for written language development; in other words, oral language is primary and written language builds on it. Children's oral language competence is strongly predictive of their facility in learning to read and write: listening and speaking vocabulary and even mastery of syntax set boundaries as to what children can read and understand no matter how well they can decode (Catts, Adolf, & Weismer, 2006; Hart & Risley, 1995; Hoover & Gough, 1990: Snow, Burns, & Griffin, 1998).

Upper Elementary (Generally students in Third Grade, Fourth Grade and Fifth Grade)

Generally, teachers will encourage children in the upper elementary grades to read texts independently and reflect on them in writing. However, students in upper elementary benefit from participating in rich, structured conversations with peers and monitored by adults in response to written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing (Bus, Van ljzendoorn, & Pellegrini, 1995; Feitelstein, Goldstein, Iraqui, & Share, 1993; Feitelstein, Kita, & Goldstein, 1986; Whitehurst et al., 1988).

Older Grades (Generally students in Sixth Grade, Seventh Grade and Eighth Grade)

Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines. (Fisher & Frey, 2013). Some of these discussions
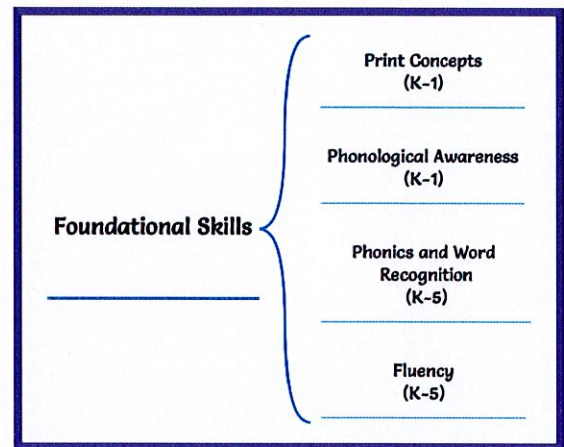
are formal presentations, but many are the more informal discussions that reflect real life, where students collaborate to answer questions, build understanding, and solve problems

Language

The language standards are written to suggest that language work should not be taught in isolation. Rather, language work should be explicitly taught and embedded within literacy instruction so that conventions, vocabulary, and grammar become a seamless part of the reading, writing, speaking, and listening already underway in the classroom. Language instruction should be a constant and consistent practice across all content areas within culturally responsive frameworks.

There are six standards divided into three clusters which should be explicitly taught in language instruction:

- Conventions of Standard English: Students should learn about grammar, spelling, and punctuation within the texts they read and provide evidence of their learning in their writing.
- Knowledge of Language: Students should demonstrate their knowledge of language through their writing and speaking. Students should strive to choose "just the right words" to have the greatest impact on an audience and develop in their craft of writing.
- Vocabulary Acquisition and Use: Students should try several attempts to arrive at the meaning when confronted with challenging words or phrases. The standards aim for students to choose from a range of skills to determine meanings on their own. These skills include using context clues, using common grade level affixes and roots (including Greek and Latin roots), and consulting reference materials.

Foundational Skills
- Print Concepts (K–1)
- Phonological Awareness (K–1)
- Phonics and Word Recognition (K–5)
- Fluency (K–5)

The language standards streamline what teachers need to focus on at different grade levels. The standards emphasize context-embedded language work over memorization of grammar rules.

Foundational Skills (K-5 Only)

The foundational skills are designed to guide instruction related to print concepts, phonological awareness, word recognition, and fluency. When students enter school, they start by developing foundational skills that will soon become essential literacy skills. These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated.

The chart below represents the summary of skills and grade levels in which mastery should occur for foundational skills standards. These are not to be considered an exhaustive list.

	Indicators of Foundational Skills Standards Implementation The following indicators are what educators and students exhibit as evidence of effective implementation of the Foundational Skills Standards.	
Standard	**Teachers' Role:**	**Students' Role:**
Print Concepts (K-1)	- Provide explicit instruction of print concepts during read alouds. For example, English is read left to right, top to bottom, and page by page - Model book awareness and book handling skills - Showcase print features such as capital letters, ending punctuation, and word boundaries - Model length of words and spacing in print - Provide opportunities for students to manipulate, read, and write both upper-case and lower-case letters	- Develop book awareness and book-handling skills - Independently locate print features such as capital letters, punctuation marks, word boundaries - Determine differences in word lengths - Manipulate, read, and write upper- and lower-case letters
Phonological Awareness (K-1)	- Isolate sounds - Blend sounds - Segment sounds - Identify and produce rhymes** - Delete sounds - Substitute/manipulate sounds - Count syllables, blend, and segment - Identify beginning, medial, and ending sounds	- Recite poems, nursery rhymes, and songs - Identify rhymes - Clap and counting syllables in words - Sort pictures (by rhymes, syllables, sounds) - Use manipulatives to segment sounds (ex. Elkonin boxes) - Isolate, substituting, deleting and manipulating sounds, rhymes. and syllables
Phonics (K-5) but primarily in grades K-2	- Provide systematic/explicit phonics instruction to whole group/small group/individuals that teaches a set of letter-sound relations - Guide instruction with scaffolds as needed - Provide meaningful opportunities to practice, reinforce, and strengthen	- Use manipulatives (letter cards, magnets, word cards, onset rime puzzle, white boards, etc.) to learn phonics - Use multisensory activities - Apply phonics skills when reading

	phonics skills based on needs of individual students and groups • Offer a variety of activities such as word sorts, use of manipulatives, making words, multisensory activities, cross language connection charts, and more • Deliver explicit instruction in blending sounds in order to read words • Include practice of reading texts so students use phonics knowledge to decode and read words • Explain spoken words are represented in written language by specific sequences of letters	
High Frequency Words (K-2)	• Include words that have been identified as the most frequently occurring words in children's texts • Introduce words systematically and at a pace that will not overwhelm students • Offer a variety of opportunities to review and practice reading the words in context	• Read texts on level regularly • Recognize the word by sight without the need to sound it out
Fluency (K-5)	• Model fluent reading (rate, phrasing, stops, expression) • Direct repeated readings • Direct paired readings • Ensure students are reading on appropriate levels • Ensure students have access to a variety of reading materials • Record students reading to provide feedback	• Read independently daily • Listen to modeled reading by the teacher, peers, and others • Record their own reading and listening for improvement • Direct repeated readings • Increase volume and amount of text read (stamina) • Track amount of reading • Reread poetry and songs

** May not be best practice for EL Students.

Table received from *Teaching for Rigor: A Call for a Critical Instructional Shift* by Robert J. Marzano and Michael D. Toth. Retrieved from: http://www.marzanocenter.com/essentials/

ISBE ELA Content Specialists: Illinois Literacy Framework (Fall, 2018) Updated by EL PDT(Fall, 2021).

Literacy Assessment Practices in CCSD 46

Teachers administer a variety of formal and informal assessments and use their outcomes and measures to maximize student growth on a daily basis and over the course of the school year. Teachers are the ones best poised to use assessment to propel student learning. Various types of assessments can include Daily Student Observations, Common Formative Assessments, Performance-Based Assessments, Summative Assessments, Student Benchmark Assessments, Student Self-Assessments and Reflection Activities and more. Teachers should utilize the data collected from various assessments and observations to drive instruction in their classroom and to meet the needs of all learners.

Assessment for Learning at Its Best

Formative and summative assessments are designed with assessment for learning as their primary purpose in order to support both teachers and students throughout the school year. In concert, these tools create a cycle of ongoing assessment for learning, whereby teachers:
- Gather data during class using embedded formative assessment, checklists, and student self-assessment and reflection activities
- Teach with informed decision-making in real time during the lesson to facilitate effortless adjustments and effective student groupings
- Gather targeted data at the end of a lesson using embedded formative assessment, writing stems and prompts, Thinking Maps, and rubrics
- Teach from actionable data that informs effective lesson planning
- Gather and synthesize data across a range of skills with summative assessment tools
- Report, share, and decide future lessons efficiently so that parents, colleagues, and school administrators are all informed

Formative Assessments

As teachers informally assess their students' literacy skills and strategies, they take in information about student comprehension and competency and continually make choices about next steps for responsive instruction, high-functioning student groups, and actionable feedback for students. Decision-making during class time requires expertise, skill, and strong classroom management skills.

Benchmarking

Benchmark Assessments are given periodically throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals. Various Benchmark Assessments will be utilized throughout the school year by CCSD 46.

Student Self Assessment and Reflection Activities

Student voice and choice is important. Students will be asked their interests to support the selection of texts for independent reading. Students will also be asked to reflect on their progress towards skills and concepts.

Summative Assessment

In contrast to formative assessments, summative assessments are used at the end of a unit or text and can be used to benchmark student growth and serve as critical information for next steps in the classroom. Summative assessments are often viewed solely as an end point for a grade or for accountability. However, summative assessments can also provide ways for teachers to make critical next step teaching choices.

Literacy Resources in CCSD 46

K-5

Our K-5 students and teachers will be using Scholastic Literacy as their main instructional resource. These materials were chosen by the district Literacy Planning and Design Team to be implemented beginning in the 2022-23 school year. A six year contract for these resources was purchased through the use of ESSER ARP grant funds. These materials include a student workbook for reading/writing and access to a building Guided Reading Library. Students will also have access to grade specific digital tools for independent reading, word work, and phonics/phonemic awareness. Teachers will have access to mentor texts used to support whole class reading and writing instruction.

6-8

Our 6-8 students and teachers will be using Savvas myPerspectives as their main instructional resource. These materials were chosen by the district Literacy Planning and Design Team to be implemented beginning in the 2022-23 school year. A six year contract for these resources was purchased through the use of ESSER ARP grant funds. These materials include a student workbook for reading and writing.

Students will also have access to grade specific digital tools for independent reading and writing support. Connected novels may also be incorporated into instruction.
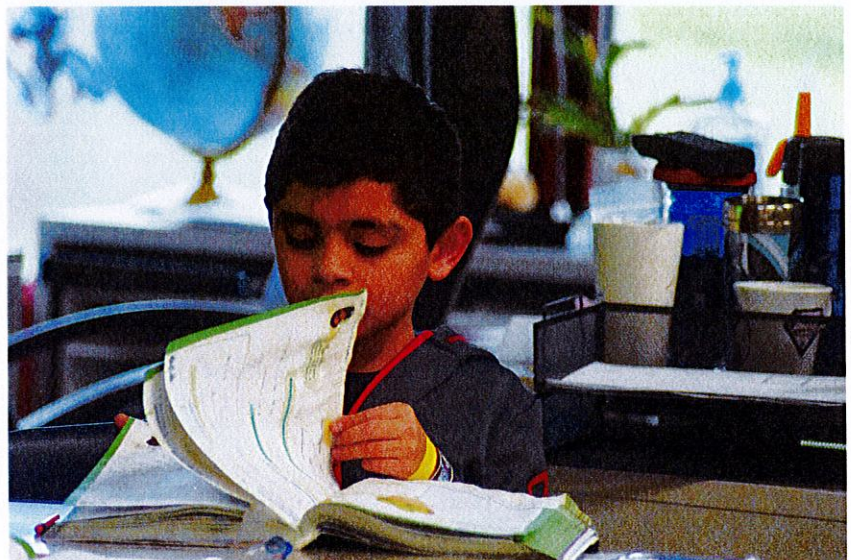
Tiered Intervention in Literacy

Tier 1 Support - Core Instruction

Core instruction is provided by the classroom/Literacy teacher. This instruction focuses on the grade level scope and sequence based on Literacy domains.

Tier 2 Overview

Tier 2 Intervention is cumulative - this means that a student should have **FULL ACCESS** to Tier 1/Core Instruction **AND** Tier 2 Intervention. Tier 2 is often referred to as a Double Dose of instruction of grade level standards and expectations.

Tier 3 Overview

Tier 3 Intervention is cumulative - this means that a student should have **FULL ACCESS** to Tier 1/Core Instruction **AND** Tier 2 Intervention **AND** Tier 3 Intervention. Tier 3 is often referred to as an opportunity to fill any gaps in learning that may interfere with grade level expectations. Typically, Tier 3 instruction is adding more time and intensity to Tier 2 instruction. The group size is often smaller.

Science of Reading Information

The following information regarding the Science of Reading was provided by the State of Indiana's Department of Education and can be accessed at
https://www.in.gov/doe/files/3-science-reading.pdf

The Science of Reading

What is the Science of Reading?

The science of reading refers to a body of research from the fields of education, cognitive psychology, developmental psychology, and neuroscience, that explains how individuals learn how to read and best practices for reading instruction [1,2]. Recent advances in technology and a greater understanding of neurobiology have allowed researchers and practitioners who work with typical and struggling readers to understand how reading develops in the brain and the skills that contribute to proficient reading. It is important for educators to understand this body of research because it directly affects how reading is taught and using methods that are not aligned with research can have a negative impact on students' reading achievement. As such, the purpose of this section of the toolkit is to provide a brief overview of this body of research and provide additional resources for educators and other practitioners to explore.

Areas of the Brain Involved in Reading

A common misconception about reading is that all humans "learn to read in a different way." Although reading is a relatively recent cultural invention, the human brain is not prewired to learn to read naturally3. Neurobiological research has demonstrated that reading is a complex process that occurs in three different but connected areas of the brain[1,4]. These three areas work together to help individuals read words:

- Frontal Lobe – the inferior frontal gyrus in the frontal lobe is responsible for grammatical and speech processing, in addition to information about the sounds in words
- Temporoparietal Area – responsible for processing and storing speech sounds; where phonemes (sounds) are connected to graphemes (letters); also involved in word and sentence meanings
- Occipitotemporal Area – processes visual information (e.g., letters, words)

Imaging studies, such as fMRI studies, show that these different areas of the brain are activated during reading[4]. There are two main pathways of the brain that are activated during reading:
1. Dorsal Pathway – activated during decoding/sounding out
2. Ventral Pathway – activated when words are read by sight (i.e., automatically without sounding out)

Struggling readers, including students with dyslexia, activate different pathways and areas of their brain than proficient readers do, which causes these students to use other, less efficient, areas of their brain to read words[4]. Despite this, high-quality evidence-based instruction and intervention can actually "rewire" the brains of students with dyslexia so that they can use more efficient areas and pathways to read5.

The Simple View of Reading and Scarborough's Reading Rope

In the Simple View of Reading (SVR), reading comprehension is conceptualized as the product of two component skills: decoding and linguistic comprehension [6,7]. Decoding, a word-level skill, involves rapidly and efficiently retrieving words from memory, and linguistic comprehension consists of the literal and inferential construction and interpretation of the meaning of those words [7,8]. If an individual is able to decode words, but does not understand what those words mean, then they will not be able to comprehend a text. Conversely, if an individual is able to understand what words mean, but not decode them, they will also not be able to comprehend text. Because many students with dyslexia have difficulties with decoding, they are likely to have difficulty comprehending text. This does NOT mean that reading is a simple process, only that two main components (decoding and linguistic comprehension) contribute the most to overall reading comprehension. Click here to view an infographic about the Simple View of Reading.

Scarborough (2001) [9] created a graphic called the "Reading Rope" that depicts the components of the SVR.
To become a skilled reader, a student must develop increasing speed and accuracy in decoding and linguistic comprehension skills[9]. Specifically, automatic decoding frees up an individual's attentional resources so that they can comprehend text. To reach this level of automaticity, students require proper instruction that focuses on mastering decoding skills. Due to copyright reasons, we cannot reprint the graphic in this toolkit; however, click here to view the reading rope and the International Dyslexia Association's accompanying explanation.

Word-Reading and Spelling Development

In order for students to be able to accurately and automatically decode words, they need to learn that writing is a symbolic system used to represent spoken language and the smallest units of language (phonemes) are represented by print (also known as the alphabetic principle)[10,11]. While acquiring the alphabetic principle, individuals progress through several stages of alphabetic decoding, in which they learn to map phonemes to graphemes [10,12,13]. Ehri's (1998) [12] stage model of reading development describes these progressive stages as follows:
- Pre-Alphabetic – pre-reading stage where individuals do not make letter-to-sound connections; "reading" is based on visual cues
- Partial Alphabetic – individuals begin to connect some phonemes to graphemes, but these representations are not complete
- Full Alphabetic – individuals develop more complete representations of words and their phoneme-grapheme relationships
- Consolidated Alphabetic – individuals have acquired a large bank of words they can read by sight (i.e., automatically and accurately) and now recognize larger units of language in words such as syllables and morphemes

Individuals progress through similar stages for spelling [11,14]; however, spelling is often more difficult for individuals to acquire than word-reading [14,15,16,17]. Spelling requires individuals to learn to visually identify letters by their shape and to physically produce those shapes[11]. Proficient spelling also requires individuals to acquire in-depth knowledge about the structure of the English language system[14]. Spelling proficiency is acquired by learning about different patterns in words:
- Phonological (Sound) Patterns – understanding of the sounds in words

- Graphotactic (Written) Patterns – how words are written or represented in print
- Morphological (Structure) Patterns – understanding the meanings of words or parts of words

Word-reading is also acquired and enhanced through an individual's spelling development. As an individual repeatedly associates phonemes to graphemes and larger units of language (i.e., orthographic mapping), these associations become ingrained in the memory and easier to retrieve with automaticity [12,13].

Accurate and Automatic Word-Reading

Although individuals initially learn to read by activating the dorsal pathway in the brain to decode words, the dorsal pathway is slower and less automatic than the ventral pathway where words are read by sight. There are two key processes necessary for accurate and automatic sight-word reading (i.e., proficient word-reading):
1. connecting a word's pronunciation to its meaning and spelling; and
2. connecting a word's meaning to its spelling, so that it can be read without going through the phonological system which slows down the process [10,13,18].

Proficient word-reading occurs when a word's pronunciation is associated with its meaning and its written spelling [13,14,18]. With practice, individuals begin to automatically connect words' pronunciations, meanings, and spellings and this allows an individual's speed and accuracy to improve [19,20]. This also helps individuals bypass the slower and less efficient dorsal/decoding pathway. This allows the cognitive resources (i.e., working memory) to be allocated to reading comprehension [21,22,23]. If individuals do not become accurate and automatic word-readers, then they must constantly rely on the slower dorsal pathway to decode words, which can cause difficulties with spelling, wordreading, and text comprehension [10,20].

Linguistic/Language Comprehension

Accurate and automatic word-reading alone is not sufficient for individuals to be able to comprehend text. Proficient reading comprehension also requires the reader to be able to comprehend language6. Language comprehension requires in-depth knowledge of morphology, semantics, syntax, background knowledge, verbal reasoning, and literacy knowledge [3,9]. Morphology is the study of the smallest units of language that have meaning (i.e., prefixes, suffixes, roots, base words). Semantics (vocabulary) involves the meaning of words, phrases, and sentences. Syntax includes grammatical structure and parts of speech.

The Five Components of Reading

How does all of this information relate to the five "components" of reading, as identified by the National Reading Panel's (NRP's) report on reading instruction [24]? Although the NRP identified five "components" of reading instruction from research (phonemic awareness, phonics, fluency, vocabulary, and reading comprehension), it is important to note that each of these "components" are highly connected and should not be taught as distinct skills [25]. For example, phonological awareness, phonics, and word-reading fluency are a part of decoding or word-recognition in the SVR, whereas vocabulary is a part of linguistic comprehension. These components are typically taught together in a comprehensive literacy program. The five "components" are described below [3,24]:

- Phonemic Awareness – the ability to identify, think about, and manipulate the smallest sounds (phonemes) in language

- Phonics – a method for teaching phoneme-grapheme correspondences for reading and spelling
- Fluency – the ability to read a text accurately, automatically, and with expression
- Vocabulary – understanding and using words in oral and written language
- Comprehension – the ultimate goal of reading; understanding what is read

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Appendix

Chart 1 - Literature Genre Types in the Illinois Learning Standards

Kindergarten	**Stories, poems**
1st Grade	Stories, poetry, **prose**
2nd Grade	**Fables and folktales from diverse cultures,** stories, **songs,** poetry
3rd Grade	Fables, folktales, stories, poetry, **dramas, myths from diverse cultures**
4th Grade	Stories, dramas, poetry, prose, **different versions of stories, traditional literature from different cultures**
5th Grade	Stories, dramas, poetry, **literature in the same genre**
6th Grade	Fiction (i.e., **fantasy)**, dramas, poetry, **and audio, video, or live versions of texts**
7th Grade	Fiction, dramas, poetry (i.e., **soliloquy, sonnet**), fantasy, **and audio, filmed, staged, or multimedia versions of texts**
8th Grade	Fiction (i.e., **suspense**), dramas, poetry, myths, traditional stories, filmed or **live production of a story or drama, scripts**
Bold print words indicate the first time a particular text type is listed in the standards	

Chart 2 - Informational Text Structure and Features in the Illinois Learning Standards

Kindergarten	Identifies **front cover, back cover, and title page** of a book.
1st Grade	Identifies and uses **headings, tables of contents, glossaries, electronic menus, icons.**
2nd Grade	Identifies and uses **captions, bold print, subheadings**, glossaries, indexes, electronic menus, icons.
3rd Grade	Uses **Key words, sidebars, hyperlinks.**
4th Grade	Identifies and uses **chronology, comparison, cause/effect, problem/solution.**
5th Grade	**Compares and contrasts** chronology, comparison, cause/effect, problem/solution in two or more texts.
6th Grade	**Analyzes how** a particular **sentence, paragraph, chapter, or section** fits into the overall **structure** of a text and contributes to the development of the ideas.
7th Grade	Analyzes the structure an author uses to organize a text, including how the **major sections** contribute to the whole and to the development of the ideas.
8th Grade	Analyze in detail the structure of a specific **paragraph** in a text, including the role of particular sentences in developing and refining a key concept.
Bold print words indicate the first time a particular text type is listed in the standards	

K-8 Literacy Material Recommendations

May 18, 2022

Presented by: Paul Louis - Assistant Superintendent
Amy Gluck - Incoming Assistant Superintendent
Amanda Woodruff - Teaching & Learning Coordinator
Katie O'Brien - Teacher on Special Assignment (TOSA)
Kai Moshopoulos - Instructional Coach - Avon School

CCSD 46

Mission

Empowering Learners

Creating Equity

Cultivating Community

Strategic Plan Goals and Board Policies

Curriculum Goal #1:

Review and update teaching, learning, and assessment practices and materials through an equity lens to create culturally responsive learning environments.

Finance Goal #3:

Review, expand, and clarify financial practices to increase transparency and communication, with a focus on aligning financial decision making to district goals.

Board Policy 6:40 Curriculum Development & Adoption

The Superintendent shall recommend a comprehensive curriculum that is aligned with: The minimum requirements of State and federal law and regulations for curriculum and graduation requirements; The Illinois State Learning Standards and any District learning standards

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Literacy Planning and Design Team (PDT) Process

- Volunteers sought
- Small and Large PDTs created with 46 total members
- Behind the scenes work completed
- Multiple meetings were scheduled (after school hours or limited subs)
- Current literacy research was reviewed
- District Literacy Vision was revised
- District Literacy Plan was developed
- Feedback was solicited from all district staff
- Program Review Rubric was developed
- 8 programs chosen for publisher presentations
- 4 programs chosen for more in-depth presentations
- Reference calls were made to other districts currently using the programs

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Things we learned or knew going into this work…

- Bilingual classrooms were not included in this process due to new Spanish Language Arts standards and other state requirements that are coming soon
- No program was going to be perfect
- There will likely be a need to supplement components (i.e. Phonics, novels, etc.)
- Professional Development will be important
- Teacher teams will use the new resource for the majority of instruction
- There will be a learning curve with implementation
- We may need to go slow to go fast – 1st year of implementation may look different from future years
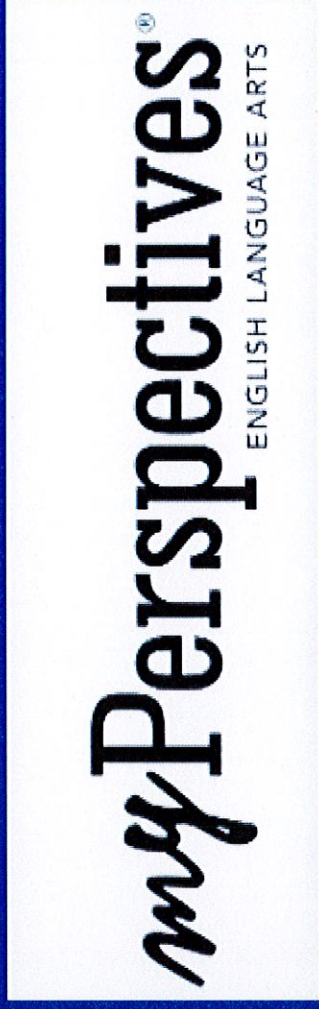
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K-8 Programs Selected

K-5 chose Scholastic Literacy

SCHOLASTIC Literacy™

6-8 chose Savvas myPerspectives

myPerspectives® ENGLISH LANGUAGE ARTS

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Funding Sources

ESSER ARP - $1,100,000 allocation for new Literacy Materials and related costs

Additional Professional Development Funding

Title II allocations and Curriculum Budget (District Funds)

Use of available ROE staff to support differentiated literacy instruction

Additional Potential Supplements / Novel Purchases

Curriculum Budget (District Funds) and/or Building Budgets

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Scholastic Literacy Feedback from PDT Members

I really think Scholastic is the way to go if we want students to become avid, thoughtful readers.

It also gives us more possibilities and potential to invigorate our staff and students. It's a chance to move us away from what's already been done and move forward in a way that helps us take our literacy instruction to the next level.

The book choices! Scholastic has great options for books. Their online tools are great as well! The ability to group the kids according to standard and then grab books that align to that area is great!

The authentic texts, Cultural component, tied to the Literacy and Strategic plan.

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Scholastic Literacy Program Components

Whole Class

Authentic
Interactive Read-Aloud Texts
(4 Per Unit)

Student Resource Books, Including
Shared/Close Reading Texts
(Per Unit)

Writing Mentor Texts

Writing Workshop
Resource Books
(Per Unit)

Alphabet Flash Cards
(Grades K–1)

Big Books (Grades K–1)

Flip Charts (Grades K–1)

Strategy Posters

Genre and Metacognitive
Anchor Charts

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Scholastic Literacy Program Components
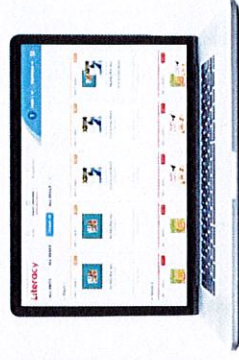
For Teachers

Implementation Guides
(Grades K, 1–3, 4–6)

Getting Started Guides
(Grade-Specific)

Teacher's Edition
(6 Units Per Grade)

Digital Family Guides
(Grade-Specific)

Digital Hub and Shared/Close Reading
Digital Library

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Scholastic Literacy Program Components

Next Step Guided Reading Assessment
With Digital Supports

Small-Group
Implementation Guide

Guided Reading Texts
With Teaching Cards for Every Title

Leveled Bookroom With Accelerator

Small Group

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Scholastic Literacy Program Components

Independent Reading
Management—Literacy Pro
(Grades K–6)

Vocabulary and Knowledge
Development—W.O.R.D. (Grades K–5)

Phonics and Foundational
Reading Skills—Scholastic
F.I.R.S.T.
(Grades K–2)

Scholastic Literacy - Spiraled and Integrated Design

	K	1	2	3	4	5
Community and Relationships	Being a Friend	My Family and Me	It Happened in School	Brothers and Sisters	What's the Problem?	Better Together
Folklore and Literary Traditions	Telling Tales	Stories With a Moral	Wishes and Promises	Trickster Tales	Cinderella Tales	Watch Out!
Living Things	Trees and Other Plants	Strong and Healthy	Search and Survive	Life Depends on Water	Amazing Animals	Under the Surface
A Sense of Self	Feelings	What I Can Do	Like No One Else	Courage	Taking Responsibility	Dealing With Change
Inspired by True Stories	All Kinds of Jobs	It Happened to Me	Animal Watch	Sports Stars	The Artist's Eye	It Takes a Leader
Genre Study	Concept Books	Animal Stories	Realistic Fiction	Mystery	Fantasy	Historical Fiction

Scholastic Literacy Professional Development

- K-5 Leadership Training
- July/August Staff Training - minimum of two full days
- Monthly staff meeting time devoted to this implementation
- Coaching support from Reading Specialists and Instructional Coaches
- Multiple pre-recorded webinars available any time
- Ongoing support from Regional Office of Education (ROE) staff

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Scholastic Literacy Costs

Total $779,751.00

6 years of student books

6 years of Teacher Materials

Digital Access for students / teachers

Building Guided Reading Book Room

Professional Library for Staff

Assessment Tools

Professional Development

CCSD 46

Savvas myPerpectives Feedback from PDT Members

myPrespective offers diverse literature that allows students to see themselves in the stories. There is also a nice balance of hard copy resources and digital resources. This program will allow teachers to meet students at their level and engage and challenge them appropriately.

A commitment to student voice and choice in the classroom, which is the culturally responsive vision we desire at D46. Students highlight and annotate digitally which allows teachers to provide exemplars from students' peers.

This program enveloped what culturally responsive teaching is through culturally relevant texts AND practices. The program and presentation clearly showed the fundamental underpinnings of culturally responsive pedagogy and that it is so much more than multicultural literature and diverse voices and texts.

Making the choice for myPerspectives was an easy one after seeing the program in action through the eyes of both the teacher and student. The sample lesson we experienced showed us the potential the program has to positively impact learning in our schools. It will allow us to integrate reading, writing, speaking, and listening skills through a cohesive and comprehensive program that aligns with our district strategic plans.

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Savvas myPerspectives Program Components

Savvas myPerpectives Professional Development

- July/August Staff Training - virtual opportunities
- Monthly staff meeting time devoted to this implementation
- Coaching support from Reading Specialists and Instructional Coaches
- Multiple pre-recorded webinars available any time
- Ongoing support from ROE staff

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Savvas myPerspectives Costs

Total $226,996.00

6 years of student books

6 years of Teacher Materials

Digital Access for students / teachers

Assessment Tools

Professional Development

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Not Included In This Recommendation

- Potential Phonics materials to supplement (K-2)
  - Decodable Readers
  - Manipulatives

- Potential novel purchases for students

- Potential management/organizational tools for Guided Reading Library

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Grand Total

Scholastic Literacy (K-5) $779,751.00

Savvas myPerspectives (6-8) $226,847.00

                                     $1,006,598.00

Reminder: ESSER ARP Funding of $1,100,000 for new Literacy Materials

CCSD 46

Next steps...

- Materials will be available for public review until June 1

  Please contact Amanda Woodruff at the District Office to set up an appointment to review these materials.   woodruff.amanda@d46.org   847-986-2899

- June 1 - Request Board Approval for purchases

- June - 2022
  - Summer Work with small teacher team including curricular connections with Thinking Maps
  - Disposal (Donation/Gifting/Recycling) of old materials
  - K-5 Leadership PD
  - Upon approval, submit Purchase Orders and Plan for material delivery
  - Continue working on potential supplemental materials

- July / August - Professional Development opportunities / Receive Materials

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Questions/Comments

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To: CCSD 46 Board of Education, Dr. Lynn Glickman
From: Paul Louis, Assistant Superintendent; Amanda Woodruff, Coordinator
Date: May 18, 2022
Memo: ETR HealthSmart Adoption for Grades 6-8

Background

In August 2021, Governor Pritzker signed the Keeping Youth Safe and Healthy Act (Senate Bill 0818). This bill calls for updated curriculum that provides personal health and safety education from kindergarten through fifth grade and comprehensive sexual health education from sixth through 12th grade. The bill also requires that the curriculum be set in alignment with the National Sex Education Standards. The curriculum materials for 6-8 Health have not been updated since 2008.

CCSD 46 received ESSER ARP funds from the Illinois State Board of Education (ISBE) to be used to help improve programming and services for students. After speaking with teachers and principals and reviewing the Keeping Youth Safe and Health Act, a need for updated Health materials was identified.

After the review process, we are recommending that CCSD 46 adopt ETR HealthSmart for all students in Grades 6-8.

ETR convened a panel of national experts in health education to create their comprehensive health education program, HealthSmart. HealthSmart was the first national health curriculum to choose to focus on the CDC 6—the main areas of risk for children and adolescents as monitored by the National Youth Risk Behavior Surveillance System. The program has an emphasis on helping empower young people to achieve lifelong health and wellness.
In addition to the CDC 6, HealthSmart covers mental/emotional health and personal health and wellness (two other areas identified by the CDC as essential parts of a comprehensive health education program).

HealthSmart includes modules on the following topics:
- Nutrition
- Physical Activity
- Tobacco, Alcohol, & Other Drug Prevention
- Emotional & Mental Health
- First Aid
- Teen Dating Violence
- Bullying
- Erin's Law

- Puberty
- Pregnancy Prevention
- HIV & STI

CCSD 46 received a quote for a 1-year subscription to ETR HealthSmart. The total cost for these materials is $26,327. This one year cost covers a class set of print materials and a digital subscription for all students. This also includes all materials needed for students and staff and staff training to implement this program with fidelity. The subscription for future years will be covered by the Teaching & Learning Department budget.

Administrative Considerations
The administrative team from the Teaching & Learning Department will work with the Principals and Teachers to implement this program with fidelity. The Teaching & Learning department will work with the Teachers to update the Scope & Sequence as well as divide up the materials so it is clear which grade levels are using the different lessons/modules.

District Goal
This action is responsive to District Goal #:
- Curriculum Goal #1: Review and update teaching, learning, and assessment practices and materials through an equity lens to create culturally responsive learning environments.
  ETR Mission & Values relating to equity:
  Our Mission: Improve health and increase opportunities for youth, families and communities. ETR envisions a world where all people have the information, skills, and opportunities to lead healthy lives. We are driven by our mission to improve health and increase opportunities for youth, families, and communities. ETR embraces the purposeful inclusion of all people as a means to honor and respect differences, and to elevate the strengths brought by diversity of experience, perspective, and expertise. Our multidisciplinary staff of health educators, program developers, trainers, curriculum specialists, writers, editors, graphic artists, librarians, publication and distribution experts, technologists and social scientists work to transform outcomes in four areas: HIV, Sexual & Reproductive Health, Alcohol, Tobacco & Other Drugs, School-Based Health & Wellness, Equity & Inclusion in STEM
  Our Values:
  Partners in the Fight for Health Equity - We are part of a movement to improve health and education outcomes for all communities.
  Science Is Foundational - We believe in grounding our work in science that is transdisciplinary and rigorous.
  Diversity + Inclusion - We believe everyone should have the same access and opportunities in life.
  Integrity + Excellence - We don't take the easy way out; our science-based solutions are tested and vetted.

Responsive to Emerging Needs + Trends - We innovate and respond with new and tailored products and services.
Enthusiasm for What Lies Ahead - We focus forward, not rest on the body of our current work.

- Curriculum Goal Goal #3: Review, expand, and clarify financial practices to increase transparency and communication, with a focus on aligning financial decision making to district goals.

Recommendation
Approval of ETR HealthSmart for all students Grades 6-8 to begin in the 2022-23 school year.

BOARD RECOMMENDATION
BE IT RESOLVED: The CCSD 46 Board of Education approves the purchase of ETR HealthSmart for all students in grades 6-8 to begin in the 22-23 school year for the amount of $26,327 to be paid out of ESSER ARP funds.

MAJOR IMPACT ITEM
BUDGET 2021/2022
EXPENDITURE AUTHORIZATION

Instructions	District Office Use Only	
	Major Impact Item No.	
This budget request must include all costs associated with the program. Signatures of appropriate administrators must be received before submitting for budget consideration.	**Received:**	
		Date *Administrator*
	Included in Budget?	_____
		Yes ˙No
Requested By: Teaching & Learning Dept.	**Included in Final Budget?**	_____
		Yes No
Location: District Office	**Date of Budget Approval:**	

1. **Description (summary) Payment for**

1 year contract for ETR Health Smart - Digital resource for Grades 6-8 Health for all students to begin

to be utilized during the 2022-23 school year.

2. **Desired Outcomes**

To provide students and teachers with a resource aligned to the Keeping Youth Safe and Healthy Act, the Illinois

Learning Standards for Health as well as the Illinois Health Mandates to teach and learn the grade-level curriculum.

2. **Budget**

	Signatures
a. Approved by Board	Board Approval
b. Staffing	Lynn Glickman
c. Fringe Benefits	Lynn Glickman
d. Construction Costs	Lynn Glickman
e. Furniture/Equipment	Business Manager
f. Supplies	Business Manager

3. **Major Impact Budget Summary**

Brief Description	Amount	Budget Unit
Fund Source (Circle One):	$26,327	ESSER ARP
10 - Education Fund 40 - Transportation		
20 - Operations & Maint. 50 - IMRF/FICA		
30 - Bond and Interest 60 - Capital Improve		
TOTAL		

MAJOR IMPACT ITEM
2021/2022 BUDGET
DETAIL

4. **Project Description (details)**

Teachers and students need to be provided with updated resources to help meet the needs of all students

and to meet the needs of the Illinois Learning Standards for Health and the Illinois Curriculum Mandates

for Health. ETR HealthSmart is a digital resource that will be used by all student in grades 6-8

during their Health rotation.

5. **Detailed Budget Cost/Budget Savings**

The district will be using ESSER ARP funds to purchase this resource. The district will be committing to a

1-year contract at this time as multiple year contracts do not offer any financial benefit to the district.

Initials of Building Principal(s) or Central Office Administrator	*PL* *aw*

QUOTE

Please Remit Payment To:
5619 Scotts Valley Drive, Suite 140
Scotts Valley, CA 95066
800-321-4407

QUOTE DATE 04/21/2022
QUOTE NO.   61114

Bill To:

Auto Fulfilled

Ship To:
Amanda Woodruff
Grayslake Community Consolidated SD
565 Frederick Road
Grayslake, IL 60030 US
Phone # 847-986-2899

SHIP VIA

UPS
Standard Shipping

ITEM NO	DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL PRICE
HS080DE	HealthSmart Middle School Complete Set, 3d Ed Digital	5	$5,124.33	$25,621.65
HS020	HealthSmart MS Student Wkbk 3d Ed, Set of 30 Each	1	$540.00	$540.00
HS050	HealthSmart MS Student Wkbk 3d Ed, Set of 5 Each	1	$90.00	$90.00

DOMESTIC (U.S.) ELECTRONIC REMIT
INSTRUCTIONS
Bank: Santa Cruz County Bank
Account Name: ETR Associates
Account Type: Checking
ABA Routing Number: 121143736
Account: 033008527
Please include invoice number(s) in the transmitted information
Email: AccountsReceivable@ETR.ORG

Subtotal:	$26,251.65
Shipping & Handling:	$75.60
Sales Tax:	$0.00
Total:	$26,327.25
Amount Due:	Charge Pending

Comments

One-Year Integrated Digital Quote with set of 35 student print materials.