

**MINUTES**  
**BOARD OF EDUCATION MEETING**  
**COMMITTEE OF THE WHOLE MEETING**  
**COMMUNITY UNIT SCHOOL DISTRICT 200**  
**February 26, 2025**

The Committee of the Whole meeting for the month of February of the Board of Education of Community Unit School District 200, DuPage County, Illinois, was called to order at the School Service Center, 130 W Park Ave, Wheaton, IL, by Board Secretary Dave Long, on Wednesday, February 26, 2025, at 7:00 PM.

**ROLL CALL**

Upon the roll being called, the following were present:

Board Members:      Mr. Dave Long  
                             Ms. Angela Blatner  
                             Mr. Erik Hjerpe  
                             Mr. Brad Paulsen  
                             Mr. John Rutledge

Absent:                Mr. Rob Hanlon  
                             Ms. Julie Kulovits

Also in Attendance: Dr. Jeff Schuler, Superintendent  
                             Ms. Alyssa Barry  
                             Ms. Melissa Murphy  
                             Dr. Brian O’Keeffe  
                             Dr. Chris Silagi  
                             Mr. Jason Spencer

**PLEDGE OF ALLEGIANCE**

Board Member Erik Hjerpe led the Board in the Pledge of Allegiance.

**SUSPEND THE RULES AND ADJOURN TO A WORKSHOP SETTING**

**MOTION**

Member Paulsen moved, Member Blatner seconded to suspend the rules and adjourn to a workshop setting. Upon a roll call vote being taken the vote was: AYE 5, NAY 0.

**The motion carried 5-0.**

**Business Services**

Middle School Capital Project Budget Update

Mr. Joe Papanicholas of Nicholas & Associates, construction manager for the middle school capital projects, provided the Board of Education with an overall project budget control estimate, along with a preliminary look at site logistics. The presentation included information on the following:

- Monroe Middle School - Preliminary Site Logistics Plan - 2/26/25
  - Temp Staging & Parking Area (June 2025 thru Spring 2027)
  - Addition - Construction Area (June 2025 - August 2026)
  - Parking Lot Improvements (Summer 2025)

- Construction Traffic: Coordinated with School Activities
  - West Walkway Remains Open
- Edison Middle School - Preliminary Site Logistics Plan - 2/26/25
  - Addition - Construction Area (March/April 2026 - August 2026)
  - Temp Staging & Parking Area (March/April 2026 thru Spring 2027)
  - Construction Traffic: Coordinated with School Activities
- Franklin Middle School - Preliminary Site Logistics Plan - 2/26/25
  - Addition - Area of Construction (June 2025 - August 2026)
  - Temp Staging & Parking Area (June 2025 thru Spring 2027)
  - Construction Traffic: To Be Coordinated with Daily School Activities
- CUSD 200 - Middle School Improvements - Global SD Budget Assessment
  - “All-in” Projected Cost for New Construction, Reno & Sitework for Monroe, Edison, and Franklin Middle Schools (Project Issuances 1, 2, & 3)
  - Alternates #1 - 6 (Add) - Hard Cost of Construction Only
  - Budget Assessments based on Design Issuances List
- Monroe - Project Issuances 1, 2 & 3 - SD Budget Assessment
  - Includes the Description, Budget, and Comments for Items, including: Existing Conditions; Concrete; Masonry; Steel; Woods, Plastics, & Composites; Thermal and Moisture Protection; Openings; Finishes; Specialties; Equipment; Furnishings; Conveying Equipment; Fire Suppression; Plumbing; HVAC; Electrical; Communications; Electronic Safety and Security; Earthwork; Site Improvements; Site Utilities; and Project Issuance #1
  - “All-In” Projected Cost includes Design Contingency, Construction Contingency, Escalation, Builder’s Risk Insurance, GL Insurance, Performance Bond, CM Fee, Fixed General Conditions, Reimbursable GCs, and A/E Fee/Specialty Consulting/Furniture/Abatement/Commissioning/Owner Costs
- Edison - Project Issuance 2 & 3 - SD Budget Assessment
  - Includes the Description, Budget, and Comments for Items, including: Existing Conditions; Concrete; Masonry; Steel; Woods, Plastics, & Composites; Thermal and Moisture Protection; Openings; Finishes; Specialties; Equipment; Furnishings; Conveying Equipment; Fire Suppression; Plumbing; HVAC; Electrical; Communications; Electronic Safety and Security; Earthwork; Site Improvements; and Site Utilities
  - “All-In” Projected Cost includes Design Contingency, Construction Contingency, Escalation, Builder’s Risk Insurance, GL Insurance, Performance Bond, CM Fee, Fixed General Conditions, Reimbursable GCs, and A/E Fee/Specialty Consulting/Furniture/Abatement/Commissioning/Owner Costs
- Franklin - Project Issuance 2 & 3 - SD Budget Assessment
  - Includes the Description, Budget, and Comments for Items, including: Existing Conditions; Concrete; Masonry; Steel; Woods, Plastics, & Composites; Thermal and Moisture Protection; Openings; Finishes; Specialties; Equipment; Furnishings; Conveying Equipment; Fire Suppression; Plumbing; HVAC; Electrical; Communications; Electronic Safety and Security; Earthwork; Site Improvements; and Site Utilities
  - “All-In” Projected Cost includes Design Contingency, Construction Contingency, Escalation, Builder’s Risk Insurance, GL Insurance, Performance Bond, CM Fee, Fixed General Conditions, Reimbursable GCs, and A/E Fee/Specialty Consulting/Furniture/Abatement/Commissioning/Owner Costs

- D200 Middle Schools - Project Issuance #1 - Scope Set Issued on 1.26.25 (No Spec) - Final Control Estimate
  - Includes the Trade, Scoping Set (No Spec Issued) and Comments for Items, including: General Conditions; Existing Conditions; Concrete; Masonry; Steel; Woods, Plastics, & Composites; Thermal and Moisture Protection; Doors & Windows; Finishes; Specialties; Equipment; Furnishings; Conveying Systems; Fire Suppression; Plumbing; HVAC; Electrical; Earthwork; Exterior Improvements; and Site Utilities
  - “All-In” Projected Cost includes Design Contingency, Construction Contingency, Builder’s Risk Insurance, GL(General Liability) Insurance, Performance Bond, CM Fee, Fixed & Non-Fixed General Conditions, and A/E Fees
  - Alternates #1 (Skylights) and #2 (Solar Tubes)
  - Out to Bid Date - 2/18/2025

There was additional information/comments on the following:

- Global Schematic Design (SD) budget assessment - “all in” means the cost of construction and A/E fees, owner costs, construction management fee structure, contingency fees, etc.
- The goal of the SD budget assessment is to ensure we are starting in the appropriate position to maintain this budget and track where we need to be.
- Refining the placeholder based on some further budgeting that took place for project issuance #1.
- Before going out to bid, a final control estimate is always prepared—a soft bid opening—to ensure that the project will meet the budget expectations.
- Placeholder for project issuance 1 of \$8.5M based on the DD budget assessment vs. the final control estimate for project issuance 1 of \$6.1M. This is a product of budget refinement, some modification of scope, and the creation of some add alternates.
- Will continue to prepare budget assessments along the way before we go out to bid.
- The bid opening for project issuance #1 will be on March 6, 2025; expect very competitive bidding.
- There will be three bid packages for project issuance #1 - general trades, mechanical and electrical.
- Project issuance #2A (additions and associated site work) will go out to bid this April with a bid opening in May; project issuance #2B will go out to bid this May with a bid opening in June, and the plan is for project issuance #3 (all of the renovation work) will go out to bid this October with a bid opening in November. There is a backup plan if part of #3 needs to be pushed back.
- It is important to continue to do detailed budgeting as the design progresses. The design team and the district can receive real-time feedback so decisions can be made.
- Highlighted a few of the alternates that are part of project issuance #1 - will continue to use this strategy where appropriate. It is good to have that flexibility.
- Be proactive if there is an opportunity to prepurchase or expedite an order for equipment or supplies. While lead times are better than they used to be, it is better to have the items sitting in an insured warehouse ready to go rather than hoping the lead time provided holds true.
- It is projected that the Board will take action on project issuance #1 bids in March and receive a design update in April. There will continue to be a regular cadence of updates to the Board.

There were questions and/or additional discussion on the following:

- The gap between the last day of school and the first day of project work beginning - from the District's perspective, the building will be closed as soon as school is out on the last day; the site will need to be prepped for the construction team.
- Parking lot changes at Monroe: creating a temporary staging and parking area to limit disruption as much as possible while the new addition is constructed. The parking lot will eventually be expanded slightly to the South and will change from angled parking to 90-degree parking to compensate for any lost parking on the northwest corner.
- The temporary parking and staging area is park district property; the District has been working with the park district on this. Exploring interest in the restoration of the back part of the property.
- Working with the City of Wheaton on zoning and engineering as it relates to the expanded parking lot.
- Stormwater review on the overall design.
- Edison - approximately 6-8 weeks overlap with next year's end of the academic year.
- Edison - the two ball fields to the east will stay usable throughout the entire project.
- "Temporary staging & parking area" is for construction traffic.
- Franklin's temporary staging & parking area may be modified/shifted.
- Franklin staff parking - small area for onsite parking. Working to formalize an agreement with the church next door for one of their lots, in addition to street parking for staff.
- Walking traffic of contractors in the school - the importance of security on the north side of Franklin.
- Contingencies—We will continue to monitor as we progress into more detailed budgets per project issuance; if we can increase them to be more conservative, we will do that.
- The plan is for everything to be under contract by the end of this year.
- Recognition for the team making the projects happen in the timeline presented - noted the constant flow and massive team of people working hard to make this happen.
- Human-centric lighting - description and benefits, cost to maintain; any research to support the impact on student performance and student wellness?; not a super new concept; alternate for classrooms at Monroe to give a good baseline; using surveys before and after should this path be taken. Will continue to dive into research on this.
- While this is an aggressive schedule, there are currently no concerns about delivery lead times.
- 2% escalation as it relates to any tariff risks in the current environment—do not anticipate this, which is why a thorough budget assessment is conducted. Adjustments or pivots can be made if something comes to light in this process.
- Purchasing equipment/supplies and how the process works.

## **Instruction**

### Vision 2026 Learning Acceleration Update on Multi-Tiered Systems of Support for Literacy

The Vision 2026 Strategic Plan has six strategies for Academic Excellence. Strategy one is implementing learning acceleration strategies and programming. Strategy two is to design and implement a balanced assessment system. Both of these strategies have been a strong focus during the life of the strategic plan, particularly in the area of literacy. Ms. Melissa Murphy and two reading specialists in the District, Ms. Lisa Tomek and Ms. Nancy Nicholson, provided a comprehensive overview of literary instruction in CUSD 200. Topics covered in the presentation included the reading process, dyslexia and support, Elementary reading MTSS, Middle school literacy, and next steps.

The Vision 2026 Learning Acceleration Update on Multi-Tiered Systems of Support for Literacy included information on the following:

- Almost All Students Have the Cognitive Capacity to Read - 95% can get there with the right instruction, but the way they get there is all different...
  - Early Reader Profile (30% of students are capable of learning regardless of environment, 50% are able to learn with high-quality Tier 1 instruction, 15% require additional time and support, and 5% struggle with severe cognitive impairments)
- Purpose for Tonight - Provide overview of key topics related to literacy in D200:
  - The Reading Process, Dyslexia and Support, Elementary Reading Instruction, Middle School Reading Instruction, Learning Acceleration Next Steps
- Guiding Questions
  - How does science inform learning to read?
  - What is evidence-based reading instruction and how is it evident in CUSD 200 classrooms?
  - How are students identified for additional support and what does this support look like?
  - What are the next steps to accelerating student learning?

How does science inform learning to read?

- Reading Development Informed by Science
  - Scarborough's Reading Rope - Includes Language Comprehension (Background Knowledge, Vocabulary, Language Structure, Verbal Reasoning, Literacy Knowledge) and Word Recognition (Phonological Awareness, Decoding, Sight Recognition)
- How the Brain Operates During Reading
  - During the reading process, regions from four lobes of the brain work together
- Visual Cortex Recognizes Printed Letters and Words
  - Located in the occipital lobe of the brain; is responsible for visual stimuli, including written and printed representations of letters and words
- Auditory Cortex Builds Oral Word Understanding
  - Located in the temporal lobe of the brain; is responsible for recognizing and processing auditory stimuli; critical for early readers
- Angular Gyrus Associates Letters with Sounds
  - Located in the parietal lobe of the brain; is involved in building connections between speech and print; a critical phase in the reading process
- Frontal Lobe Produces Speech & Processes Meaning
  - Located in the frontal lobe of the brain; is the primary region involved in speech production; also active as children gain greater fluency and accuracy in speech and as they comprehend complex language
- Brain Research and Dyslexia
  - The Reading Brain, Typical Readers, Readers with Dyslexia
- What is Dyslexia?
  - A specific learning disability that is neurological in origin
  - Characterized by difficulties with accurate and/or fluent word recognition from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction
  - Secondary consequences may include problems in reading comprehension, reduced reading experience that can impede growth of vocabulary and background knowledge

- Characteristics of Dyslexia
  - Three primary types of deficits: phonological core deficit, naming speed deficit, double deficit (both phonological and naming speed)
  - Dyslexia exists on a continuum from mild to severe
  - Not all students with dyslexia will qualify for special education, but they are likely to struggle with many aspects of academic learning and are likely to benefit from additional supports
- Other Possible Causes of Reading Difficulty
  - General difficulty - a level of cognitive functioning that is below average for all academic areas, not just reading
  - Attention, behavioral, or emotional difficulty - challenges that affect a student's ability to focus on reading instruction
  - Limited evidence-based word-reading instruction

What is evidence-based reading instruction and how is it evident in CUSD 200 classrooms?

- Multi-Tiered System of Supports (MTSS)
  - A framework for school improvement
  - Guides and integrates daily practices to improve outcomes for all students through a continuum of academic, social emotional, and behavioral supports.
  - Includes three tiers of support
- MTSS: Tier 1 Research-Based Core Instruction
  - The foundation where all students receive high-quality instruction in the general education classroom
  - Designed to meet the needs of the majority (around 80%)
- Importance of Tier 1 Instruction
  - In K-5 environment, students spend a majority of their school day in a Tier 1 setting
  - The elementary literacy block includes 45 minutes of Shared Reading and 45 minutes of ELA
  - The Differentiated Instruction block is 45 minutes in length, 30 minutes of this time is dedicated to intervention
  - Explicit, intense, systematic instruction in sound structure of language and how sounds relate to letters is needed for readers with dyslexia. This needs to be included in Tier 1 to meet the needs of a majority of learners
- Bookworms Enhanced Core Instruction
  - This year, CUSD 200 has engaged in professional learning with Dr Jamie True Daley from the University of Delaware to support the implementation of Bookworms
  - She trained our staff on Enhanced Core Reading Instruction (ECRI)
  - ECRI features a series of teaching routines designed to increase effectiveness of reading instruction. Using ECRI strategies results in a highly differentiated environment that supports striving readers
  - ECRI is recommended for classrooms with less than 80% of students scoring at or above the 30th percentile
- K-2 Instructional Shifts with Bookworms and ECRI
  - Past ELA Instruction - all components of ELA were included in curriculum, but instructional strategies and materials varied between buildings and grade levels
  - Bookworms - all components and materials for the ELA curriculum are taught in a systematic and explicit manner; Daily instruction is at grade level and is differentiated to meet individual student's needs

- Foundational Skills Instruction
  - Daily Whole Group Instruction - Systematic explicit daily grade level foundational skills instruction
  - Daily Small Group - Small group instruction is based on the student's specific instructional needs; Teachers assess students and provide targeted instruction based on what students need
- Bookworms Design Overview
  - Shared Reading, Differentiated Instruction, ELA
- Skills Progression in Differentiation by Assessed Needs
  - Foundational Skills for Reading and the Stairway to Proficiency (Phonological Awareness and Word Recognition, Word Recognition and Fluency, Fluency and Comprehension, Vocabulary and Comprehension)
- Foundational Skills => Scarborough's Reading Rope
  - Word Recognition (Phonological Awareness, Decoding, Sight Recognition)
- 3-5 Instructional Shifts with Bookworms and ECRI
  - Past ELA Instruction - All components of ELA were included in curriculum but instructional strategies and materials varied between buildings and grade levels
  - Bookworms - all components and materials for the ELA curriculum are taught in a systematic and explicit manner; Daily instruction is at grade level and is differentiated to meet individual student's needs
- Explicit Vocabulary and Phonics Instruction
  - Bookworms Enhanced Vocabulary Response Card
  - Enhanced Core Slides for Vocabulary and Phonics Instruction
- Language Comprehension with Emphasis on Vocabulary => Scarborough's Reading Rope
  - Language Comprehension (Background Knowledge, Vocabulary, Language Structures, Verbal Reasoning, Literacy Knowledge)
- Middle School Tier 1 Instruction
  - In 6-8 environment, students spend a majority of their school day in a Tier 1 setting
  - The ELA block is 90 minutes daily
  - Social Studies and Science also support literacy instruction
  - Students in a literacy intervention are supported in one 45-minute period
- Middle School Tier 1 Instruction - Tiers of Reading Instruction for Secondary Settings
  - Vocabulary, Reading Comprehension, Fluency, Multisyllabic Word Reading, Foundational Word Reading Skills (e.g., Phonics, Word Recognition)
- Power of Common Instructional Materials
  - Vocabulary and Background Knowledge - Common vocabulary, Instructional Strategies, Build Knowledge, Common Theme
  - Reading Comprehension - Complex Text, Instructional Strategies, Ask and Answer Questions, Built-in Supports
  - Common instructional materials allow for common professional learning and collaboration

How are students identified for additional support and what does this support look like?

- Universal Literacy Screener and Dyslexia
  - To determine if students are at risk, universal screening needs to be in place in a school system
  - Screening measures are typically brief assessments of a skill or ability that is highly predictive of a later outcome
  - Screening measures are designed to quickly differentiate students into one of two groups: those who require intervention and those who do not require intervention

- A screening measure needs to focus on specific skills that are highly correlated with broader measures of reading achievement results in a highly accurate sorting of students
- Universal Literacy Screener
  - A key component of MTSS begins with screening for those at risk to determine further assessments and support
  - FastBridge is District 200's universal screener and is administered three times a year in grades EC-8
- FastBridge and Screening for Risk
  - earlyReading EC-1 (Subtests to measure critical early reading skills of phonemic awareness and phonics)
  - CBMReading & aReading 2-3 (Measures phonics, fluency and comprehension)
  - AutoReading & aReading 4+ (Measures decoding, word identification and comprehension)
  - Screening alone does not diagnose dyslexia. Screening is a tool to identify students at risk for this disorder; Screening identifies predictive variables that raise red flags so schools can intervene early and effectively; Students that are at risk in reading receive a reading intervention or may be eligible for special education services or 504 services
- Identification for Interventions
  - Students who score below the 30th percentile are considered for intervention
  - Multiple data points are considered before students are placed in an intervention
- Multi-Tiered System of Supports (MTSS) - Tier 2 Targeted Intervention (5-15% of students)
  - For students who need extra help beyond the universal curriculum, small group interventions are provided; These students may need additional instructional time or support
- Multi-Tiered System of Supports (MTSS) - Tier 3 Intensive Intervention (1-5% of students)
  - This tier is for students with the most needs
  - These students receive intensive interventions, often in very small groups or one-on-one, focusing on their specific challenges
- Intervention in K-5
  - The Differentiated Instruction (DI) block is used for intervention
  - Students attend an intervention of 30 minutes
  - Literacy interventions are delivered by either a reading specialist or special education teacher
  - Elementary buildings all have reading specialists - there are 33 FTE for reading across the schools; Title 1 funding supports 7 FTE; of the reading FTE, one person serves as a coach supporting Tier 1 and interventions
- The Daley Method is...
  - One cohesive, data driven system to explicitly enhance core instruction, strategically target foundational skills, and intensify the core with strong evidence-based practices *without supplementing with added programs*
- K-2 Shifts in Intervention
  - Past Reading Intervention - Intervention included all aspects of reading but instructional strategies and materials were not related to classroom instruction and materials
  - Bookworms - Targeted intervention that is systematic and explicit with daily instruction that is differentiated to meet individual student's needs using classroom instruction and materials



- Skills Progression in Differentiation by Assessed Needs
  - Foundational Skills for Reading and the Stairway to Proficiency (Phonological Awareness and Word Recognition, Word Recognition and Fluency, Fluency and Comprehension, Vocabulary and Comprehension)
- 3-5 Shifts in Intervention
  - Past Reading Intervention - Intervention included all aspects of reading but instructional strategies and materials were not related to classroom instruction and materials
  - Bookworms - Targeted intervention that is systematic and explicit with daily instruction that is differentiated to meet individual student's needs using classroom instruction and materials
- Explicit Vocabulary and Phonics Instruction
  - Bookworms Enhanced Vocabulary Response Card
  - Enhanced Core Slides for Vocabulary and Phonics Instruction
- 6-8 Literacy Interventions
  - At middle school, the reading intervention course is called Academic Reading; students can take this course in lieu of an elective
  - A reading specialist teaches the course for students in a Tier 2 intervention; Middle schools have between 1.0 - 2.5 FTE
  - Corrective reading is the research-based program used with middle school students who demonstrate the need for instruction in word recognition skills
- Corrective Reading
  - Corrective reading is recommended for older students who have failed to master the earliest reading skills
  - It is an effective research-based program because it teaches phonemic awareness, teaches phonics explicitly and systematically, and includes opportunities to build fluency, develop vocabulary and comprehension
  - In CUSD, 200 special education staff are trained to deliver Corrective Reading
- Progress Monitoring
  - Part of MTSS is progress monitoring students in an intervention to ensure academic progress
  - Progress monitoring allows the team to frequently and continuously evaluate student learning, monitoring the effectiveness of instruction in intervention, and make instructional changes to improve student performance
  - Continual data monitoring is essential during this process to gauge a student's response effectively
- FastBridge Progress Monitoring
  - The FastBridge system is used for both Universal Screening and Progress Monitoring
  - Students can be progress monitored on specific foundational reading skills, fluency or comprehension
  - The Universal Screening and Progress Monitoring assessments go hand-in-hand providing information; The screener determines which students need an intervention and the progress monitoring assessment determine if students are making progress toward the goals set

What are the next steps to accelerating student learning?

- Next Steps K-5
  - Supporting staff with the implementation of Enhanced Core Reading Instruction in Tier 1

- Fully implementing Bookworms Interventions
- Reviewing resource level programming for special education and how staff can better support Tier 1
- Reviewing MTSS practices for Multilingual Learners
- Next Steps for 6-8
  - Implementing *My Perspectives* and providing targeted professional learning
  - Continuing the review of reading interventions at the 6-12 level
  - Reviewing MTSS practices for Multilingual Learners
- Curriculum Implementation Framework
  - Phase I - Research (Professional Learning, Establish an Instructional Vision, Review Materials, Select Materials to Pilot)
  - Phase II - Pilot and Select (Pilot Materials, Select Materials to Adopt)
  - Phase III - Prepare to Launch (Training, Develop Local Implementation Materials)
  - Phase IV - Teach and Learn (Continued support through three pillars: Coach, Plan Train; Monitor Data, Seek Feedback, Adjust Plan, Annually Reset)
- Do you need any clarification on the information presented tonight? Is there anything you are interested in discussing further about these topics: The Reading Process, Dyslexia and Support, Elementary Reading Instruction, Middle School Reading Instruction, Learning Acceleration Next Steps

There was additional information/comments on the following:

- The vital role reading specialists/coaches play in helping to support both Tier 1 curricular implementation opportunities and some Tier 2/Tier 3 intervention opportunities.
- Scarborough's reading rope demonstrates the complexities of learning to read. The image is divided into two strands (language comprehension and word recognition). At first, all strands are separate. As students progress and gain more skills, the strands become entwined, resulting in reading comprehension. However, if any pieces of the rope are weak, students have difficulty.
- A reader with dyslexia may not always use all four lobes of the brain and may not have all the pathways developed, but with the right instruction, the brain can change, and those lobes and pathways can become stronger.
- With Bookworms, students are taught in a systematic and explicit way, and the daily instruction is at grade level. During the shared reading block, whole-group instruction for the foundational skills occurs.
- Differentiated instruction (DI) is where students' needs are targeted.
- The Stairway to Proficiency: Teachers assess students. Their placement in each step determines their instruction for 3-4 weeks, which is then assessed again. At this point, students may move up if they have mastered those skills, or they may go back to repeat. Student progress is always monitored during these steps.
- A progress report is sent home every trimester with the student's report card and lets parents know the exact stair step their child is on and where they are going.
- By the end of second grade, students should demonstrate on-grade level reading of second grade texts with comprehension.
- Bookworms enhanced vocabulary response card: explicit vocabulary and phonics instruction in grades 3-5. Noted students have been taught terminology in grades K-2 that can be carried through to upper grades.
- How and when students receive instruction during reading blocks highlights the importance of having a blocked schedule for grade levels to coordinate resources for intervention. This concept will be explored further as the deployment of technology devices is discussed.

- Middle school students in a literacy intervention receive support during a 45-minute block instead of an elective.
- In middle school and high school, the main focus in a Tier 1 setting is on reading comprehension and vocabulary instruction. If students require support with fluency, multisyllabic word reading, or foundational word skills, it should occur during an intervention.
- The use of “super sentences” and short responses for interventions at the 3-5 level.
- Corrective reading is utilized in middle school when students require instruction in the green segment of the reading rope (word recognition).
- Progress monitoring involves collecting data, which the reading coaches review every other week. FastBridge has progress monitoring built in.
- The curriculum implementation framework takes much time to work through the four phases.

There were questions and/or additional discussion on the following:

- Positive feedback has been received from staff, students, and parents as the Bookworms implementation progresses. What have we identified as key areas for improvement and focus in the future? Visual cues and addressing many of the gaps this year. Excited about the cohesiveness of the program as students advance through the grades.
- Bookworms - is it tilted toward non-fiction? If so, do students find it as engaging? Is this being measured? It was noted the design of Bookworms is to have a balance between fiction and non-fiction throughout grades K-5; the intent of non-fiction is to prepare students for heavy informational reading they will be doing in high school; the balance of fiction and non-fiction at all grade levels. The survey at the end of last year for students.
- Visual cues and what that looks like. Shared an example of this on the handout provided.
- Concern over a decade with Common Core where Kindergarten became the new first grade. Curious if that has caused issues and reduced focus on play-based learning? The philosophy of the staircase and use of the stair step is building a slow solid foundation. Bookworms - slow progression is good, and it builds a strong foundation.
- Middle School Tier 1 Instruction - will we have the ability to measure as students progress from Tier 2 and 3 in elementary, the number of students that can learn in Tier 1 and not require Tier 2 or 3? FastBridge as a universal screener was noted. The idea to reconsider reporting the data in a slightly different way if that data is available.
- Reading coaches constantly examine the data to see what individual students need.
- Is FastBridge screener effective for multilingual learners (ML)? Believe assessments on the market are not designed for ML. Noted the District committee on MTSS for ML students and working with an expert on how to use the FastBridge data and compare ML students to their true peers. Also, how to use the ACCESS data and pair this with the FastBridge data to make informed decisions about ML learners.
- Is the 30% number (students scoring below the 30th percentile being considered for intervention) too low? Research indicates, and FastBridge drives us to 30%.
- Student writing - what is the balance of writing electronically vs. by hand/handwriting? Seeing a good balance of this. The importance of students learning to type in responses (required by IAR) and handwriting written responses (doing this multiple times a week).
- Corrective/academic reading at the middle school level is in lieu of an elective.
- Elementary level - Differentiated Instruction (DI) block - frequency of evaluation to determine if students are ready to move (every 3-6 weeks); when a move occurs, parent(s) are notified.
- FastBridge is a universal screener. When a red flag is raised during the screening, other diagnostic assessments are used to pinpoint areas where students need further support.

- Novel lists: At the elementary level, utilize the materials/novels in Bookworms; at the MS level, MyPerspectives has passages and themes. The approved lists will be evaluated and reviewed. It is noted that there are unit guides for Bookworms on the D200 website. It is recommended that this information be pushed out to families.
- Assessments regarding dyslexia - The district has diagnostic assessments and FastBridge. Severe dyslexia and interventions - do have a small percentage of students considered Tier 3. For those students, Reading Mastery or Wilson interventions are used. Building staff are trained to utilize that resource if a necessary intervention is identified.
- There are challenges moving forward with Wilson at the middle school level. Teams are evaluating this in terms of training for staff, staffing levels, etc. The 6-12 intervention committee is having conversations on this.
- State testing and computers - the paper/pencil test option is only for students who need that accommodation.
- Middle School interventions - Corrective Reading is considered a highly effective intervention, like Wilson. The team decided on the intervention that would work best at the MS level. Corrective Reading vs. Wilson interventions.
- The comfort level of elementary classroom teachers with Bookworms—now vs. when we started. While it is always challenging to introduce something new, teachers now see the value in this, and cohesiveness at the grade levels was noted.
- The importance of reading for success in math. There is a lot of language in math; noted the complex word problems on the IAR state test. Part of the reason teachers are where they are now is because of the coaching resources the Board provides (both math and reading).
- If we had a financial windfall, would more coaches result in material improvements? As you move from Tier 1 general support, the focus needs to be on targeted areas of need. In addition to coaches, there are other layers of support.
- Meeting every single student where they are, and then moving them forward.
- Appreciate the science of dyslexia; strengthening parts of the brain so students are not severely impacted.
- Thank you to the elementary administrators who have partnered with coaches.
- The SEL framework and the area focused on mindset related to this topic.

## **PUBLIC COMMENTS – Agenda Items & Non-Agenda Items**

None

## **ADJOURNMENT**

### **MOTION**

There being no further business to come before the Board in Open Session, Member Paulsen moved, Member Rutledge seconded to adjourn the meeting. Upon a voice call being taken, all were in favor. **The motion carried 5-0.**

The meeting adjourned at 8:52 PM.

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**Dave Long, Secretary**

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**Rob Hanlon, President**