



Dr. Christopher J. Delgado
Superintendent

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Vice President
Zach T. Rich
Secretary
Terri A. Weems
Treasurer
Mable S. Fox
Trustee
Angie F. Smith
Trustee
Donald Walker, Jr.
Trustee

**REGULAR MEETING
OF THE BOARD OF EDUCATION
Maxfield Education Center
32789 W. Ten Mile Rd.
Farmington, MI 48336
Tuesday, February 6, 2024
6:00 PM**

AGENDA

- I. **CALL TO ORDER**
 - A. Roll Call
 - B. Pledge of Allegiance
- II. **RECOGNITIONS**
 - A. Gear Box Girls - STEAM
- III. **RECESS**
- IV. **ITEMS FROM THE PRESIDENT**
 - A. Approval of the Agenda
 - B. Announcements
- V. **ITEMS FROM THE SECRETARY**
 - A. Correspondence
- VI. **LEGISLATIVE UPDATE**
- VII. **DISTRICT UPDATES**
 - A. Superintendent's District Update
 - B. Strategic Plan Committee (Collaborative Professional Development for Equity & Innovation) - Update #1
- VIII. **PUBLIC COMMENTS**
- IX. **ACTION ITEMS**
 - A. K-5 Literacy Adoption (Reading and Writing)
 - B. STEAM Academy Fire Alarm - BP#12
 - C. Central Office Renovation - BP#13
 - D. FHS Canopy - BP#11
 - E. 2023-24 First Budget Amendment
 - F. Review of Recommended Policy Updates (November 2023) from Miller Johnson (Policy Service Provider) - Second Reading
 - G. MASB Board of Directors Election - Region 8
- X. **CONSENT AGENDA**

- A. Approval of Minutes
 - 1. January 20, 2024 Board Retreat
 - 2. January 23, 2024 Regular Meeting
- B. Head Start Director's Monthly Report
- C. Personnel Items
- XI. **REPORTS FROM BOARD REPRESENTATIVES**
- XII. **ADJOURNMENT**

***PUBLIC COMMENTS** are intended to provide individuals an opportunity to address the Board of Education. In the interest of fairness, the Board requests each speaker to limit his or her comments to three (3) minutes.

ANY PERSON with a disability who needs accommodation for participation in this meeting should contact the Superintendent's office at 248-489-3338 at least three (3) business days in advance of the meeting to request assistance.

ALL MEETINGS, with the exception of closed sessions, are open to the public. Regular Board of Education meetings and most pre-meetings of the Board of Education are [live-streamed on the District's YouTube Channel](#).

The official minutes of the Board of Education are stored and available for inspection in the Lewis Schulman Administration Building of the Farmington Public School District.

February 6, 2024

Regular Meeting of the Board of Education

V. ITEMS FROM THE SECRETARY

The Board has received communications regarding One School Many Cultures (a Lanigan event), voting day, school closures, equity, and how to use the Head Start locator.

The Board acknowledges communications and responds when appropriate. A list of correspondents can be found in the Board packet, accessible on the Farmington Public Schools' website.

February 6, 2024

Regular Meeting of the Board of Education

V. ITEMS FROM THE SECRETARY

A. Correspondence.

Date	From	Topic
1/22/2024	T. Corbitt	One School Many Cultures
1/22/2024	R. Cox	Voting Day
1/23/2024	M. Siegrist	School Closings
1/23/2024	C. Delgado	RE: Voting Day
1/23/2024	R. Cox	RE: RE: Voting Day
1/23/2024	C. Delgado	RE: RE: RE: Voting Day
1/23/2024	R. Cox	RE: RE: RE: RE: Voting Day
1/23/2024	T. Morris-Street	The Dangerous Decision to Keep Schools Open on February 27, 2024
1/25/2024	B. Lubaway	Is this what Equity looks like?
1/30/2024	Head Start	How to Use the Head Start Locator

February 6, 2024

Regular Meeting of the Board of Education

VII. DISTRICT UPDATES

A. SUPERINTENDENT'S DISTRICT UPDATE.

Presenter: Chris Delgado, Superintendent

B. STRATEGIC PLAN COMMITTEE (COLLABORATIVE PROFESSIONAL DEVELOPMENT FOR EQUITY & INNOVATION) - UPDATE #1

Presenters: Kelly Coffin, Assistant Superintendent, Innovation and Strategic Initiatives; Co-Leaders: Rosheen Hunter, Marlee Belanger, Kristina Pittman and Co-Chair: Ben Smith

February 6, 2024

Regular Meeting of the Board of Education

IX. ACTION ITEMS

A. K-5 LITERACY ADOPTION (READING AND WRITING).

Presenter: Margaret Hendrickson, Director, Curriculum, Instruction and Assessment

This item was presented in detail at the January 23, 2024 Board of Education regular meeting.

MOTION: I move that the Board of Education approve the adoption of the Wit & Wisdom curriculum, as presented. **ROLL CALL VOTE**

B. STEAM ACADEMY FIRE ALARM - BP#12.

Presenter: Jon Barth, Director, Facilities Management and Transportation

This item was presented in detail at the January 23, 2024 Board of Education regular meeting.

MOTION: I move that the Board of Education approve the bid award for the Farmington STEAM Academy Fire Alarm System Update, as outlined in the January 23, 2024 letters from Plante Moran Realpoint and McCarthy & Smith, to Advance Contracting and Electrical Services, Inc. in the amount of \$307,132.00 (including construction contingency); funds to come from the Capital Projects (Building and Site 2020) fund. **ROLL CALL VOTE**

C. CENTRAL OFFICE RENOVATION - BP#13.

Presenter: Jon Barth, Director, Facilities Management and Transportation

This item was presented in detail at the January 23, 2024 Board of Education regular meeting.

MOTION: I move that the Board of Education approve the recommendation to move forward with the Central Office renovation to a District storage facility, as presented. **ROLL CALL VOTE**

D. FHS CANOPY - BP#11.

Presenter: Jon Barth, Director, Facilities Management and Transportation

This item was presented at the January 23, 2024 Board of Education regular meeting.

MOTION: I move that the Board of Education approve the bid award for the Farmington High School canopy exterior steel work, as outlined in the February 6, 2024 letters from Plante Moran Realpoint and McCarthy & Smith, to Zak Welding & Custom Work, LLC in the amount of \$61,800.00; funds to come from the previously

approved construction contingency for Bid Pack #11, approved by the Board on November 21, 2023. **ROLL CALL VOTE**

E. 2023-24 FIRST BUDGET AMENDMENT.

Presenter: Jennifer Kaminski, Assistant Superintendent, Business Services

This item was presented in detail at the January 23, 2024 Board of Education regular meeting.

MOTION: I move that the Board of Education approve the Revised General Appropriations Resolution (2023/2024 First Budget Amendment) as presented at the January 23, 2024, regular meeting, and waive the reading of the resolution. **ROLL CALL VOTE**

F. APPROVAL OF RECOMMENDED POLICY UPDATES (NOVEMBER 2023) FROM MILLER JOHNSON (POLICY SERVICE PROVIDER) - SECOND READING.

Presenter: Donald Walker Jr., Chair, Policy/Board Governance Committee

This item was presented for the First Reading at the January 23, 2024 Board of Education regular meeting.

MOTION: I move that the Board of Education adopt the Policy/Board Governance Committee's recommendations, as noted in the comments section of Miller Johnson's Policy Manual Update, November 20, 2023, as presented, for the following policies:

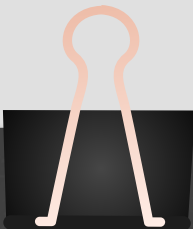
1. 1001 Organization and Functioning of the Board	6. 4005 Other Matters of Employment
2. 2003 Education Records	7. 6006 Tobacco-Free Environment
3. 2005 Communication	8. 8001 Acceptable Use
4. 4003 Conditions of Employment	9. 8002 Americans with Disabilities Act (ADA) Section 504 of the Rehabilitation Act of 1973 (Section 504)
5. 4004 Evaluations, Discipline and Discharge, Resignations	

ROLL CALL VOTE

G. MASB BOARD OF DIRECTORS ELECTION - REGION 8.

Presenter: Cheryl Blau, Board President

MOTION: I move that the Board of Education cast its ballot for (***Birgit McQuiston, Melandie Hines, or Evelyn Pridemore***) for the MASB Board of Directors – Region 8 election and authorize the superintendent's office executive assistant to submit the ballot.



K-5 ELA (Reading & Writing) PROGRAM ADOPTION PROPOSAL

Kathy Olenczuk
K-5 Literacy Coordinator



PROPOSAL

Adoption of the **Wit & Wisdom** curriculum to provide a framework for addressing the systematic instruction of the Michigan K–5 Reading, Writing and Language standards.

Documents to Review

- [Wit & Wisdom Overview Document*](#)
- [Curriculum Evaluation Tool](#)
- [Sample Module – Grade 1*](#)
- [Sample Module – Grade 5*](#)
- [Annotated Lesson Plan – Grade 3*](#)
- [Photos from Preview Cycles](#)
- [Materials Quote – Year 1*](#)



Rationale

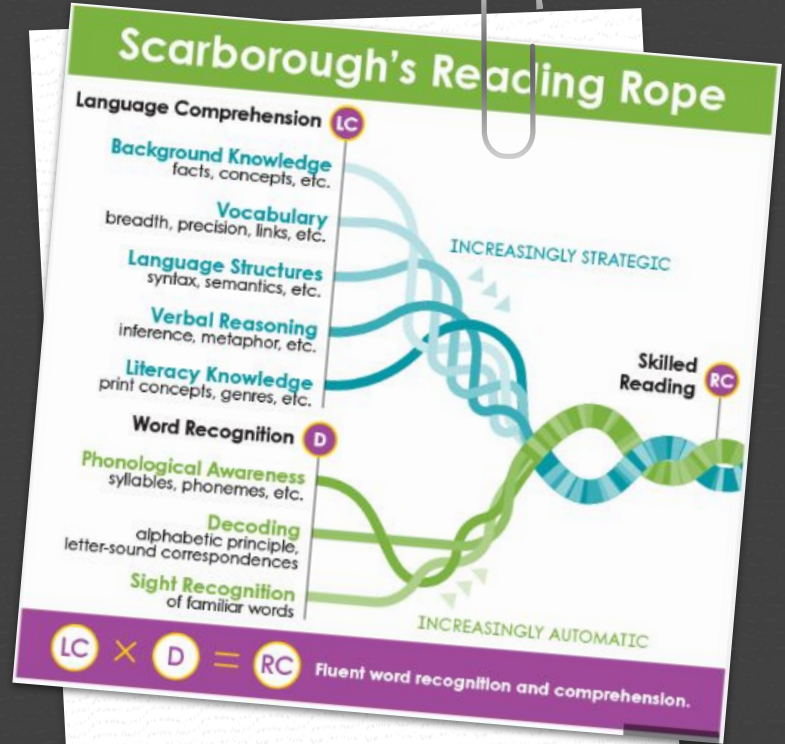
- FPS K-5 Literacy Data
- Alignment with the Essential Literacy Practices for K-5 & Best Practice in the "Science of Reading"



What are FOUNDATIONAL SKILLS?

Foundational Skills include:

- Basic Print Concepts – understanding how print works
- Phonological Awareness – words are made up of individual sounds and sound parts
- Phonics – knowledge of letter-sound relationships in written language
- Fluency – Application of above skills automatically and fluently in and out of context.



We Previewed
Two High-Quality Resources
(both receiving high scores from EdReports)

Wit & Wisdom



EL Education



PREVIEW CYCLES

- 20+ K-5 Teachers
- Training Provided
- Module 1 Implementation
- Full Day Debrief
- Informal Previewing Opportunities for ALL Staff

**WIT &
WISDOM**



Farlington
PUBLIC SCHOOLS



SHOUT OUT to the Teachers!

FOREST



Tiphany Vietor
Kindergarten



Stacey Mollison
First Grade



Tiffany Lee
Fifth Grade

HILLSIDE



Beth Tandeski
First Grade



Chelsey Chambers
Fifth Grade

FSA



Rebecca Kunselman
Second Grade

WOOD CREEK



Sunny Abbo
Second Grade



Melissa Cole
Fourth Grade

BEECHVIEW



Abby Denomy
Third Grade



Courtney Stewart
Fourth Grade

LANIGAN



Angelina Lowe
Second Grade



Merari Gardner
Fifth Grade

GILL



Jordan Inwald
Early Five Kinders



Renee Decator
Third Grade

KENBROOK



Kelly Newell
Fifth Grade



Katelyn Riley
Kindergarten

LONGACRE



Tracey Vlahos
Second Grade



Doreen Swift
Fifth Grade



SHOUT OUT to the Teachers!

KENBROOK



Dave Hebert
Fifth Grade



Megan Matura
Fifth Grade



Vilma Mendoza
Second Grade



Jill Chafetz
Second Grade



Kim Zell
Second Grade



Katie Tomasaitis
Second Grade



Jen Dixon
Kindergarten



Hannah Vickory
Kindergarten



Heather Harrington
Second Grade



Jen Nottenkamper
Second Grade



Lauren Zaitouna
Fourth Grade

LONGACRE



Colleen Brinker
Fifth Grade

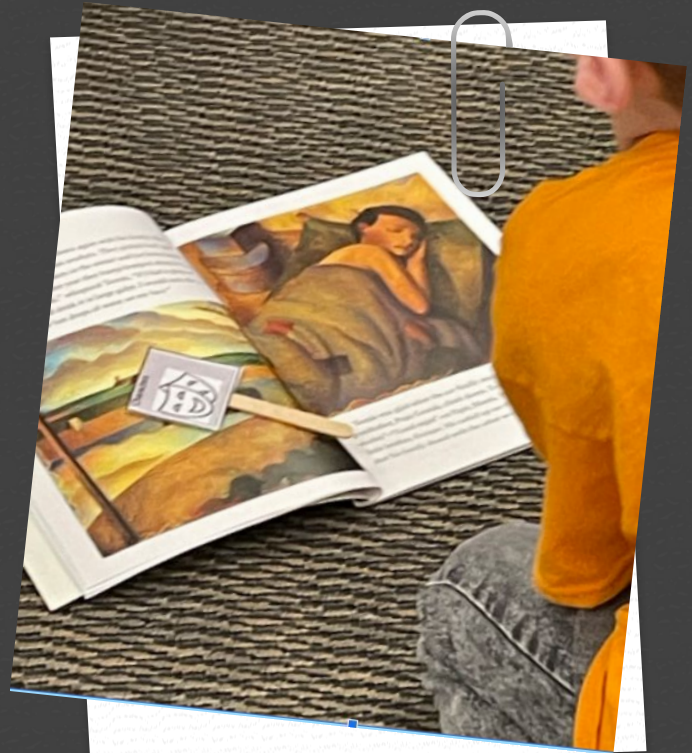
BEECHVIEW



Misuk Drews
Third Grade

WIT & WISDOM *Highlights*

1. Integrated not Isolated
2. Builds Knowledge While Developing Skills
3. High Quality; Diversified Text Sets
4. Equitable Access to Grade Level Text for ALL Students

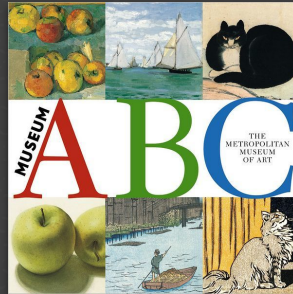
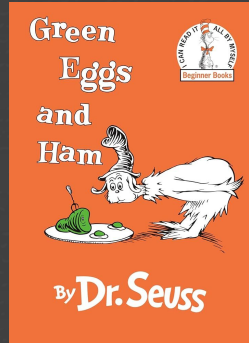
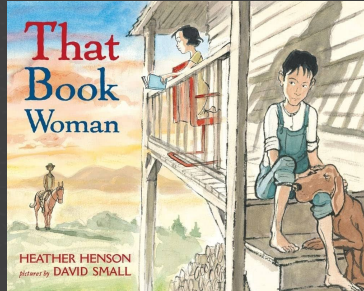
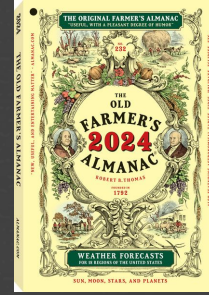
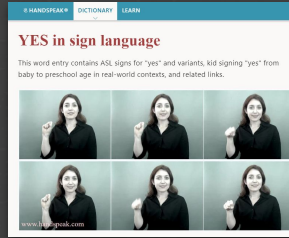
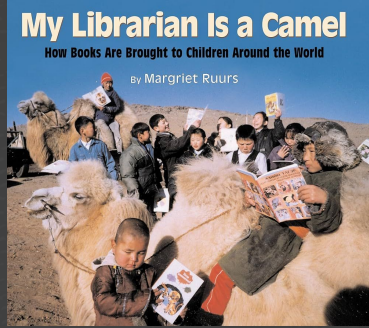
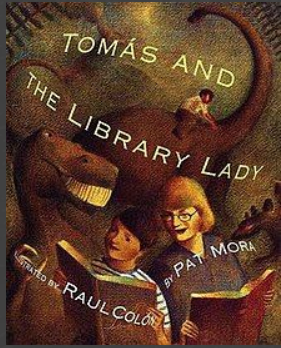


Wit & Wisdom Topics by Grade

	Module 1	Module 2	Module 3	Module 4
K	The Five Senses How do our senses help us learn? Informative Writing	Once Upon a Farm What makes a good story? Narrative Writing	America, Then and Now How has life in America changed over time? Informative Writing–Research	The Continents What makes the world fascinating? Opinion Writing
1	A World of Books How do books change lives around the world? Narrative Writing	Creature Features What can we discover about animals' unique features? Informative Writing–Research	Powerful Forces How do people respond to the powerful force of the wind? Narrative Writing	Cinderella Stories Why do people around the world admire Cinderella? Opinion Writing
2	A Season of Change How does change impact people and nature? Informative Writing	The American West What was life like in the West for early Americans? Informative Writing	Civil Rights Heroes How can people respond to injustice? Narrative Writing	Good Eating How does food nourish us? Opinion Writing–Research
3	The Sea Why do people explore the sea? Informative Writing	Outer Space How do people learn about space? Opinion Writing	A New Home How do stories help us understand immigrants' experiences? Narrative Writing	Artists Make Art What is an artist? Informative Writing–Research
4	A Great Heart What does it mean to have a great heart, literally and figuratively? Informative Writing	Extreme Settings How does a challenging setting or physical environment change a person? Narrative Writing	The Redcoats Are Coming! Why is it important to understand all sides of a story? Opinion Writing, Research	Myth Making What can we learn from myths and stories? Informative Writing
5	Cultures in Conflict How do cultural beliefs and values guide people? Informative Writing	Word Play How and why do writers play with words? Narrative Writing	A War Between Us How did the Civil War impact people? Opinion Writing	Breaking Barriers How can sports influence individuals and societies? Informative Writing–Research

Grade 1 – Module 1

How do books change lives around the world?



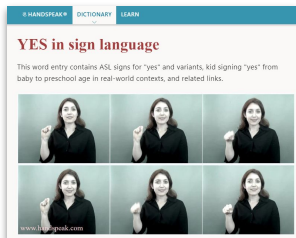
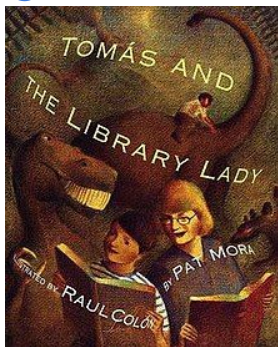
Grade 1; Module 1 – Essential Question:

How do books change lives around the world?

FOCUSING QUESTIONS	CONTENT QUESTIONS	CRAFT QUESTIONS
How do library books change life for Tomas? How does the Biblioburro change life for Ana? How do people around the world get books? How does the packhorse librarian change life for Cal? How can books change my life? How do books change lives around the world?	WONDER-ORGANIZE-REVEAL-KNOW-DISTILL • What do I notice and wonder about each text? • What's happening in each text? • Deeper exploration of the following text elements: ◦ the main characters ◦ pictures and captions ◦ quotations ◦ character feelings ◦ which character is speaking • How does each text build knowledge of how books change lives? • How do books build my own knowledge? • What is the central message of the text?	EXAMINE-EXPERIMENT-EXECUTE-EXCEL • Using sentence frames in speaking & writing • Using complete sentences in speaking & writing • Using proper nouns • Responding to what others say • Retelling events in sequence • Fluent Reading • Recognizing informal language • Using adjectives • Why is responding to what others say important? • Why is retelling events in sequence important? • Story elements in narrative text

FOCUSING QUESTION 1

How do library books change life for Tomas?



CONTENT QUESTIONS Comprehension & Reading

WONDER

- What do I notice and wonder about Tomas and the Library Lady?

ORGANIZE

- What's happening in Tomas and the Library Lady?

REVEAL

- What does a deeper exploration of the main character reveal in Tomas and the Library Lady?

KNOW

- How does Tomas and the Library Lady build our knowledge of how books change lives?

CRAFT QUESTIONS Writing

EXAMINE

- Why is it important to use sentence frames in speaking and writing?

EXPERIMENT

- How does using sentence frames in speaking and writing work?

EXECUTE

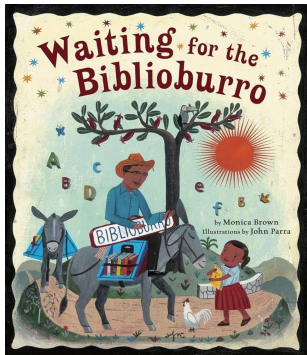
- How do I use sentence frames in speaking and writing?

EXCEL

- How do I improve my writing using sentence frames?

FOCUSING QUESTION 2

How does the Biblioburro change life for Ana?



CNN Heroes: Teaching kids to read from the back of a burro

CONTENT QUESTIONS

WONDER

- What do I notice and wonder about Waiting for the Biblioburro?

ORGANIZE

- What is happening in Waiting for the Biblioburro?

REVEAL

- What does a deeper exploration of the **main character** reveal in Waiting for the Biblioburro?

KNOW

- How does Waiting for the Biblioburro build my knowledge?

CRAFT QUESTIONS

EXPERIMENT

- How does **reading fluently** work?

EXAMINE

- Why is **writing complete sentences** important?

EXPERIMENT & EXECUTE

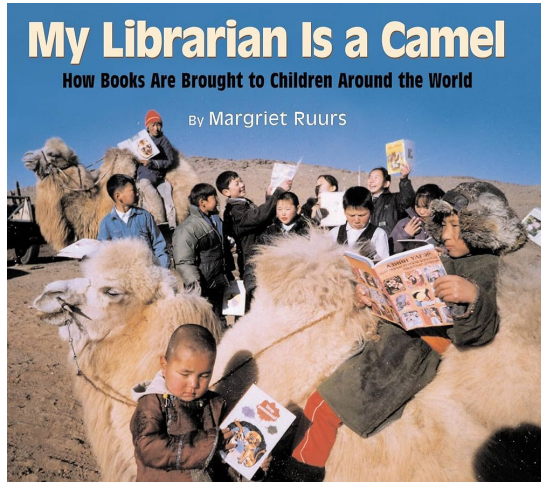
- How does writing complete sentences work?

EXCEL

- How do I improve my writing by using complete sentences?

FOCUSING QUESTION 3

How do people around
the world get books?



CONTENT QUESTIONS

WONDER

- What do I notice and wonder about My Librarian is a Camel?

ORGANIZE

- What is happening in My Librarian is a Camel?

REVEAL

- What does a deeper exploration of **captions and pictures** reveal in My Librarian is a Camel?

REVEAL

- What does a deeper exploration of **quotations** reveal in My Librarian is a Camel?

CRAFT QUESTIONS

EXAMINE

- Why are **proper nouns** important?

EXPERIMENT

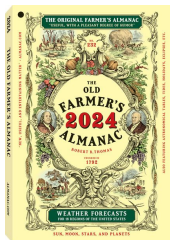
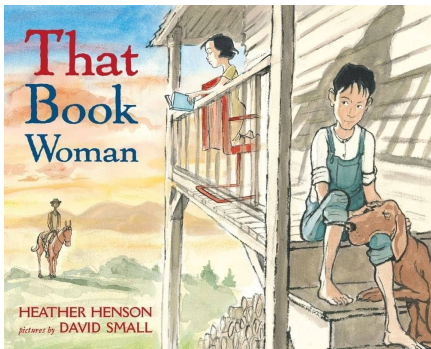
- How do proper nouns work?

EXECUTE & EXCEL

- How do I use proper nouns in my writing?

FOCUSING QUESTION 4

How does the packhorse librarian change life for Cal?



CONTENT QUESTIONS

WONDER

- What do I notice about That book Woman?

ORGANIZE

- What's happening in That Book Woman?

REVEAL

- What does a deeper exploration of the **main character's feelings** reveal in That Book Woman?

KNOW

- How does That Book Woman build our knowledge of how books can change lives?

CRAFT QUESTIONS

EXAMINE

- Why is **responding to what others say** important?

EXPERIMENT

- How does responding to what others say work?

EXAMINE

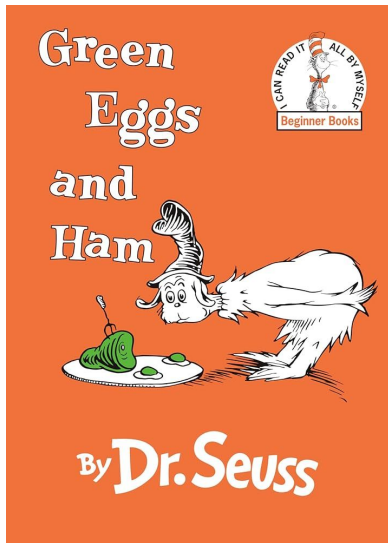
- What is **informal language**?

EXECUTE

- How do I use **adjectives** in my writing?
- How do I improve using adjectives in my writing?

FOCUSING QUESTION 5

How can books change
my life?



CONTENT QUESTIONS

WONDER

- What do I notice and wonder about Green Eggs and Ham?

ORGANIZE

- What is happening in Green Eggs and Ham?

REVEAL

- What does a deeper exploration of **which character is speaking** reveal in Green Eggs and Ham?

DISTILL

- What is the **central message** of Green Eggs and Ham?

KNOW

- How can books build my knowledge?

CRAFT QUESTIONS

EXAMINE

- Why is **retelling events in sequence** important?

EXPERIMENT

- How does sequencing events work?

EXECUTE

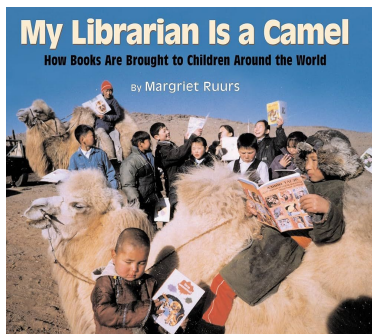
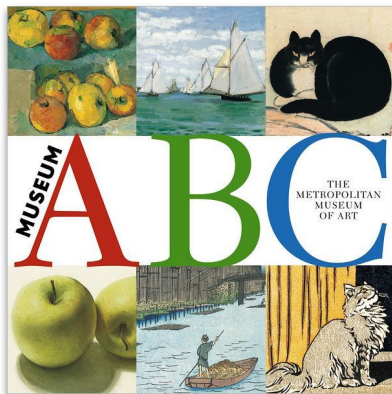
- How do I sequence events in writing?

EXCEL

- How do I improve sequencing events in my writing?

FOCUSING QUESTION 6

How do books change lives around the world?



CONTENT QUESTIONS

DISTILL

- What is important about Museum ABC?

KNOW

- How does My Librarian is a Camel build my knowledge?

KNOW

- How do all the Module 1 texts build our knowledge of how books can change lives around the world?

CRAFT QUESTIONS

EXAMINE & EXPERIMENT

- Why is using **story elements** to write a narrative important?

EXECUTE

- How do I use story elements in a narrative?

EXCEL

- How can I **respond to what others are saying** in a Socratic Seminar?



Teacher Testimonials...

Angelina Lowe
Merari Gardner



NEXT STEPS



PURCHASE MATERIALS

Materials will be purchased this year and distributed to teachers prior to summer break.



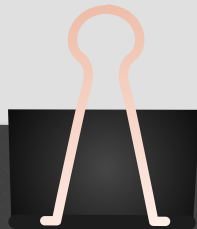
PROFESSIONAL LEARNING

A comprehensive professional learning plan will be part of the implementation process and will include initial and ongoing training & coaching for teachers, coaches and administrators.



IMPLEMENTATION

Implementation will begin in the Fall of 2024.



THANK YOU!

#FPSSUCCESS!

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Farmington
PUBLIC SCHOOLS



**WIT &
WISDOM[®]**



GREAT MINDS

A background image showing a young boy on the left and a young girl on the right, both looking towards the center. Between them is a wooden shelf filled with various children's books. Visible titles include 'ZATHURA', 'COMING TO AMERICA', 'Moon Rope', and 'Un lazo a la luna'.

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13	Curriculum Reviewer Guide
33	Customer Testimonial
36	Geodes: A New Approach to Early Literacy

More Meaningful English

From Great Minds®, the nonprofit that created *Eureka Math*, is an K–8 English curriculum that brings the rich content everyone loves into your classroom. *Wit & Wisdom®* helps you meet the expectations of the new standards while celebrating the world of knowledge with your students.

Books not Basals

With *Wit & Wisdom*, every text a student touches is authentic and of the highest quality. Students use these texts at every turn—to learn, and eventually master, essential reading, writing, speaking, listening, grammar, and vocabulary skills. Instead of basals, students read books they love to build knowledge of important topics and master literacy skills. All students read and discuss grade-level texts, with suggestions for support included at key moments throughout each lesson.

Builds Knowledge

Every module in each grade is focused on a topic that is essential for building background knowledge, vocabulary, and more. Whether students are learning about the four seasons, the American Revolution, or space exploration, they are exposed to works of literature, informational texts, and art of the highest quality. Essential topics strategically reoccur, empowering students understanding to deepen understanding of knowledge across Grades K–8.

Integrated not Isolated

Student practice of reading, writing, speaking, listening, and language based in the text. All strand of the standards is integrated throughout each module, using the following strategies:

- **Instructional routines** that empower students to tackle complex texts with increasing independence within and across grades.
- **Text-dependent questions** that guide students to deep understanding and establish a basis for use of evidence in oral and written communication.
- **Explicit writing instruction** that empower students to write essays, narratives, arguments, and informational pieces.
- **Text-based vocabulary** that provides the basis for morphology and word work.
- **Formative assessments** that inform teachers and students on progress toward knowledge and skill mastery.

Complete Solution

Student and teacher resources are offered in print and digital formats including, student workbooks, teacher editions, featured texts, professional development, and parent resources.

Learn more at WitWisdom.org.

“The texts are absolutely fabulous, almost as if they were taken from a bibliography of what the most educated parents read to their children.”

David Liben

MATERIALS

Teacher Edition: Digital or print; includes Module Overviews, daily lessons, Volume of Reading lists, text complexity measures, rubrics, and sample student responses

Student Edition: Print only; includes student-facing graphic organizers, supplementary texts, and evidence guides

Assessment Pack: Print or downloadable from the digital Teacher Edition; includes student-facing assessment materials

Texts: Core texts and e-books essential to student work; supplementary texts

Parent Tip Sheets: Accessible in Student Edition and online; includes information on each module to support family engagement

PACING

Module 0: An introduction to *Wit & Wisdom* (six 50-minute lessons); one per grade band, K–2, 3–5, and 6–8

Modules 1–4: Four complete modules, or units of study, per academic year for Grades K–8

- 30–38 lessons per module
- One 90-minute lesson per day
 - 75-minute core lesson
 - 15-minute Deep Dive focused on vocabulary or style and conventions

LEARNING DESIGN

- Each module focuses on a topic that builds students’ knowledge of the world and ideas.
- A compelling, transferable **Essential Question** guides students’ learning in the module.
- A series of **Focusing Questions** direct learning for each arc of lessons and build sequential knowledge to answer the Essential Question in the End-of Module (EOM) Task.
- Students
 - build **content knowledge** through reading rich and diverse grade-level texts.
 - learn to convey information and express ideas through explicit instruction in the **craft** of writing, speaking, or presenting.
 - use journals to record and reflect on learning: **Response Journal** (Grades K–8), **Vocabulary Journal** (Grades 1–8), and **Knowledge Journal** (whole-class journal in Grade K and Grade 1).
 - complete the EOM Task to demonstrate their understanding of the module’s content and the Essential Question and their ability to use craft skills taught in the module.

ASSESSMENTS

Standards Trackers (Grades K–1)

Checklists to monitor progress on reading standards

Question Sets (Grades 2–8)

Multiple-choice and selected-response items for each module

End-of-Module Task

(1 per module)

Focusing Question Tasks

(3–6 per module)

New-Read Assessments

(2–3 per module)

Socratic Seminars

(2+ per module)

Vocabulary Assessments

(2 per module)

Checks for Understanding

(1+ per lesson)

RESOURCES FOR PROFESSIONAL LEARNING

The **Implementation Guide** contains detailed information about each aspect of *Wit & Wisdom*.

Moving Forward with *Wit & Wisdom* offers a menu of professional learning activities.

A sequence of **in-person Professional Development** sessions supports educators’ development at different phases of implementation. See offerings at greatminds.org/english/pd.



CORE LESSON STRUCTURE

Lessons have a consistent structure to support student learning.

- 1. Welcome:** Students independently engage in a task to prepare for the lesson's learning.
- 2. Launch:** The teacher introduces the lesson's Content Framing Question and Learning Goals.
- 3. Learn:** With varied instructional routines and tasks, teachers support students in productive struggle to develop knowledge and skills to answer the Content Framing Question.
- 4. Land:** Students reflect on their learning and answer a form of the Content Framing Question.
- 5. Wrap:** The teacher directs closing activities and assigns homework. Homework often includes a fluency assignment, in which students practice reading a key text passage at home.

The **Prepare** section previews lesson learning and connects it with broader module goals. The **Analyze** section offers guidance on evaluating student success and determining next steps. Throughout, lessons also provide Teacher Notes and ideas for scaffolds, extensions, alternate activities, and differentiation.

READING

Wit & Wisdom equips students with a transferable process to closely read complex texts: the five **Content Stages** and related **Content Framing Questions**.

- **Wonder:** *What do I notice and wonder about this text?* Students first read (or listen to) a text with curiosity and attention and ask key questions about what they read.
- **Organize:** *What is happening in this text?* Students read to understand a text on a literal level.
- **Reveal:** *What does a deeper exploration of [text-specific element] reveal about the text?* Students delve deeper to explore a text-specific element, such as figurative language or text structure.
- **Distill:** *What is the essential meaning of this text?* Students synthesize their understanding of a text's elements to discern a profound, transferable central idea.
- **Know:** *How does this text build my knowledge of [module topic or related subtopic]?* Students synthesize the knowledge acquired through study of a text.

WRITING

Wit & Wisdom equips students with a transferable process to communicate ideas in writing or speaking: the four **Craft Stages** and related **Craft Questions**.

- **Examine:** *Why is [specific skill] important?* Students analyze an exemplar of a writing or speaking skill to recognize criteria for quality communication.
- **Experiment:** *How does [specific skill] work?* Students practice and hone the target writing or speaking skill in a scaffolded task.
- **Execute:** *How do I use [specific skill] in [specific task]?* Students employ the skill in their own text-based writing or speaking.
- **Excel:** *How do I improve my use of [specific skill]?* Students revise and revisit their speaking or writing, cultivating mastery of the target skill.

Writing instruction includes studying of exemplars and using of models for writing types with mnemonics to help students organize their writing.



SPEAKING AND LISTENING

- The Craft Stages frame speaking and listening instruction.
- Students apply speaking and listening skills in Socratic Seminars—structured, text-based, academic conversations organized around a rigorous question that provokes new thinking.

FLUENCY

- Explicit fluency instruction and meaningful fluency practice occur across modules from Grades K through 8.
- In Grades 1–8, students practice fluency through homework passages taken from module texts to build fluency skills and deepen comprehension of those texts.

VISUAL ART

- Students apply the five Content Stages to guide their inquiry and analysis of visual art.
- Students engage with significant works of art, including paintings, illustrations, prints, sculptures, architecture, and photographs.

LANGUAGE

- In daily 15-minute Deep Dives, students focus on vocabulary or style and conventions skills connected to the core lesson.
- Vocabulary and language skill instruction is also integrated into core lessons.

EDUCATOR RESOURCES & SUPPORT

TEACHER RESOURCE PACK witeng.link/resource_pack	This resource pack includes the Implementation Guide, Parent Tip Sheets, and Module 0 for each grade band (K–2, 3–5, 6–8).
WEBINAR LIBRARY witeng.link/webinar-library	Explore a collection of on-demand webinars showcasing innovative K–8 English language arts practices central to <i>Wit & Wisdom</i> .
ONLINE COMMUNITIES witeng.link/communities	Teachers are invited to join our online communities on social media (Facebook, Twitter, and Pinterest) to connect with other educators, exchange resources, discuss implementation best practices, and interact with curriculum writers.
WIT & WISDOM BLOG witeng.link/blog	Get a glimpse inside the <i>Wit & Wisdom</i> classroom and learn implementation best practices directly from the writers of curriculum.
ART OF WIT & WISDOM witeng.link/art	Help students engage in a careful analysis of art. This resource includes “The Art of <i>Wit & Wisdom</i> ” slide show and sample visual art lessons.
LIVE WEBINARS witeng.link/witintro	Join this free webinar session to learn more about what sets <i>Wit & Wisdom</i> apart from other ELA curricula, as well as what <i>Wit & Wisdom</i> resources are available to help you and your students get the most out of the curriculum.
PARENT TIP SHEETS witeng.link/wwtips	Use <i>Wit & Wisdom</i> Tip Sheets to engage parents and caregivers in content and knowledge-rich conversations at home. This resource includes an overview of module content, a list of all texts, a list of additional books to read at home, sample questions and activities that extend thinking and learning.

PROFESSIONAL DEVELOPMENT

OVERVIEW witeng.link/PD	Preview our range of Professional Development offerings (in-person and self-study). Our PD is designed to equip instructional leaders with the tools they need to support both new and continuing use of <i>Wit & Wisdom</i> .
PD SEQUENCE witeng.link/pd-sequence	Check out the sequence of <i>Wit & Wisdom</i> PD, crafted to support and sustain successful implementation of the curriculum.
IMPLEMENTATION SUCCESS witeng.link/implementation	“Moving Forward with <i>Wit & Wisdom</i> ” is an on-demand, self-directed digital professional development resource that helps educators foster successful implementation.

GRADE	MODULE 1	MODULE 2	MODULE 3	MODULE 4
K	The Five Senses	Once Upon a Farm	America, Then and Now	The Continents
1	A World of Books	Creature Features	Powerful Forces	Cinderella Stories
2	A Season of Change	The American West	Civil Rights Heroes	Good Eating
3	The Sea	Outer Space	A New Home	Artists Make Art
4	A Great Heart	Extreme Settings	The Redcoats Are Coming!	Myth Making
5	Cultures in Conflict	Word Play	A War Between Us	Breaking Barriers
6	Resilience in the Great Depression	A Hero's Journey	Narrating the Unknown	Courage in Crisis
7	Identity in the Middle Ages	Americans All	Language and Power	Fever
8	The Poetics and Power of Storytelling	The Great War	What Is Love?	Teens as Change Agents

Each module builds students' knowledge on the topic by immersing students deeply in carefully sequenced texts that span content areas including science, history, visual art, literature, poetry, and music.

Language Arts
 History
 Science
 Geography

GRADE	MODULE 1	MODULE 2	MODULE 3	MODULE 4
K	The Five Senses Informative Writing	Once Upon a Farm Narrative Writing	America, Then and Now Informative Writing (Research)	The Continents Opinion Writing
1	A World of Books Narrative Writing	Creature Features Informative Writing (Research)	Powerful Forces Narrative Writing	Cinderella Stories Opinion Writing
2	A Season of Change Informative Writing	The American West Informative Writing	Civil Rights Heroes Narrative Writing	Good Eating Opinion Writing (Research)
3	The Sea Informative Writing	Outer Space Opinion Writing	A New Home Narrative Writing	Artists Make Art Informative Writing (Research)
4	A Great Heart Informative Writing	Extreme Settings Narrative Writing	The Redcoats Are Coming! Opinion Writing (Research)	Myth Making Informative Writing
5	Cultures in Conflict Informative Writing	Word Play Narrative Writing	A War Between Us Opinion Writing	Breaking Barriers Informative Writing (Research)
6	Resilience in the Great Depression Informative Writing	A Hero's Journey Narrative Writing	Narrating the Unknown Argument Writing	Courage in Crisis Informative Writing (Research)
7	Identity in the Middle Ages Narrative Writing	Americans All Informative Writing	Language and Power Argument Writing	Fever Informative Writing (Research)
8	The Poetics and Power of Storytelling Narrative Writing	The Great War Informative Writing	What Is Love? Argument Writing	Teens as Change Agents Informative Writing (Research)

INSTRUCTIONAL ROUTINES

The routines in *Wit & Wisdom* require students to activate different ways of thinking in order to process a text, thereby building content knowledge, deepening understanding, and developing literacy skills. Instructional routines increase student engagement and provide practices to make students' thinking and learning visible. The following table outlines the purpose, grouping, and instructions for the routines that occur frequently in *Wit & Wisdom*.

Proven Instructional Routines	Description	Corresponding Research
Chalk Talk	A Chalk Talk is a silent conversation that helps students organize their thinking and fosters universal participation. It can serve as pre-work for Socratic Seminars.	https://www.sadlier.com/school/core-literacy/chalk-talk-thinking-routine-a-professional-development-series
Choral Reading	A Choral Reading is performed in unison as one voice. Students should “read as gazelles not elephants”, being sure to hear the person beside them interpret the text with feeling and phrasing.	http://www.readwritethink.org/professional-development/strategy-guides/choral-reading-30704.html
Echo Reading	Use an Echo Reading during an early read to support students in being able to read challenging words and phrasing.	Adler, Mortimer Jerome. <i>How to Speak, How to Listen</i> . Simon & Schuster, 1997.
Fishbowl	Use a Fishbowl to model or experiment with behaviors such as asking thoughtful questions, listening attentively, and sharing ideas.	http://www.readwritethink.org/classroom-resources/lesson-plans/give-them-hand-promoting-1078.html
Graffiti Wall	A Graffiti Wall can serve as a place to feature and explore concepts of a module, significant quotes, literary features, etc. It meets needs of visual learners and promotes collective learning/understanding through collaborative work on a task (e.g. answering a question, summarizing a text).	http://www.readwritethink.org/classroom-resources/lesson-plans/graffiti-wall-discussing-responding-208.html

INSTRUCTIONAL ROUTINES

Proven Instructional Routines	Description	Corresponding Research
Partner Reading	Partner Reading is a cooperative activity that encourages peer to-peer learning. It is a routine for fluency practice only when students have previously read the text.	http://www.readwritethink.org/professional-development/strategy-guides/using-paired-reading-increase-30952.html
Reader's Theater	In a Readers' Theatre activity, students practice fluency as they read from scripts, adding their own dramatic elements, such as expression and gestures, to their performances. Many scripts can be found online or in resource books. However, students may also develop their own scripts by adapting familiar texts.	http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html
See-Think-Wonder	See-Think-Wonder encourages students to think carefully about a new text and stimulates their curiosity. It can focus students' exploration of a new module topic or text.	Beers, G. Kylene, and Robert E. Probst. Notice & Note: Strategies for Close Reading. Heinemann, 2013. http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html
Think-Pair-Share	During a Think-Pair-Share, students reflect on a question/prompt, discuss their reflections with a partner, and then participate in a whole-class share-out.	http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html
Word Wall	A Word Wall supports students in tracking, using, and deepening understanding of vocabulary.	Beck, Isabel L., et al. Bringing Words to Life: Robust Vocabulary Instruction. 2nd ed, Guilford, 2013.

Additional Instructional Routines

Anchor Chart	Shared or Collaborative Writing
Boxes and Buttons	Sky Writing
Categorization	Story Stones
Gallery Walk	Tableau
Give One-Get One-Move ON	T-Chart
Grammar Safari	Value-Line Up
Graphic Organizer	Whip Around
Jigsaw	Wonder Chart
Link Up	Praise, Question, Suggestion
Literary Dominoes	Question Corners
Mix and Mingle	Quick Write
Quiz-Quiz-Trade	Outside-In

Wit & Wisdom[®] is a comprehensive K–8 ELA curriculum that helps all learners, including English learners, celebrate the joy of reading and writing while empowering them to read complex texts.

SUPPORTING ENGLISH LEARNERS:

1. **Deliberate sequencing.** Texts and activities are purposefully sequenced to build students' (1) knowledge of module topics in literature, science, history/social studies, and the arts and (2) skills with reading, writing, listening, speaking, and viewing.
2. **Predictable structures.** The recurring Content Stages (that scaffold close reading) and Craft Stages (that scaffold the writing process) help students develop transferable habits of mind.
3. **Focus on vocabulary and syntax.** In the 15-minute Deep Dives that follow each core lesson, students study vocabulary and grammar in the context of the module texts.
4. **Content in multiple forms.** Students explore print, visuals (art, photographs, maps, videos, and more), and audio to access module concepts and information.
5. **Ongoing, sequential, explicit writing instruction.** Students learn to write and write to learn every day in *Wit & Wisdom*.
6. **Authentic opportunities for collaboration.** *Wit & Wisdom* includes daily opportunities for collaboration and explicitly teaches speaking and listening skills.
7. **Varied instructional routines and approaches.** Teachers use varied instructional routines, such as visual graphic organizers or collaborative Think–Pair–Share activities or creative Readers' Theater performances, to support students' content and skill building.
8. **Scaffolds, extensions, and suggestions for differentiation.** Lessons include frequent suggestions for scaffolding, extending, and differentiating instruction.
9. **Help for students to organize their thinking.** Individual consumable Student Editions and journals are set up for written responses and reflection.
10. **Student choice.** Students choose topics, processes, and products in the core lessons, and the Volume of Reading text lists offer options of additional texts at varied reading levels for students to continue to explore topics of interest.

To download *Wit & Wisdom* sample lessons and implement best practices for English learners, visit greatminds.org/english.

THE ART OF *WIT & WISDOM*



Nighthawks, 1942
Edward Hopper, American, 1882–1967
Oil on canvas, The Art Institute of Chicago

BUILDING LITERACY THROUGH ART INQUIRY

THE ART OF *WIT & WISDOM*

The Power of Visual Art Instruction

Just as great literature provides rich content for inquiry and analysis, fine art offers powerful opportunities to cultivate literacy skills and build content knowledge.

Students who analyze fine art can hone their observing, writing, speaking, and listening skills—all without the hurdle of decoding written text.

Through repeated exposure and rigorous questioning, students deepen their knowledge while making connections to written text and other works of art.

WIT & WISDOM®

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Five Content Framing Questions

To help students approach and engage with new and challenging texts, including fine art, educators can use this flexible but predictable set of Content Framing Questions to structure inquiry.

Wonder

What do you notice and wonder about this work of art?

Organize

What is happening in this work of art?

Reveal

What does a deeper exploration of [specific element] reveal about this work of art?

Distill

What is the essential meaning of this work of art?

Know

How does this work of art build my knowledge of [specific topic]?

and art to build students' knowledge of topics in literature, history, science, and the arts.

Wit & Wisdom® is a K–8 English language arts curriculum created by Great Minds®—the creator of engageNY/*Eureka Math*™. The curriculum draws on the highest quality works of fiction, nonfiction,

Learn more ways to integrate art into your ELA classroom by exploring the Great Minds free resource *The Art of Wit & Wisdom*.





Introducing Great Minds *Affirm*

Introducing *Affirm*®, the *Eureka Math*® and *Wit & Wisdom*® digital assessment and practice tool, powered by Great Minds®. *Affirm* allows educators to seamlessly incorporate digital assessments into Great Minds curricula.

Affirm helps *Eureka Math* and *Wit & Wisdom* educators better meet the needs of their students, with instant scoring and reporting to help track student progress over time. The tool also provides students with extra practice and preparation for standardized assessments.

Product Overview

With *Affirm*, educators will have access to the following content and features:

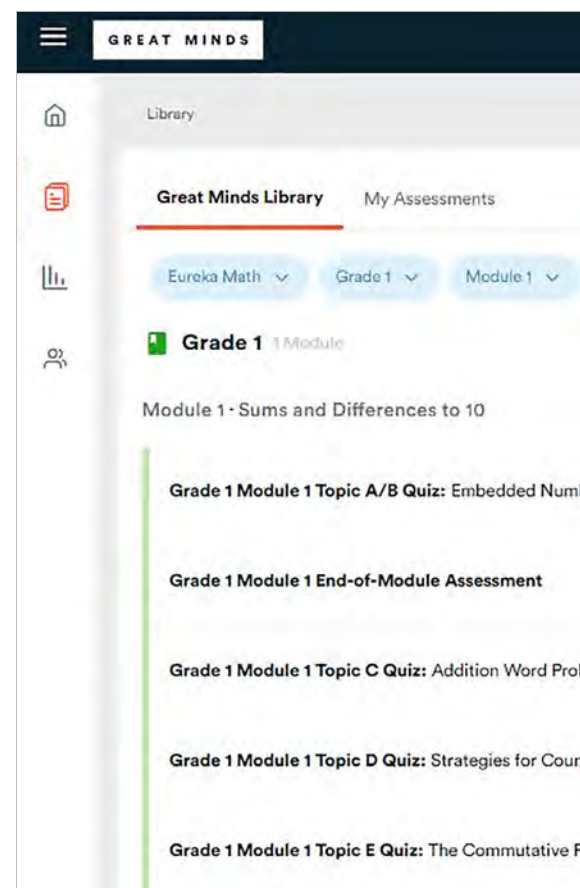
Eureka Math

- *Affirm* has more than 450 assessments for Grade 1 through Precalculus.
- Topic quizzes, Mid-Module, and End-of-Module Assessments are fully aligned with the *Eureka Math* assessments. Assessments are different from those in the print edition of the curriculum.
- Items cover Depth of Knowledge levels 1–3.
- 80 percent of items are auto scored.
- Teachers can customize existing assessments and build new ones by using the *Eureka Math* Item Bank.

Wit & Wisdom

- *Affirm* has more than 250 assessments for Grades 2 through 8.
- Multiple choice item sets are based on texts and content from *Wit & Wisdom* modules. Assessments are also available in PDF at greatminds.org.
- 100 percent of items are auto scored.

Affirm instantly generates reports for all assessments at the item, student, and class levels.



Learn More

To learn more about *Affirm*, Great Minds' digital assessment and practice tool, contact your account solutions manager or visit greatminds.org/digital-assessment.

***Wit & Wisdom*® Grades K–5 Reviewer Guide**

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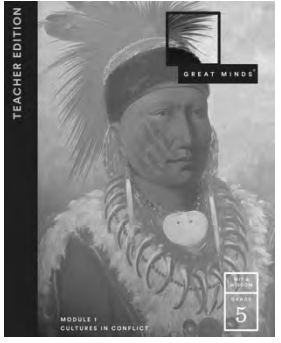
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Criteria of Effective English Language Arts Programs <i>Wit & Wisdom</i> ® Grades K–5: Alignment at a Glance	Meets Criteria	
	Yes	No
1. Knowledge Texts and tasks build students’ knowledge systematically and coherently.	✓	
2. Texts a. Texts are of grade-appropriate complexity . b. Students engage regularly with varied text genres . c. Students engage regularly with texts that are authentic and exemplify quality . d. Students engage regularly with texts that represent diverse and multicultural perspectives .	✓	
3. Reading Curricular materials align with the college- and career-readiness expectation for close and repeated reading .	✓	
4. Writing a. Curricular materials align with the college- and career-readiness focus on informative/explanatory, opinion/argument, and narrative writing . b. Curricular materials align with the college- and career-readiness focus on writing craft, organization, and structure . c. Curricular materials align with the college- and career-readiness shift to writing to sources/using evidence .	✓	
5. Inquiry Curricular materials align with the college- and career-readiness focus on research and inquiry-based learning .	✓	
6. Speaking and Listening a. Curricular materials align with the college- and career-readiness shift to evidence-based discussions . b. Curricular materials align with the college- and career-readiness focus on ongoing opportunities for collaboration, speaking, and listening .	✓	
7. Vocabulary Curricular materials align with the college- and career-readiness shift to explicit vocabulary instruction in content and academic vocabulary.	✓	
8. Style and Conventions Curricular materials align with the college- and career-readiness focus on integrated and coherent language instruction .	✓	
9. Reading Foundations a. Curricular materials systematically build early readers’ skills in print concepts, phonemic awareness, and phonics and word recognition (K–5) . b. Curricular materials provide instruction and practice to build students’ reading fluency .	✓	✓

Criteria of Effective English Language Arts Programs <i>Wit & Wisdom</i> ® Grades K–5: Alignment at a Glance	Meets Criteria	
	Yes	No
10. Visual Art Curricular materials include visual texts .	✓	
11. Standards Alignment and Integration a. Curricular materials align with college- and career-readiness standards. b. Curricular materials integrate English language arts standards strands.	✓	
12. Differentiation a. Curricular materials promote equity . b. Curricular materials provide scaffolds and instructional supports for striving readers—those performing below grade level and English learners. c. Curricular materials provide opportunities for extension to meet the needs of all students, including above-grade-level advanced learners.	✓	
13. Assessment Curricular materials include frequent and varied assessments that provide information to guide teachers and students.	✓	
14. Organization and Usability a. Curricular content provides instruction for a full academic year . b. Curriculum is purposefully sequenced and designed for ease of use .	✓	

Criteria of Effective ELA Programs	Meets Criteria		Evidence from <i>Wit & Wisdom</i>
1. Knowledge	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples
Texts and tasks build students' knowledge systematically and coherently.	✓		We know that the more a student knows, the more that student can learn; a strong foundation of knowledge advantages students in terms of their literacy skills, vocabulary, and ability to learn from text. For these reasons, important topics and knowledge-building texts are the heart of <i>Wit & Wisdom</i>® instruction. Each grade of <i>Wit & Wisdom</i> includes four modules that together form a year of instruction. Each module focuses on an important topic. Students learn, develop, practice, and master literacy skills in the context of this topic. As the module titles below attest, <i>Wit & Wisdom</i> topics come from literature, history/social studies, science, and the arts. Examples <i>Wit & Wisdom</i> builds knowledge as shown in these examples:  Grade K Module 3: <i>America, Then and Now</i> Essential Question: How has life in America changed over time? Through literature and informational texts, poetry, songs, videos, photographs, and paintings, students investigate the nature of change in America—including Benjamin Franklin's inventions and influence—and learn about how America has changed over time.  Grade 5 Module 1: <i>Cultures in Conflict</i> Essential Question: How do cultural beliefs and values guide people? Students explore the development of cultural values in context of one of America's most tumultuous and heartbreaking eras. They examine a novel (<i>Thunder Rolling in the Mountains</i>), speeches, maps, photographs, film clips, informational texts, Nez Perce stories, and a painting of Chief Joseph, a Nez Perce leader. Through the study of these complex texts, students build knowledge of westward expansion, Nez Perce culture, and the conflict between the Nez Perce and the U.S. government.

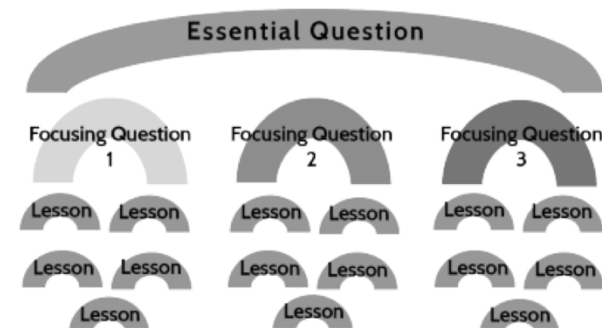
			Wit & Wisdom module topics from Grades K–5 include the following: <table><tr><td>Grade K Module 1: <i>The Five Senses</i></td><td>Grade 3 Module 1: <i>The Sea</i></td></tr><tr><td>Grade K Module 2: <i>Once Upon a Farm</i></td><td>Grade 3 Module 2: <i>Outer Space</i></td></tr><tr><td>Grade K Module 3: <i>America, Then and Now</i></td><td>Grade 3 Module 3: <i>A New Home</i></td></tr><tr><td>Grade K Module 4: <i>The Continents</i></td><td>Grade 3 Module 4: <i>Artists Make Art</i></td></tr><tr><td>Grade 1 Module 1: <i>A World of Books</i></td><td>Grade 4 Module 1: <i>A Great Heart</i></td></tr><tr><td>Grade 1 Module 2: <i>Creature Features</i></td><td>Grade 4 Module 2: <i>Extreme Settings</i></td></tr><tr><td>Grade 1 Module 3: <i>Powerful Forces</i></td><td>Grade 4 Module 3: <i>The Redcoats Are Coming!</i></td></tr><tr><td>Grade 1 Module 4: <i>Cinderella Stories</i></td><td>Grade 4 Module 4: <i>Myth Making</i></td></tr><tr><td>Grade 2 Module 1: <i>A Season of Change</i></td><td>Grade 5 Module 1: <i>Cultures in Conflict</i></td></tr><tr><td>Grade 2 Module 2: <i>The American West</i></td><td>Grade 5 Module 2: <i>Word Play</i></td></tr><tr><td>Grade 2 Module 3: <i>Civil Rights Heroes</i></td><td>Grade 5 Module 3: <i>A War Between Us</i></td></tr><tr><td>Grade 2 Module 4: <i>Good Eating</i></td><td>Grade 5 Module 4: <i>Breaking Barriers</i></td></tr></table> For More Detail Read each module’s Module Summary (in the Module Overview). In <i>Wit & Wisdom</i> digital, navigate to your module of choice. From the left side navigation bar, select Module Overview. Select Module Summary from the dropdown menu or use the search tool at the top left to search for <i>Module Summary</i>. <i>Wit & Wisdom</i> also provides Volume of Reading lists that recommend texts at varied levels, so students of all abilities can expand their knowledge of each module topic. The Volume of Reading list is Appendix D in each module. The Volume of Reading Reflection Questions appear in the print Student Edition and as a link in the introductory text to the Volume of Reading List in the digital Teacher Edition.	Grade K Module 1: <i>The Five Senses</i>	Grade 3 Module 1: <i>The Sea</i>	Grade K Module 2: <i>Once Upon a Farm</i>	Grade 3 Module 2: <i>Outer Space</i>	Grade K Module 3: <i>America, Then and Now</i>	Grade 3 Module 3: <i>A New Home</i>	Grade K Module 4: <i>The Continents</i>	Grade 3 Module 4: <i>Artists Make Art</i>	Grade 1 Module 1: <i>A World of Books</i>	Grade 4 Module 1: <i>A Great Heart</i>	Grade 1 Module 2: <i>Creature Features</i>	Grade 4 Module 2: <i>Extreme Settings</i>	Grade 1 Module 3: <i>Powerful Forces</i>	Grade 4 Module 3: <i>The Redcoats Are Coming!</i>	Grade 1 Module 4: <i>Cinderella Stories</i>	Grade 4 Module 4: <i>Myth Making</i>	Grade 2 Module 1: <i>A Season of Change</i>	Grade 5 Module 1: <i>Cultures in Conflict</i>	Grade 2 Module 2: <i>The American West</i>	Grade 5 Module 2: <i>Word Play</i>	Grade 2 Module 3: <i>Civil Rights Heroes</i>	Grade 5 Module 3: <i>A War Between Us</i>	Grade 2 Module 4: <i>Good Eating</i>	Grade 5 Module 4: <i>Breaking Barriers</i>
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2. Texts	Yes	No	Wit & Wisdom Alignment and Program Examples																								
a. Texts are of grade-appropriate complexity .	✓		<i>Wit & Wisdom</i> texts exemplify the appropriate grade-level complexity outlined by college- and career-readiness standards. Students engage in productive struggle with complex texts, which prepares them for future reading demands across content areas and grades. <i>Wit & Wisdom</i> teacher–writers assessed all core texts for their quantitative and qualitative complexity, evaluating elements of meaning and purpose, structure, language, and knowledge demands. Teacher–writers chose texts both to meet qualitative guidelines for grade-appropriate complexity and to fall within recommended quantitative Lexile® ranges for each grade band. For More Detail See Appendix A in each module for a quantitative measure and qualitative analysis of each core text.																								
b. Students engage regularly with varied text genres .	✓		<i>Wit & Wisdom</i> texts include a variety and balance of text types as required by college- and career-readiness standards, including wide-ranging genres and a balance of literary and informational types. Texts include novels, stories, poems, myths, science fiction, historical fiction, literary nonfiction, informational texts, visual art, videos, audio, and multimedia. Every grade includes varied print and digital texts that cover topics from literature, history/social studies, science, and the arts.																								

		Examples For example, in their study of the continents in Module 4, Grade K students listen to literary and informational texts and study maps, paintings, photographs, websites, songs, and videos. (See the Grade K Module 4 Texts list in the Module Overview.) In their study of the Nez Perce in Grade 5 Module 1, students read a work of historical fiction, a speech, informational accounts, and traditional stories. They view film clips, paintings, and photographs. See the Grade 5 Module 1 Texts list in the Module Overview. For More Detail For a list of each module’s texts, see Texts in the Module Overview at the beginning of each module. In <i>Wit & Wisdom</i> digital, select Texts under the Module Overview or search for <i>Core Texts</i> to access the lists.																								
c. Students engage regularly with texts that are authentic and exemplify quality .	✓	The core texts in <i>Wit & Wisdom</i> are authentic, previously published texts worthy of close reading and study. Each text is an exceptional example of author’s craft, rich vocabulary, unique and engaging syntax, and important knowledge-building content. <i>Wit & Wisdom</i> includes award-winning texts, recognized by such awards and honors as the Caldecott Medal, ALA Notable Book, Newbery Medal, National Book Award, along with many others. Examples <i>Wit & Wisdom</i> texts in Grades K–5 include works written by these esteemed authors: <table border="0"> <tbody> <tr> <td>Aliki</td><td>Ezra Jack Keats</td><td>Patricia Polacco</td></tr> <tr> <td>Margaret Wise Brown</td><td>Leo Lionni</td><td>Pam Muñoz Ryan</td></tr> <tr> <td>Sharon Creech</td><td>Arnold Lobel</td><td>Cynthia Rylant</td></tr> <tr> <td>Rita Dove</td><td>Bill Martin Jr.</td><td>Carl Sandburg</td></tr> <tr> <td>Matt de la Peña</td><td>A. A. Milne</td><td>Allen Say</td></tr> <tr> <td>Tomie dePaola</td><td>Gary Paulsen</td><td>Dr. Seuss</td></tr> <tr> <td>Robert Frost</td><td>Andrea Davis Pinkney</td><td>William Steig</td></tr> <tr> <td>Jean Craighead George</td><td>Jerry Pinkney</td><td>Chris Van Allsburg</td></tr> </tbody> </table>	Aliki	Ezra Jack Keats	Patricia Polacco	Margaret Wise Brown	Leo Lionni	Pam Muñoz Ryan	Sharon Creech	Arnold Lobel	Cynthia Rylant	Rita Dove	Bill Martin Jr.	Carl Sandburg	Matt de la Peña	A. A. Milne	Allen Say	Tomie dePaola	Gary Paulsen	Dr. Seuss	Robert Frost	Andrea Davis Pinkney	William Steig	Jean Craighead George	Jerry Pinkney	Chris Van Allsburg
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d. Students engage regularly with texts that represent diverse and multicultural perspectives .	✓	<i>Wit & Wisdom</i> includes texts that represent people of varied ethnic groups, genders, ages, abilities, cultures, and religions. The curriculum represents the diverse nature of society, now and throughout history, including the everyday stories of different people from the United States and around the world. <i>Wit & Wisdom</i> teacher–writers created <i>Wit & Wisdom</i> with the goal of presenting texts that serve as mirrors and windows; students see themselves reflected in the program’s texts, content, and ideas (mirrors) and gain insight into the experiences of others (windows). Examples Examples of Grades K–5 texts that represent diverse and multicultural perspectives include the following: Grade K Module 4: <i>The Continents</i> ▪ <i>The Story of Ferdinand</i>, Munro Leaf ▪ <i>Why Mosquitoes Buzz in People’s Ears: A West African Tale</i>, Verna Aardema																								

			Grade 1 Module 4: <i>Cinderella Stories</i> ▪ <i>Adelita</i>, Tomie dePaola ▪ <i>Cendrillon: A Caribbean Cinderella</i>, Robert D. San Souci ▪ <i>Glass Slipper, Gold Sandal: A Worldwide Cinderella</i>, Paul Fleischman ▪ <i>The Korean Cinderella</i>, Shirley Climo Grade 2 Module 3: <i>Civil Rights Heroes</i> ▪ <i>I Have a Dream</i>, Dr. Martin Luther King, Jr. ▪ <i>Ruby Bridges Goes to School: My True Story</i>, Ruby Bridges ▪ <i>Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>, Duncan Tonatiuh Grade 3 Module 3: <i>A New Home</i> ▪ <i>Coming to America: The Story of Immigration</i>, Betsy Maestro ▪ <i>Grandfather's Journey</i>, Allen Say ▪ <i>Family Pictures</i>, Carmen Lomas Garza ▪ <i>The Keeping Quilt</i>, Patricia Polacco Grade 4 Module 4: <i>Myth Making</i> ▪ <i>Pushing Up the Sky: Native American Plays for Children</i>, Joseph Bruchac ▪ <i>Understanding Greek Myths</i>, Natalie Hyde ▪ <i>Walk Two Moons</i>, Sharon Creech Grade 5 Module 1: <i>Cultures in Conflict</i> ▪ <i>Thunder Rolling in the Mountains</i>, Scott O'Dell and Elizabeth Hall ▪ "Lincoln Hall Speech," Chief Joseph ▪ "Coyote and the Monster Story" ▪ "How Beaver Stole Fire from the Pines"
3. Reading	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples
Curricular materials align with the college- and career-readiness expectation for close and repeated reading .	✓		<i>Wit & Wisdom</i> texts, because of their quality and craft, are worthy of rereading and close reading. To support all students in reading complex texts, <i>Wit & Wisdom</i> uses a stage-based theory of reading to scaffold students' deepening comprehension and provide a focus for each rereading. Each <i>Wit & Wisdom</i> lesson focuses on one of five Content Stages for reading. Together, the Content Stages, and their aligned Content Framing Questions, move students from a literal understanding to deep comprehension by following a predictable, transferable process of critical thinking and questioning. WONDER What do I notice and wonder about this text? ORGANIZE What is happening in this text? REVEAL What does a deeper exploration of [text-specific element] reveal in the text? DISTILL What is the essential meaning of this text? KNOW How does this text build my knowledge of [module topic or related subtopic]?

			The Content Stage reading process is a foundation of <i>Wit & Wisdom</i>, one that students apply to all types of text—including literary, informational, and visual texts. The Content Stages develop in students the repeatable habits of mind that experienced readers use across all content areas to understand challenging new texts. Examples For examples, see this progression of Content Stages from Grade K Module 1: Lesson 1—Wonder: What do I notice and wonder about <i>My Five Senses</i>? Lesson 2—Organize: What is happening in <i>My Five Senses</i>? Lesson 3—Reveal: What does a deeper exploration of words and pictures reveal in <i>My Five Senses</i>? Lesson 4—Distill: What is the essential meaning of <i>My Five Senses</i>? Lesson 5—Know: How does <i>My Five Senses</i> build my knowledge of the senses? For More Detail For the complete sequence of Content Stages and Content Framing Questions across all lessons in a module, see the Module Map (in the Module Overview). In <i>Wit & Wisdom</i> digital, select Module Map under the Module Overview or search for <i>Module Map</i>.																																			
4. Writing	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples																																			
a. Curricular materials align with the college- and career-readiness focus on informative/explanatory, opinion/argument, and narrative writing .	✓		<i>Wit & Wisdom</i> students write every day, learning to write and writing to learn. Writing tasks range from brief Quick Writes or Jot–Pair–Share responses to extended essays and research projects. Modules align with college- and career-readiness writing standards and teach the three writing types: informative/explanatory, opinion/argument, and narrative. Each module tailors writing instruction to one type of writing. At the module’s end, students respond to the End-of-Module Task by using that form of writing. At each grade level, one module also features an extended research project. <table><tr><th></th><th>Module 1</th><th>Module 2</th><th>Module 3</th><th>Module 4</th></tr><tr><td>K</td><td>Informative</td><td>Narrative</td><td>Informative (Research)</td><td>Opinion</td></tr><tr><td>1</td><td>Narrative</td><td>Informative (Research)</td><td>Narrative</td><td>Opinion</td></tr><tr><td>2</td><td>Informative</td><td>Informative</td><td>Narrative</td><td>Opinion (Research)</td></tr><tr><td>3</td><td>Informative</td><td>Opinion</td><td>Narrative</td><td>Informative (Research)</td></tr><tr><td>4</td><td>Informative</td><td>Narrative</td><td>Opinion (Research)</td><td>Informative</td></tr><tr><td>5</td><td>Informative</td><td>Narrative</td><td>Opinion</td><td>Informative (Research)</td></tr></table> Examples For examples of how <i>Wit & Wisdom</i> teaches narrative writing, see these Grade 2 Module 3 lessons: Lessons 9–10, 14, 15, 18—Students explore authors’ use of adjectives and adverbs to add detail. Lessons 14–18—Students build understanding and practice with first-person narrative. Lessons 19–23—Students learn the concept of an exploded moment as a narrative writing approach. Lessons 25–26—Students practice writing narrative endings. Lessons 30–33—Students craft an extended narrative response to the End-of-Module Task.		Module 1	Module 2	Module 3	Module 4	K	Informative	Narrative	Informative (Research)	Opinion	1	Narrative	Informative (Research)	Narrative	Opinion	2	Informative	Informative	Narrative	Opinion (Research)	3	Informative	Opinion	Narrative	Informative (Research)	4	Informative	Narrative	Opinion (Research)	Informative	5	Informative	Narrative	Opinion	Informative (Research)
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b. Curricular materials align with the college- and career-readiness focus on writing craft, organization, and structure.	✓	To meet rigorous writing standards, students must learn the underlying structures of the required types of writing. Students will not intuit these complex structures on their own: They need explicit writing instruction, which <i>Wit & Wisdom</i> provides through a repeated sequence of four Craft Stages. Just as the Content Stages unpack the complex, internal process of comprehension, the Craft Stages illuminate the writing process. Students examine an exemplar, then experiment with specific skills, and finally produce work demonstrating their mastery of the new form or skill. The four Craft Stages, and corresponding Craft Questions, drive the writing experience as students move through the writing process. EXAMINE Why is [specific skill] important? EXPERIMENT How does [specific skill] work? EXECUTE How do I use [specific skill] in [specific task]? EXCEL How do I improve my use of [specific skill]? In the Examine Stage, students examine a written exemplar, often a module text, to discern the form’s structure or learn a new skill. In the Experiment Stage, they practice the form or skill. In the Execute Stage, they draft a full piece of writing, using <i>Wit & Wisdom</i> writing models to guide organization and structure. Finally, in the Excel Stage, they edit and revise to improve their writing. Examples For examples of a writing Craft Stage progression, see these lessons in Grade 5 Module 1: Lesson 5—Examine: Why is a topic statement in an informative/explanatory paragraph important? Lesson 6—Experiment: How does a topic statement in an informative/explanatory paragraph work? Lesson 7—Execute: How do I use a topic statement in my informative/explanatory paragraph? Lesson 8—Excel: How can I strengthen my topic statement in my informative/explanatory paragraph? For More Detail For the complete sequence of Craft Stages in a module, see the module’s Module Map (in the Module Overview). In <i>Wit & Wisdom</i> digital, select Module Map under the Module Overview.
c. Curricular materials align with the college- and career-readiness shift to writing to sources/using evidence.	✓	To write effectively, students must learn the craft of writing and build their knowledge of content. <i>Wit & Wisdom</i>’s Content–Craft–Create framework reflects this approach. All <i>Wit & Wisdom</i> writing tasks require students to use evidence to write about module topics and texts. Students use evidence organizers to collect evidence from their reading to use in text-based writing tasks. CONTENT CRAFT CREATE Examples For one Craft Stage sequence focused on using evidence to support ideas in an opinion, see Grade 3 Module 2: Lesson 19—Examine: Why is it important to support an opinion with reasons? Lesson 20—Experiment: How do supporting reasons work in opinion writing? Lesson 21—Execute: How do I use supporting reasons in an opinion paragraph? Lesson 22—Excel: How do I improve supporting reasons in an opinion paragraph?

			For More Detail To see the prompts and Criteria for Success (and corresponding requirements for using textual evidence) for each formal module writing assessment, go to the Major Assessments section of the Module Overview in the front of each module. In <i>Wit & Wisdom</i> digital, search for <i>Major Assessments</i> to go straight to this section, and then use the links to each formal assessment.																																			
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Curricular materials align with the college- and career-readiness focus on research and inquiry-based learning .	✓		<i>Wit & Wisdom</i> ’s structure promotes intellectual curiosity and inquiry.																																			
			As shown in this graphic, each <i>Wit & Wisdom</i> module is organized by an Essential Question that guides students’ learning and focuses their inquiry. Each Essential Question is an open-ended question about the module’s topic that cannot ultimately be resolved with any single answer.																																			
																																						
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			Examples As the Essential Question guides learning across the module, the Focusing Questions guide learning within arcs of lessons. By seeking the answers to each Focusing Question, students build the knowledge and skills needed to answer the Essential Question, as with these questions from Grade 1 Module 2: Essential Question: What can we discover about animals’ unique features? Focusing Question 1: What lessons can we learn through stories about animals? Focusing Question 2: How did Jane Goodall make discoveries about animals? Focusing Question 3: How do sea horses use their unique features? Focusing Question 4: How do animals use the same feature in unique ways? Focusing Question 5: How do animals use their unique features in unexpected ways? Students’ research into the content needed to answer each Focusing Question prepares them to answer the Essential Question through their responses to the End-of-Module Task, the culminating performance that ends each module. For examples of the organizing structure of Focusing Questions that guides student inquiry across each module, see each module’s Module Map (in the Module Overview). In addition, at least one of the four modules in each grade includes an extended research project. In Grades K–5, these projects appear in the following modules: <table><tr><td>Grade K Module 3</td><td>Grade 3 Module 4</td></tr><tr><td>Grade 1 Module 2</td><td>Grade 4 Module 3</td></tr><tr><td>Grade 2 Module 4</td><td>Grade 5 Module 4</td></tr></table>	Grade K Module 3	Grade 3 Module 4	Grade 1 Module 2	Grade 4 Module 3	Grade 2 Module 4	Grade 5 Module 4
Grade K Module 3	Grade 3 Module 4								
Grade 1 Module 2	Grade 4 Module 3								
Grade 2 Module 4	Grade 5 Module 4								
6. Speaking and Listening	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples						
a. Curricular materials align with the college- and career-readiness shift to evidence-based discussions .	✓		Each module includes two or more Socratic Seminars: structured, student-led group discussions that center on a thought-provoking question related to the module’s content. Socratic Seminars give students a chance to apply speaking and listening skills to express and extend their content learning. Examples See these lessons for Socratic Seminars in Grades K–5 Module 1: <table><tr><td>GK M1 L16, L29</td><td>G3 M1 L8, L17, L23, L28</td></tr><tr><td>G1 M1 L21, L27, L32</td><td>G4 M1 L16, L26, L31</td></tr><tr><td>G2 M1 L9, L19</td><td>G5 M1 L12, L32</td></tr></table> For More Detail See the Major Assessments (in the Module Overview) in each module for a summary of each Socratic Seminar. Or in <i>Wit & Wisdom</i> digital, search the term <i>Socratic Seminar</i> to find examples in a module.	GK M1 L16, L29	G3 M1 L8, L17, L23, L28	G1 M1 L21, L27, L32	G4 M1 L16, L26, L31	G2 M1 L9, L19	G5 M1 L12, L32
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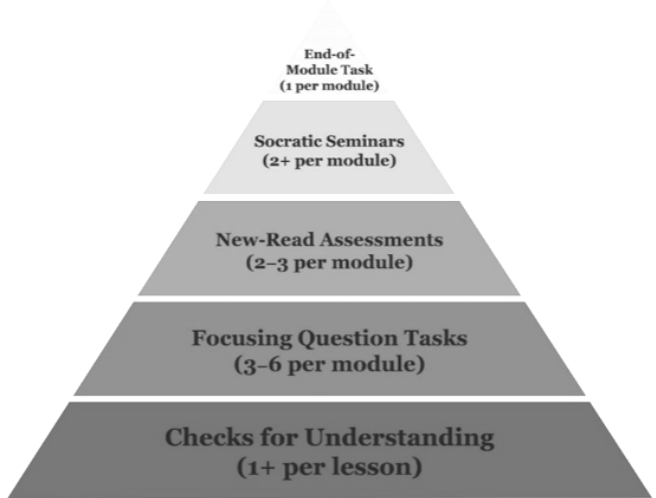
b. Curricular materials align with the college- and career-readiness focus on ongoing opportunities for collaboration, speaking, and listening.	✓		<i>Wit & Wisdom</i> gives students meaningful opportunities to speak, listen, and collaborate to meet learning goals: ▪ Grouping suggestions for each lesson activity recommend whether students should do the activity alone, in pairs, in small groups, or as a whole group. ▪ The Module Overview delineates speaking and listening goals, and lessons provide explicit instruction for attaining these goals. ▪ Recurring <i>Wit & Wisdom</i> instructional routines, such as Think–Pair–Share or Mix and Mingle, engage students in working together to deepen learning. Example For one example of speaking and listening instruction and practice in <i>Wit & Wisdom</i>, see Grade 1 Module 4 Lesson 22. Students review an Anchor Chart of speaking and listening skills. To reinforce the module speaking goal, “Speak to add relevant details,” pairs share what they notice and wonder about a new text. For More Detail For a complete list and description of <i>Wit & Wisdom</i>’s instructional routines, see the Implementation Guide (http://witeng.link/IG), pages 96–109. To find examples of collaborative instructional routines in the digital Teacher Edition, search for key words such as <i>Think–Pair–Share</i> or <i>Jigsaw</i>.
7. Vocabulary	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples
Curricular materials align with the college- and career-readiness shift to explicit vocabulary instruction in content and academic vocabulary.	✓		<i>Wit & Wisdom</i> teaches both academic and content-area vocabulary by using words from the module texts. Vocabulary Deep Dives (about 15 minilessons of 15 minutes each that appear at the end of lessons in each module) provide targeted instruction on vocabulary in the context of the lesson’s texts and ideas. Vocabulary instruction in <i>Wit & Wisdom</i> is designed to achieve three key outcomes: deeper comprehension of complex texts, increased knowledge of words (with a focus on academic, content-area, and text-critical vocabulary) and word parts, and an expanded ability to determine the meanings of unknown words. Examples For just a few of many program examples, see these Deep Dives in Grade 3 Module 4: Lesson 1 Deep Dive—Examine Content Vocabulary: <i>inspiration</i> Lesson 2 Deep Dive—Use a Dictionary Lesson 5 Deep Dive—Explore Academic Vocabulary: <i>revelation</i> For More Detail To see more Vocabulary Deep Dives, go to each module’s Module Map (in the Module Overview) for Deep Dive Learning Goals; each Deep Dive follows the corresponding core lesson. For a module vocabulary list, see Appendix B of each module.

8. Style and Conventions	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples
Curricular materials align with the college- and career-readiness focus on integrated and coherent language instruction .	✓		<i>Wit & Wisdom</i> teaches style and conventions (or grammar) skills explicitly, following a grade-level progression. All language instruction occurs in the context of the module's texts and topic and is integrated into reading and writing instead of being taught in isolation or as stand-alone drills. Style and Conventions Deep Dives (about 15 minilessons of 15 minutes each) provide targeted instruction on style and convention skills. With the same Craft Stages as in writing instruction, students learn how authors use language effectively and from those examples learn how to apply language skills in their own writing. Examples For just a few of many program examples, see these Deep Dives from Grade 3 Module 3: Lesson 8 Deep Dive—Examine Subject-Verb Agreement Lesson 10 Deep Dive—Execute Subject-Verb Agreement Lesson 14 Deep Dive—Excel with Subject-Verb Revision For More Detail For a list of target language standards in each module, see the Language subsection of the Focus Standards section in the Module Overview. To see more Style and Conventions Deep Dives, go to the Module Map (in the Module Overview) for Deep Dive Learning Goals; each Deep Dive follows the corresponding core lesson.
9. Reading Foundations	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples
a. Curricular materials systematically build early readers' skills in print concepts, phonemic awareness, and phonics and word recognition (K–5) .		✓	<i>Wit & Wisdom</i> does not teach reading foundational skills or standards. To meet these expectations, schools can adopt - Great Minds® <i>Wit & Wisdom</i> for core English language arts instruction across Grades K–8, - Great Minds <i>Geodes</i>™ to support small-group instruction in Grades K–2, and - a systematic, research-based phonics program, such as Wilson Language Training's Foundations®, for teaching foundational skills. About <i>Geodes</i>: Great Minds and Wilson Language Training collaborated to create a collection of accessible, knowledge-building books for emerging and developing readers. <i>Geodes</i> combine carefully selected words with highly engaging content to create an authentic reading experience, empowering students to apply decoding skills while building knowledge about important ideas. Grounded in the content of <i>Wit & Wisdom</i>, each module includes grade-appropriate books centered on an engaging subject.
b. Curricular materials provide instruction and practice to build students' reading fluency .	✓		<i>Wit & Wisdom</i> provides fluency instruction and practice. Because research shows that developing fluency can build students' comprehension, <i>Wit & Wisdom</i> continues its focus on fluency across all levels, Grades K–8. Each module includes fluency instruction, practice, and/or evaluation. Fluency homework uses passages from the module's texts so that students can build comprehension while improving fluency. Students engage in repeated readings of the passages, practicing for a listener at home. Students and their listeners evaluate the reading based on grade-level fluency criteria.

			Examples For some examples of fluency instruction in <i>Wit & Wisdom</i> , see Grade 1 Module 1 Lesson 7 or Grade 4 Module 1 Lesson 21. For examples of fluency homework and practice, see the Fluency Handouts in the print Student Edition or as digital PDFs in each module. (See the Materials section of each lesson’s Overview for links to lesson handouts.) For examples of fluency handouts/homework in Grades K–5 ▪ See G2 M1 L1 Handout 1A and Learn and Wrap sections of lesson. ▪ See G5 M1 L5 Handout 5C and Learn and Wrap sections of lesson.														
10. Visual Art	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples														
Curricular materials include visual texts .	✓		Each <i>Wit & Wisdom</i> module features one or more works of visual art, including works from diverse artists and periods and varied forms—paintings, photographs, collages, works of architecture, and sculptures. These works connect to the module topic and build students’ cultural knowledge and visual analysis skills. They also offer an entry point for English learners and other striving readers to explore module ideas, acquire knowledge, and engage in complex tasks. Examples These artists are among the many whose works are featured in <i>Wit & Wisdom</i>: <table><tr><td>Diego Rivera (GK M1)</td><td>Katsushika Hokusai (G3 M1)</td></tr><tr><td>Pablo Picasso (GK M1)</td><td>Charles Demuth (G3 M4)</td></tr><tr><td>Albrecht Dürer (G1 M2)</td><td>Jackson Pollock (G3 M4)</td></tr><tr><td>Henri Matisse (G1 M2)</td><td>Frank Lloyd Wright (G4 M2)</td></tr><tr><td>Maurice de Vlaminck (G2 M4)</td><td>Salvador Dalí (G5 M2)</td></tr><tr><td>Wayne Thiebaud (G2 M4)</td><td>René Magritte (G5 M2)</td></tr><tr><td>Mary Cassatt (G3 M1)</td><td></td></tr></table> For each module’s visual art texts, see the Texts section in the Module Overview at the beginning of each module.	Diego Rivera (GK M1)	Katsushika Hokusai (G3 M1)	Pablo Picasso (GK M1)	Charles Demuth (G3 M4)	Albrecht Dürer (G1 M2)	Jackson Pollock (G3 M4)	Henri Matisse (G1 M2)	Frank Lloyd Wright (G4 M2)	Maurice de Vlaminck (G2 M4)	Salvador Dalí (G5 M2)	Wayne Thiebaud (G2 M4)	René Magritte (G5 M2)	Mary Cassatt (G3 M1)	
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Wayne Thiebaud (G2 M4)	René Magritte (G5 M2)																
Mary Cassatt (G3 M1)																	
11. Standards Alignment and Integration	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples														
a. Curricular materials align with college- and career-readiness standards.	✓		<i>Wit & Wisdom</i> modules were designed to teach the module’s texts and topics while helping students meet expectations for learning defined by college- and career-readiness standards. <i>Wit & Wisdom</i> teacher–writers identified Focus Standards for each module based on the specific demands of the module’s topic and texts. <i>Wit & Wisdom</i> teaches standards in a clear progression, with each standard a focus of instruction and assessment in one or more modules. Each module has Focus, Supporting, and Continuing Standards. ▪ Focus Standards are explicitly taught in the module, practiced in multiple lessons, and assessed by one or more major module assessments. ▪ Supporting Standards are practiced in the module but not explicitly taught and assessed. ▪ Continuing Standards describe expectations that are foundational to all tasks and learning activities and thus are taught and practiced in all modules.														

		For More Detail Where can you see more details about <i>Wit & Wisdom</i>'s alignment with standards? ▪ To see detailed analyses of how each grade of <i>Wit & Wisdom</i> aligns with specific state standards, go to http://greatminds.org. From the Resources section, add the ELA Standards Alignment Studies to your dashboard. New states are continually being added. ▪ For a complete standards scope and sequence, see the Implementation Guide (http://witeng.link/IG), pages 77–87. ▪ For each grade-level module's standards list, see the Standards section (in the Module Overview). ▪ For lesson-level Learning Goals standards alignment, see the Module Map and each lesson's At a Glance section.
b. Curricular materials integrate English language arts standards strands.	✓	Instead of teaching strands of literacy in isolation, <i>Wit & Wisdom</i> integrates standards instruction in every lesson. Reading, writing, speaking, listening, and language instruction and practice are integrated, with every strand of the standards woven throughout each module to build content knowledge and skills. Each learning activity and assessment integrates multiple standards. When specific skills are the focus of a lesson, they are modeled, taught, or practiced in context of the texts and content students are learning; <i>Wit & Wisdom</i> does not teach skills in isolation. Examples For examples, see these <i>Wit & Wisdom</i> tasks that integrate reading, writing, speaking and listening, and language standards. ▪ Grade K Module 4 End-of-Module Task—After reading texts of different types to learn about brochures, students write an opinion piece for the End-of-Module Task, creating a travel brochure on one continent. They use the Opinion Sandwich writing model to structure their paragraphs and support their opinions with text details. In their writing they use proper sentence capitalization and punctuation. ▪ Grade 5 Module 1 End-of-Module Task—Students write an informative/explanatory essay in which they explain how Chief Joseph's speech conveys two important Nez Perce beliefs or values. They develop their ideas with specific evidence from the speech. They vary sentence styles, punctuate and capitalize titles correctly, and focus on transition to connect ideas within and between paragraphs. For More Detail See the Module Map and Major Assessments list (in the Module Overview) for standards alignment and integration in lesson instruction and formal assessments. Note how each lesson activity and each assessment incorporates standards from multiple strands—Reading: Literature; Reading: Informational Text; Writing; Speaking and Listening; and Language. 

12. Differentiation	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples
a. Curricular materials promote equity .	✓		<i>Wit & Wisdom</i> reflects the Great Minds belief that <i>all</i> children deserve rich, engaging learning opportunities. With <i>Wit & Wisdom</i>, all students, regardless of reading ability, encounter and engage with the same complex texts. Instead of providing lower-level texts and lower learning expectations for some students, lessons support students who read below grade level. By engaging all students in shared learning with the same rigorous texts, <i>Wit & Wisdom</i> promotes equity. The program supports all students with instruction in content and vocabulary. <i>Wit & Wisdom</i> promotes different paths to the same shared learning goals. School–home connections can also support equity. <i>Wit & Wisdom</i> provides Parent Tip Sheets to involve families in students’ learning. See the Parent Tip Sheets in the Student Edition (print) or as downloadable PDFs in the Teacher Resource Pack (digital).
b. Curricular materials provide scaffolds and instructional supports for striving readers—those performing below grade level and English learners.	✓		<i>Wit & Wisdom</i>’s learning design supports all students with deliberate sequencing, predictable structures, content in varied forms, scaffolds, a focus on vocabulary, and intentional instructional routines for learning. ▪ Text-dependent questions and Content Stages focus all students on key terms, phrases, and passages for rereading and repeated exploration to deepen comprehension. ▪ Varied texts, including visual, audio, and digital texts—as well as the program’s focus on visual arts—offer text entry points for all students to explore module content and ideas. ▪ Alternative Activity, Scaffold, Differentiation, and Extension ideas are provided in each lesson. ▪ Suggestions for Scaffolds, such as sentence frames for writing or speaking, are embedded at the point of use. ▪ Explicit vocabulary and grammar instruction, including a focus on morphology, provides all students with a shared foundation to support deeper learning. ▪ Instruction integrates spoken and written English instruction with content-area knowledge building in literature, history/social studies, science, and the arts. ▪ Ongoing, sequential, explicit writing instruction is based on text exemplars that model key elements of craft. ▪ Partner work and routines like Think–Pair–Share include oral practice of written responses. Examples See Grade K Module 4 Lesson 9 to observe how a Wonder lesson scaffolds students’ first experience with a new book. The following elements support students: ▪ The Think–Pair–Share routine gives students a chance to rehearse their thinking with a partner. ▪ A sentence frame, I notice _____, gives young learners a structure for sharing. ▪ The chance to question a text encourages curiosity. ▪ Recording students’ questions validates their thinking and gives them a purpose for rereading. Grade 4 Module 3 Lesson 25 offers a reminder to scaffold the task of finding evidence for striving readers by providing page numbers or paragraphs for them to target in their search. Grade 5 Module 3 Lesson 4 includes frequent Scaffold notes to offer suggestions to support students with sentence frames or small group work. In addition, look for Alternate Activity, Scaffold, Differentiation, and Extension sections in each lesson across all grades and modules. To find examples quickly in the digital Teacher Edition, use the search tool on the top left of your screen, and search using the words <i>Extension</i> or <i>Differentiation</i> or <i>Scaffold</i>.

			For More Detail In addition, see Meeting Student Needs in the Implementation Guide (http://witeng.link/IG), pages 23–28.
c. Curricular materials provide opportunities for extension to meet the needs of all students, including above-grade-level advanced learners.	✓		With <i>Wit & Wisdom</i>'s rigor and emphasis on deep knowledge of high-interest topics, the curriculum meets the needs of advanced students. Additionally, teachers can - take advantage of the numerous extension opportunities embedded in lessons; - act on the embedded differentiation suggestions, which often suggest ways to increase challenge; and - assign students additional challenging texts from the Volume of Reading list. Examples Here are two of the many examples of Extensions throughout <i>Wit & Wisdom</i>: - Grade K Module 4 Lesson 34 includes an Extension suggestion that pairs can take turns sharing and engaging in peer review of their End-of-Module Task responses. - Grade 4 Module 3 Lesson 25 offers an Extension idea in the final Learn section for a research topic and question that stems from the lesson's text.
13. Assessment	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples
Curricular materials include frequent and varied assessments that provide information to guide teachers and students.	✓		In <i>Wit & Wisdom</i>, assessment occurs in every lesson; major assessments, which can be used for formative purposes, are embedded in every module. Assessments tie to module and lesson content and standards and build to a culminating performance task. All <i>Wit & Wisdom</i> modules provide the following assessments: - Focusing Question Tasks—formative, performance-based tasks in which students synthesize evidence and knowledge they have gained during an arc of lessons and respond in a variety of writing, research, or presentation forms - End-of-Module Tasks—summative, performance-based tasks in which students synthesize evidence and knowledge they have gained throughout a module and respond in a variety of writing, research, or presentation forms - New-Read Assessments—selected- and constructed-response item sets that test students' ability to transfer reading and vocabulary skills to an unfamiliar text connected to the module's topic - Socratic Seminars—formal, student-led discussions in which students synthesize and reflect on knowledge they have gained from an arc of instruction and apply speaking and listening skills - Checks for Understanding—lesson-level assessments aligned with standards that offer a quick, informal check on student learning (Checks for Understanding take many forms, including Exit Tickets, graphic organizers, and Quick Writes.) - Vocabulary Assessments—short-response checks to quickly test word knowledge students gain throughout the module 

			Each module's Appendix C offers tools for teachers to evaluate student work, including sample responses, answer keys, and rubrics for writing and for speaking and listening. Additional assessment resources include Standards Trackers for Grades K–1 and Question Sets for Grades 2–8. Standards Trackers help teachers monitor student progress on the reading Focus Standards. Question Sets help teachers monitor students' reading comprehension and progress on targeted standards and help prepare students for standardized tests. Examples For examples, see the Major Assessments section of the Module Overview. In the digital Teacher Edition, the Major Assessments tables link to the assessments; to link out, select the up-arrow icon  . In the print materials, the Assessment Pack contains New-Read Assessments, Focusing Question Tasks, and End-of-Module Task assessments. In Grade 4 Module 1, for example, major assessments can be found here: Focusing Question Task 1—Lesson 5, Assessment 5A Focusing Question Task 2—Lesson 17, Assessment 17A Focusing Question Task 3—Lesson 28, Assessment 28A New-Read Assessment 1—Lesson 14, Assessment 14A New-Read Assessment 2—Lesson 30, Assessment 30A End-of-Module Task—Lesson 32, Assessment 32A For lesson-level Checks for Understanding, look for the  icon. This icon appears under Learning Goals in each lesson's At a Glance section and in each lesson. For <i>Wit & Wisdom</i> Question Sets and Standards Trackers, go to https://greatminds.org/resources and add these resources to your dashboard.
14. Organization and Usability	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples
a. Curricular content provides instruction for a full academic year .			<i>Wit & Wisdom</i> includes four modules, Modules 1–4, at each grade level, as well as the introductory Module 0, for Grades K–2, 3–5, and 6–8. Grade-level modules have 30–38 lessons; Module 0 has 6 lessons. <i>Wit & Wisdom</i> provides approximately 145–150 days of classroom instruction, allowing educators to flexibly plan their instructional calendars while meeting local needs. Because the program includes 75-minute core daily lessons and 15-minute Deep Dives, schools with fewer than 90 minutes allotted daily to English language arts can extend lessons across multiple days. To support pacing, the Module Map in the Module Overview provides a basic pacing calendar for the module that includes each lesson's goals and texts. Each lesson includes time frame suggestions for each student activity; scaffolding may take additional time.

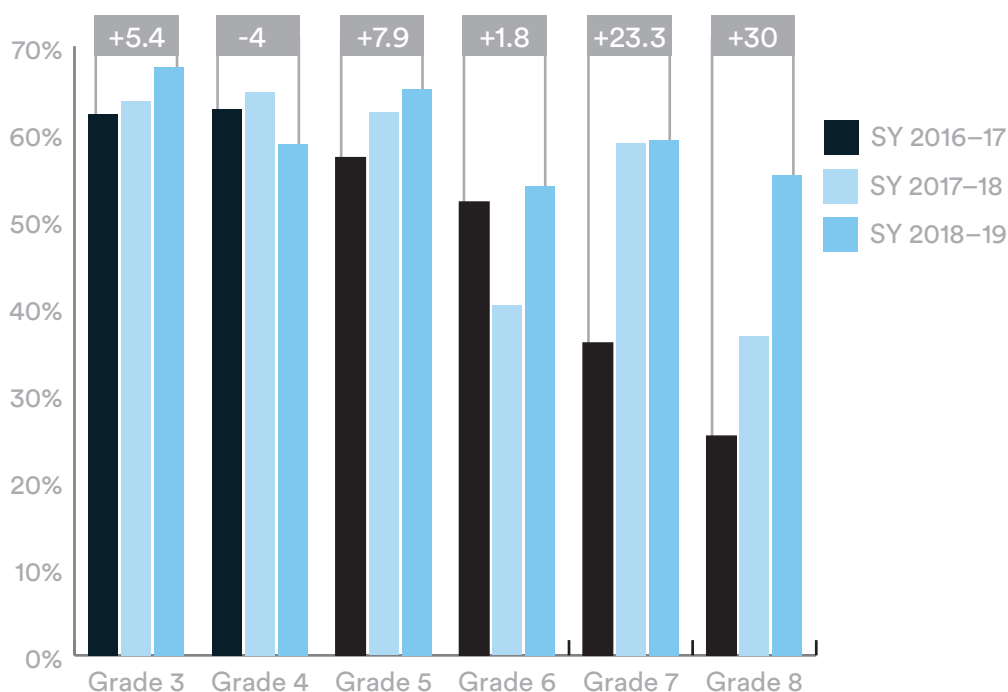
		For More Detail See Mapping a Year of <i>Wit & Wisdom</i>, Implementation Guide (http://witeng.link/IG), pages 40–43. Preview Module o, available as a downloadable PDF from Great Minds for Grades K–2 (http://witeng.link/Mo-GK-G2) and Grades 3–5 (http://witeng.link/Mo-G3-G5).
b. Curriculum is purposefully sequenced and designed for ease of use.	✓	In <i>Wit & Wisdom</i> modules, instruction and assessment are purposefully sequenced, designed to build to the culminating End-of-Module Task assessment in which students answer the module’s Essential Question. Lessons are sequenced by the progression of Content and Craft Stages and grouped into arcs of lessons organized by Focusing Questions that help to answer the larger Essential Question. To see the structure of a module, go to each module’s Module Map (in the Module Overview). For ease of use and to support implementation and student learning, all <i>Wit & Wisdom</i> lessons follow the same predictable structure: Welcome, Launch, Learn, Land, Wrap, and Deep Dive. The Overview section, with the lesson At a Glance and Prepare sections, previews the lesson and connects student learning with broader module goals. 1. Welcome: Students independently engage in a task to prepare for the lesson’s learning. 2. Launch: The teacher introduces the lesson’s Content Framing Question and Learning Goals. 3. Learn: With varied instructional routines and tasks, teachers support students in productive struggle with the module texts to develop knowledge and skills to answer the Content Framing Question. 4. Land: Students reflect on their learning and answer a form of the Content Framing Question. 5. Wrap: The teacher directs closing activities and assigns homework. Homework often includes a fluency assignment, in which students practice reading a key text passage at home. Analyze (after Land/Wrap) offers guidance on evaluating student success and determining next steps. The Deep Dive is a minilesson focusing on either a vocabulary skill or a style and conventions skill.

MAD RIVER LOCAL SCHOOLS, RIVERSIDE, OHIO

Early Adopter Continues to Make Progress with *Wit & Wisdom*®

Mad River Local Schools was one of the first districts to adopt *Wit & Wisdom*®, the English language arts curriculum from Great Minds®. Now in its third year of implementation in all of its schools, Mad River continues to succeed with *Wit & Wisdom*. Proficiency scores on the Ohio state test continue to rise in all but one grade.

Percentage of students scoring proficient or above, Ohio's state test in ELA



This story updates a previous [article](#) on Mad River, published in March 2019, featuring teacher voices. For more about Mad River's experience, read this CenterPoint [article](#), coauthored by Amy Holbrook, Becky Parker, and Mandy Polen. Or watch this [video](#).

DISTRICT PROFILE

1,600 students in Kindergarten through Grade 8

Adopted *Wit & Wisdom*® in School Year 2017-2018

District leaders cite three keys to their success: belief that all children can learn at high levels, strong support from colleagues inside and outside the district, and hard work.

"Everybody from the top down has to be committed to the proposition that, as Great Minds says, every child is capable of greatness—the belief that all kids can handle the challenging material and deserve it. And that when you begin to doubt, which is inevitable for classroom teachers, you want administrators and others reminding you that the students can do this," says Instructional Coach Becky Parker.

Her colleague Mandy Polen adds: “For teachers, this work is a journey, a huge shift from how they previously taught. This and other knowledge-building curricula are challenging to implement. As educators, we need to acknowledge and be okay with that.”

She quickly notes, “It’s hard work worth doing.”

Both instructional coaches underscore the value of having extensive support. Mad River benefited from having three Great Minds *Wit & Wisdom* summer associates in 2019: Polen, Parker, and Ashley Wittmer. (Summer associates deliver professional development during the summer, sharing their expertise, experiences, and best practices with fellow *Wit & Wisdom* teachers around the country.) That experience helped district educators offer deep professional development to their colleagues, including teachers of English learners and speech teachers, in the summer and fall.

EXTENSIVE PROFESSIONAL DEVELOPMENT

Key offerings focused on launching lessons, writing, and helping new and veteran teachers better understand the importance of having a language arts curriculum that explicitly builds student knowledge. Professional days throughout the school year help teachers customize lessons and deliberately help their students do more of the “heavy lifting” required to learn in class.

Some 30 student teachers also participated in Mad River’s *Wit & Wisdom* training this year. “Ed schools aren’t typically preparing graduates to teach this level of rigor,” says Polen.

Grade 1 and Grade 2 teachers continue to focus on learning to use *Geodes*™, the Great Minds library of wonderfully rich books for budding readers that couple specific decoding strategies with content and vocabulary knowledge. “Before, students weren’t really decoding words; they were memorizing the pictures. With *Geodes*, they can use the texts to practice decoding. It’s a great bridge between *Wilson Foundations*®, a foundational reading program for Grades K through 3, and *Wit & Wisdom*,” says Parker.

Polen, Parker, and their colleagues also benefit from having supportive networks outside the district, especially on Twitter. “A lot of school districts are implementing *Wit & Wisdom* now,” says Parker. “There are always implementation challenges, and all of us are using Twitter to connect with so many educators across the country.”

Mad River educators are especially pleased that Cincinnati Public Schools and some schools in Cleveland are now using the curriculum. The educators praised Great Minds for promoting such connections and for the increased implementation support being provided. “We have to be in this together,” Parker says.

NATALIE WEXLER PROFILES MAD RIVER

Natalie Wexler’s recent book on literacy, *The Knowledge Gap: The Hidden Cause of America’s Broken Education System—and How to Fix It*, profiles the success educator Sarah Webb and her Mad River colleagues have had in using *Wit & Wisdom*. One excerpt describes the experience of a student named Matt.

“Matt was a sweet, blond kid from a military family who had been in a different school every year since kindergarten. At the beginning of the year, Matt’s mother took Webb aside and confessed she was worried about his reading. He was one of those kids, Webb says, who thought he was ‘in the dumb group.’ But it turned out that Matt was keenly interested in everything the class was studying. During the ‘great heart’ module, Matt wrote an entire paragraph about Clara Barton—more than he’d ever written before—which he proudly read to his parents.

He soon became a leader, participating eagerly in discussions. Webb found him delightful, and his mother said she'd never seen him so enthusiastic about school. At the end of the year, Matt wrote Webb a thank-you note telling her reading was 'not a struggle anymore.'

"How much of that, I ask her, was because of you as a teacher, and how much was because of the curriculum?"

"Some of it was me," she admits. "I love reading. But for him, it was also the exciting topics, the challenging books, being pushed to all this thinking. Instead of just, 'You're a level L.'"

Wexler notes that a transformation from a focus on comprehension skills and reading levels to content and knowledge from texts is gradually underway in schools nationwide.

She concludes: "And for the millions of kids across the country like Matt, who are only waiting for someone to actually teach them something in order to unlock their potential, it's about time."

Knowledge-building books for our earliest readers

Great Minds® and Wilson Language Training have collaborated to create a new collection of accessible, knowledge-building books for emerging and developing readers. They are Readables, a unique type of text in which specific decoding strategies are coupled with content and vocabulary knowledge, resulting in wonderfully rich books for budding readers.

Called *Geodes*®, these books combine carefully selected words with highly engaging topics to create an authentic reading experience, empowering students to apply decoding skills while building knowledge about important ideas.

Geodes, on the outside, appear too small and unassuming to contain the surprisingly rich and complex knowledge readers find inside. Rooted in the belief that children are capable of reading to learn while learning to read, *Geodes* are crafted with three foundational principles in mind.

GEODES ARE ACCESSIBLE

Designed to be highly readable for emerging and developing readers, each book is at least 80 percent decodable as aligned with the scope and sequence of Wilson Foundations®—a structured reading and spelling curriculum. However, *Geodes* work well with any systematic phonics program.

Geodes differ from the text types currently on the market. Traditional decodable texts aim to be approximately 95 percent decodable. This design often limits students' opportunities to develop knowledge and comprehension. Leveled texts are books broadly controlled without regard to a student's current phonetic knowledge, as aligned with a specific structured program. While leveled texts are controlled for elements such as length and sentence complexity, they do not promote the direct application of phonetic learning. In contrast to decodables and leveled texts, *Geodes* offer young readers reliable practice with phonetic concepts and sight words, while building their knowledge of the world.

GEODES ENGAGE READERS

Geodes honor the natural curiosity of children by providing authentic reading experiences. As students engage with compelling literary and informational books, they build good reading habits that will last a lifetime. A variety of genres and perspectives offer students a range of entry points into each topic and develop their curiosity and motivation. Beautiful illustrations and photographs enrich and expand on the text—which gradually integrates newly learned phonetic concepts, allowing sentences to retain a natural flow.

GEODES BUILD KNOWLEDGE

As they read *Geodes*, students travel around the world and through time, encountering real people and groups, a range of cultural practices and traditions, and examples of how humans interact with their environments. Grounded in the content of Wit & Wisdom®, the Great Minds English language arts curriculum, each module includes 16 grade-level-appropriate books on one engaging subject. Students experience the joy of building deep knowledge and vocabulary, connecting ideas across texts as they read books on science, history, and the arts. Taking seriously the responsibility to accurately represent people, places, and events, writers and artists thoroughly researched each book and consulted expert reviewers as needed.

Geodes are currently available for Levels 1 and 2, with 64 unique titles for reading practice at each level. Level K texts will be available for the 2020–2021 school year.

In addition to the texts, the *Geodes* library offers resources to enhance and extend student learning. Students can practice outside the classroom with My *Geodes*™, take-home books printed in grayscale. The teacher resource, Inside *Geodes*™, offers concrete suggestions for incorporating *Geodes* into existing literacy instruction.

Learn more at
greatminds.org/geodes

844.853.1010 | greatminds.org

GEODES[®]



Illustration from *A Wish to Fly*
Geodes[®] Level 1 Module 2: *Creature Features*

**WIT &
WISDOM[®]**



Contents

A New Approach to Early Literacy

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A New Approach to Early Literacy

What Are *Geodes*?

Geodes® are accessible, knowledge-building books for emerging and developing readers. Each book in the collection is designed to cultivate a deep reading experience, enabling students to apply decoding skills while building knowledge about important topics in history, science, and the arts. The books are Readables, a new type of text that couples specific decoding strategies with content and vocabulary knowledge, resulting in wonderfully accessible yet rich books for budding readers.

Developed by Great Minds® and Wilson Language Training®, *Geodes* combine carefully selected language with highly engaging content. Phonetic concepts and sight words are gradually incorporated into the text, as sequenced in Foundations®, a structured reading and spelling program.

ACCESSIBILITY

Geodes are designed to be highly accessible for young and developing readers. The text in each book is at least 80 percent decodable, as aligned with the scope and sequence of Foundations® units.

KNOWLEDGE

Geodes build depth of knowledge by exploring connected topics across multiple books. They align with the content of *Wit & Wisdom*®, a K–8 English language arts curriculum from Great Minds. Each module of 16 books is built around a compelling subject.

ENGAGEMENT

The language and images in *Geodes* invite continued study. Talented authors and illustrators write and illustrate the unique books. Students engage with varied text structures and design formats.



Illustration from *Jerry Draws*
Geodes Level 1 Module 1 Set 3: Bringing Books to Life



Illustration from *Road Trip*
Geodes Level 2 Module 1: A Season of Change

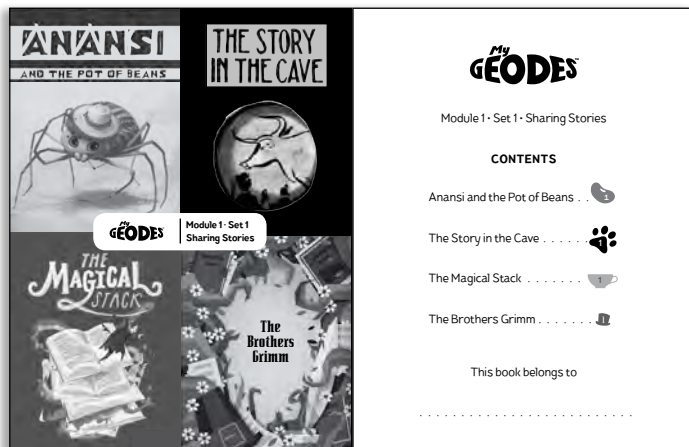
Books That Inspire and Fascinate

Unlike traditional decodables, which focus solely on the application of sound-spelling patterns, Readables allow students to practice language while building and extending knowledge and vocabulary.

GEODES

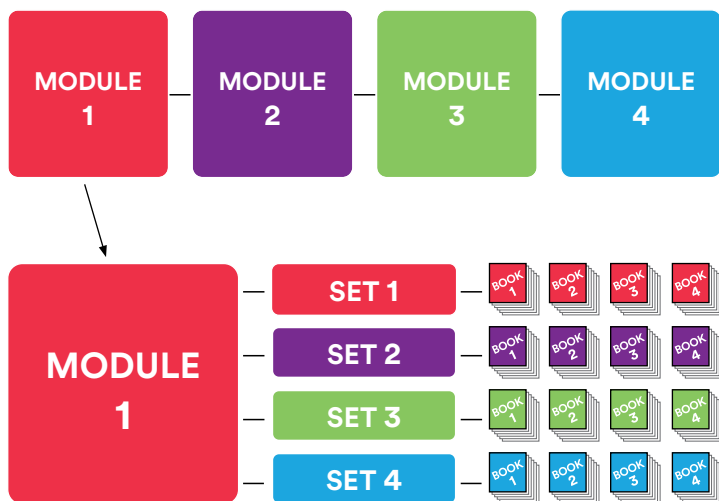
- Each level contains 64 informational and literary texts organized into four modules.
- Books include decodable and recognizable words, including previously taught and newly taught phonetic concepts.
- Each module has four sets of books. Sets include six full-color copies of each of the four books for classroom use and 20 gray scale copies.
- Each module covers topics from many content areas to build rich knowledge and vocabulary.





MY GEODES TAKE HOME BOOKS

Four *My Geodes™* books accompany every module. Each one is a bound collection of the four Readables that make up one text set. Students can use these texts, printed in gray scale, for extra fluency practice in school or at home.



GEODES CLASSROOM KIT

Each classroom kit includes the following:

- 64 unique books
- 6 copies of each title (384 total)
- 20 copies each of the 16 *My Geodes™* sets (320 total)
- 1 *Inside Geodes™* Teacher Resource
- 1 natural geode



INSIDE GEODES TEACHER RESOURCE

Inside Geodes, a teacher resource, includes a comprehensive introduction to the module's design and components. It provides suggestions for incorporating *Geodes* into the teacher's literacy instruction.

Research in Action

Geodes help teachers put research-based best practices into action.

RESEARCH SAYS

“Indeed, unconstrained skills such as vocabulary and comprehension develop before, during, and after constrained skills are mastered so there is no evidence to warrant instructional priority of constrained skills over unconstrained skills” (Paris 200).

“Unconstrained skills are particularly important for children’s long-term literacy success (that is, success in outcomes measured after third grade)” (Snow and Matthews 59).

“Although there seems to be a consensus among reading educators that meaning is ultimately the most important knowledge a reader can have about the printed word, most reading curricula have postponed an emphasis on word meaning in favor of an extended period of emphasis on word pronunciation, whether by sight-word recognition or decoding” (Mesmer et al. 248).

STUDENTS NEED

In the early grades, students need instruction in constrained skills, such as letter naming, phonics, and concepts of print, as well as unconstrained skills, such as vocabulary and comprehension. Additional unconstrained skills include recognizing story structure, gaining topic-specific knowledge, and knowing how to seek new information. Postponing instruction in unconstrained skills could hinder rather than help students.

GEODES RESPOND

Geodes allow students to practice constrained and unconstrained skills in tandem, rather than decoding isolated from comprehension. Through reading *Geodes*, with teacher support students learn that the purpose of reading is not just to decode but to seek meaning and gain understanding.

Illustration from *Ride the Storm*
Geodes Level 1 Module 3: *Powerful Forces*



RESEARCH SAYS

“Comprehension requires both a broad vocabulary and factual knowledge” (Willingham).

“When students have more content knowledge before they read, their understanding is better during reading” (Arya et al. qtd. in Lupo et al. 435).

“Readings and activities should be designed to build on one another and create a coherent body of knowledge” (Liben and Liben 5).

“If 70% of word types are nondecodable singletons, with only 20% repeated two to five times, how are first graders expected to bootstrap letter-sound knowledge?” (Hiebert qtd. in Foorman et al. 191)

By learning words that appear frequently in a variety of texts, students are more likely to learn words from context as they read independently (Nagy et al.; Cunningham and Stanovich; Baker et al.; Beck et al.; Moats; Biemiller).

Evidence shows that three word features influence the speed with which student recognize and learn words: meaningfulness, frequency, and grapho-phonemic-morphemic structures (Laxon et al; Leslie and Calhoun; Martinet et al.).

STUDENTS NEED

Students must read books with rich content to build the knowledge necessary to make the connections that lead to comprehension. This new knowledge nurtures future comprehension.

Students must read new words multiple times in multiple contexts to build recognition and understanding. This practice helps students build their decoding skills and word knowledge.

Students need to develop a meaningful, rich vocabulary to support comprehension.

GEODES RESPOND

Each *Geodes* module focuses on one topic, such as *A World of Books*, with four text sets expanding on that topic. This module design supports students in building content knowledge. Students use their new knowledge to boost their comprehension of the next book in the set.

The majority of *Geodes* are 80 percent* decodable or higher. Most nondecodable words in each book were selected to support the content knowledge.

Geodes incorporate a set of 10 to 13 carefully selected Recurring Content Words throughout the books in each module. These Recurring Content Words bolster students' background knowledge and ensure that students have multiple opportunities to read these words in context.

* While the majority of *Geodes* are 80 percent decodable or above, Read Along books include a higher number of words that students may not yet know how to read. In Modules 1–3, 1 out of each 16 books is a Read Along. Students with very low decoding skills may listen without attempting to track so they can focus on the meaning of the text.

RESEARCH SAYS

“One important implication for practice is that educators should be alert to the possibility that first-grade students of today might be facing more demands than ever in core reading program exposure. If our findings are borne out in further studies, educators might make a concerted effort to supplement core reading programs with additional texts that provide considerable repetition of word meanings, sight words, and core orthographic patterns (in meaningful contexts)” (Fitzgerald et al. 25).

Students may better anticipate what an unknown word might be if they can read previous words. Furthermore, students might better anticipate a word if they have an understanding of a passage. Their comprehension helps them to anticipate an upcoming word (Wood et al.).

STUDENTS NEED

To read a book successfully, students need a range of text-based supports. Reading books that include repeated words and practice with sight words and learned phonetic concepts can improve students' decoding and comprehension.

GEODES RESPOND

Geodes are designed to support students' decoding. When possible, nondecodable words are surrounded by clusters of decodable words to ease students' cognitive load and increase accessibility. Additionally, when possible, nondecodable words are placed near the end of sentences.

Sentence and line lengths are carefully planned to help students build reading stamina. Average sentence length increases gradually over the four modules, and line breaks are strategically constructed to be fluency friendly. Line breaks in early modules were determined based on grouping words for meaning as well as where readers would naturally pause. In later modules students begin to read paragraphs without the line-break scaffold.

Teach with Geodes

ANNOTATED MODULE OVERVIEW

Geodes help educators reach a range of learners, including English learners and students with IEPs. Through thoughtfully selected content, engaging visual art, and explicit support of vocabulary development, students read to learn while learning to read.

Teaching with Geodes

MODULE 1 AT A GLANCE: A WORLD OF BOOKS

Geodes Level 1 Module 1 Topic
Students explore the power of books shared across time and cultures.

Set 1: Sharing Stories	Set 2: Unusual Libraries
These books explore the art of storytelling. <i>Anansi and the Pot of Beans</i> <i>The Story in the Cave</i> <i>The Magical Stack</i> <i>The Brothers Grimm</i>	These books examine libraries from diverse cultures, places, and times. <i>Library Cat</i> <i>The Story Ship</i> <i>A Library of Our Own</i> <i>The Library of Fez*</i>
Set 3: Bringing Books to Life	Set 4: Books for All
These books investigate how illustrators add beauty and meaning to texts. <i>Just in Time</i> <i>Fed by Art: The Work of Leo Lionni</i> <i>Jerry Draws</i> <i>An Illustrator at Work</i>	These books celebrate how innovation increases access to books. <i>How to Make Paper</i> <i>The Printing Press</i> <i>The Story of Louis Braille</i> <i>A Library to Go</i>

Geodes Module 1 Recurring Content Words

- art - artist - book - books - colors	- draw - library - read - story - time
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Wit & Wisdom® Curriculum Connection: Grade 1 Module 1
In this unit of study, students journey to new places, meeting diverse characters whose lives change positively and irrevocably because of books.

Foundations® Level 1 Alignment
Consonant-Vowel-Consonant words with three sounds, including the digraphs, *all*, *am*, *an*, and the suffix *-s*

- Sets 1 and 2 through Foundations® Unit 3
- Sets 3 and 4 through Foundations® Unit 6

* This book is designated as a Read Along. A Read Along is a book to be read aloud as students read along. These books fall in the range of 70-79% decodable. Students with very low decodability skills may listen without attempting to track so they can focus on the meaning of the story.

18

Names the overarching topic for books across the module

Summarizes the topic of the set and lists the associated book titles

Lists the content-based words that repeat throughout the module

Provides a link to correlating Wit & Wisdom lessons and content

Highlights the phonetic focus of the texts and the connection to the Foundations® scope and sequence

BOOK NOTES

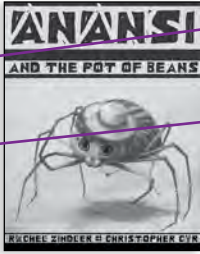
Each book has an accompanying Book Note that offers flexible teaching opportunities through a scannable, consistent structure that helps all students access the same text and extend their learning. Each Book Note was designed with the following features.

Anansi and the Pot of Beans

ANANSI AND THE POT OF BEANS

Wit & Wisdom® Grade 1 Module 1: A World of Books
Set 1: Sharing Stories, Book 1
Literary

Fundations® Focus Concept: CVC Words
80% Decodable at Foundations® Level 1, Unit 3
81% Decodable with Recurring Content Words



Book Summary

Anansi, a mischievous spider of West African folktales, agrees to help his Nana in her garden in exchange for a delicious pot of beans. Unable to wait for the beans to cook, Anansi leaves his work to steal a taste, using his hat as a bowl. Hearing Nana, he throws his hat on top of his head and races out the door. In the end, the trick is on Anansi when the hot beans burn off his hair.

Teacher Note

Consider modeling how to read the names of the main characters, Anansi and Nana. Students may benefit from practice with these names.

World Connection

There is evidence that this trickster tale originated in Ghana, a country in western Africa.

Shows alignment with *Wit & Wisdom* module

- Shows alignment with Foundations® scope and sequence
- Indicates newly learned phonetic concepts and elements integrated into text
- Lists decodability percentages

Summarizes book and key ideas

- Offers suggestions to boost student accessibility or reading experience
- Presents custom information related to book to support understanding of new content

Connects information in the book to knowledge about the world

Anansi and the Pot of Beans

Fundations® Alignment

Fundations® Decodable Words through Level 1, Unit 3

ack	dig	job	pat	up
back	had	lick	pit	whip
big	hat	lot	pot	wish
but	hid	mad	such	yes
check	him	mmmmm	sun	yum
cup	hot	nap	that	
dab	if	not	this	
dash	in	OK	tick	
did	it	on	tock	

Fundations® Trick Words through Level 1, Unit 3

a	have	into	one	was
and	he	is	she	you
for	his	my	the	
from	I	of	to	

Words Not Yet Decodable in Foundations® through Level 1, Unit 3

Anansi	grass	like	put	trick
beans	hair	love	ran	tried
cook	just	Nana	said	want
end	left	off	seeds	will
gone	legs	plant	took	

Supports planning by listing Foundations® Decodable Words, Foundations® Trick Words, and words not yet decodable in each book as aligned with Foundations® scope and sequence

Recurring Content Words Routine

- One of the words you will see in this book is **story**.
- This word is **story**.
 - Read it with me: **story**.
 - In this book, the storyteller tells a **story** about Anansi.
 - Story**.
 - Read it with me: **story**.

Other Recurring Content Words: time

Additional Vocabulary Practice

Let's talk about another word in this book.

- This word is **trick**.
- Read it with me: **trick**.
- In this book, the word **trick** is a verb that means "to fool someone." It can also be a noun that means "a joke or prank."
- Anansi tries to **trick** Nana (pp. 10–12).
- Trick**.
- Read it with me: **trick**.

Additional Vocabulary: beans, cook, hair, plant, seeds

Builds vocabulary through consistent routines and specifies suggested words for practice

Comprehension Discussion Guide

General

- Who are the characters in this book?
- What is the setting?
- What is the problem?
- What is the resolution?

Specific

- What type of creature is Anansi?
 - Anansi is a spider.*
- What does it mean for something to be "from back in time"?
 - It means something happened a long time ago.*
- How does Anansi try to trick Nana?
 - Anansi tries to trick Nana by hiding the beans in his hat.*
- Why is Nana angry?
 - Nana is angry because Anansi tastes the beans before he finishes his job in the garden.*
- Why is the trick on Anansi?
 - Anansi thinks he can trick Nana and eat the beans. In the end, he hurts himself, and Nana finds out.*

Measures comprehension through general questions that correspond to genre as well as questions specific to each text. Specific discussion questions provide possible responses to monitor student understanding.

Deepens learning through discussion and illuminates rich content knowledge conveyed by the images

Image Discussion Guide

Possible Opening Questions

- What do you notice about the images? What do you wonder?
- What can you learn from the images? How do the images build your knowledge?

Page	Things to Notice	More to Discuss
3	<i>There is a house on this page.</i>	This is a traditional house design made from mud, thatch, and grass.
5	<i>Nana has a lot of dots on her head.</i>	These dots are eyes. Most species of spiders have eight eyes.
8	<i>It looks like we are above Anansi.</i>	Perspective is how things are seen from a particular angle or point of view. This point of view allows the reader to see what is inside the pot.
14	<i>A group of children is listening to the story.</i>	Storytellers pass down tales from one generation to the next.

Integrates opportunities to practice with fluency, vocabulary, language, and style and conventions, as well as text features and structure

Teachable Moments

Fluency | Reading Italics

Books use italics, or slanted print, to draw attention to certain words. Fluent readers often change their voices or expression when they read words in italics. There are examples of italicized text in both the book and the teaser on the back cover.

Read italicized sentences, adding the intended emphasis for fluency. Repeat the reading with students joining in, and then release them to read with a partner.

Text Structure | Identifying the Narrator

A narrator tells a story. Sometimes the narrator is a character in the story, but not always.

Ask: "Who is telling the story in *Anansi and the Pot of Beans*?"

Encourage students to return to the book to support their thinking with details.

Creates opportunities to record learning and boost writing fluency through a variety of responses, including dictating, drawing, or writing

Response Journal Ideas

- Write about something in this book that surprised you.
- Use details to describe the main character.

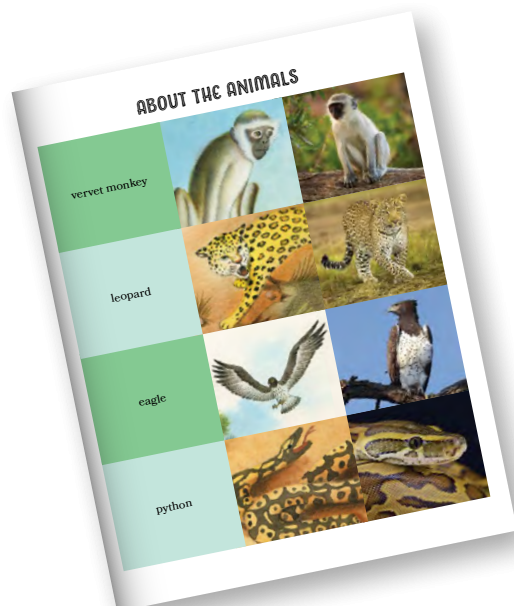
BOOK FEATURES

Geodes engage students before, during, and after reading. The books support student application of decoding and word recognition skills, build knowledge, and promote independent reading.



The Teaser on the back cover offers a preview of the book and highlights an excerpt from the text, and features a question to develop student curiosity.

The More section is a short, informational selection that extends and enhances the information in *Geodes*. Designed to be read aloud by a caregiver or teacher, this section provides opportunities for further exploration and conversation.



Geodes include a variety of text features to support comprehension and expand on ideas in the text. Features such as headings, diagrams, and captions support students as they read.

Some books include a special reference feature on the last page of the text, which is designed to broaden student learning.

Geodes Module Topics and Titles

Geodes module topics are based on the content of *Wit & Wisdom* modules. In each module, books are grouped into four text sets. The content of each set focuses on a smaller strand of the larger module topic. This learning design supports students as they progress through each set.

LEVEL 1 MODULE 1: A WORLD OF BOOKS

Set 1 Sharing Stories CVC Words*	Set 2 Unusual Libraries Consonant Digraphs (wh, ch, sh, th, ck)*	Set 3 Bringing Books to Life Bonus Letters (ff, ll, ss, zz)*	Set 4 Books for All Glued Sounds (all, am, an), Suffix -s*
<i>Anansi and the Pot of Beans</i>	<i>Library Cat</i>	<i>Just in Time</i>	<i>How to Make Paper</i>
<i>The Story in the Cave</i>	<i>The Story Ship</i>	<i>Fed by Art: The Work of Leo Lionni</i>	<i>The Printing Press</i>
<i>The Magical Stack</i>	<i>A Library of Our Own</i>	<i>Jerry Draws</i>	<i>The Story of Louis Braille</i>
<i>The Brothers Grimm</i>	<i>The Library of Fez</i>	<i>An Illustrator at Work</i>	<i>A Library to Go</i>

LEVEL 1 MODULE 2: CREATURE FEATURES

Set 1 Creature Code Glued Sounds (ng, nk)*	Set 2 Safety First Consonant Blends*	Set 3 Curious Creatures Consonant Blends Digraph Blends*	Set 4 Rabbits and Hares, Oh My! Suffix -s*
<i>Vervet Monkey Alarm</i>	<i>Super Spiny Mouse</i>	<i>Small Wonders</i>	<i>Rabbit or Hare?</i>
<i>Smell Tells</i>	<i>The Crab and the Urchin</i>	<i>A Wish to Fly</i>	<i>Draw a Rabbit</i>
<i>Bee Waggle</i>	<i>Thorny Devil</i>	<i>One Look</i>	<i>The Hares and the Frogs</i>
<i>Elephant Talk</i>	<i>Stick with Us</i>	<i>Slug Study</i>	<i>Young Hare</i>



Illustration from *One Sign at a Time*
Geodes Level 1 Module 4: Cinderella Stories

LEVEL 1 MODULE 3: POWERFUL FORCES

Set 1 Wind and Earth Suffix -ed*	Set 2 Blown Away Suffix -ing*	Set 3 Catching the Wind Vowel-Consonant-E; Single Syllable Words*	Set 4 The Mighty Wind Suffix -s*
<i>Seed Scatter</i>	<i>Soaring</i>	<i>Wind Giants</i>	<i>Measure the Wind</i>
<i>In Motion</i>	<i>Kite Messengers</i>	<i>Towers of Nashtifan</i>	<i>The Great Storm of Galveston</i>
<i>Crafted by the Wind</i>	<i>Full Sail Ahead: A Viking Story</i>	<i>Fire at the Mill</i>	<i>The Dust Bowl</i>
<i>A Growing Wind</i>	<i>The Wright Brothers</i>	<i>Mondrian</i>	<i>Ride the Storm</i>

LEVEL 1 MODULE 4: CINDERELLA STORIES

Set 1 France Compound Words*	Set 2 Egypt Multisyllabic Words with Two Closed Syllables*	Set 3 Ireland Multisyllabic Words with Closed V-E Syllables*	Set 4 Russia Suffixes (-s, -ed, ing, and -es)*
<i>Cinderella</i>	<i>The King and the Sandal</i>	<i>Billy Beg and His Bull</i>	<i>Cinderella on Stage</i>
<i>Old Tale, New Twist</i>	<i>One Sign at a Time</i>	<i>Book of Kells</i>	<i>A Musical Life: The Work of Sergei Prokofiev</i>
<i>World Traveler: Eiffel Tower</i>	<i>World Traveler: The Sphinx</i>	<i>World Traveler: Hook Lighthouse</i>	<i>World Traveler: St. Basil's Cathedral</i>
<i>First Steps</i>	<i>Shoes Tell a Tale</i>	<i>Castles</i>	<i>All the World's a Stage</i>

*Geodes® are published by Great Minds® in association with Wilson Language Training, publisher of Foundations®. Texts are aligned with the Foundations® scope and sequence.



Illustration from *Born to Fly*
Geodes Level 2 Module 1: A Season of Change

LEVEL 2 MODULE 1: A SEASON OF CHANGE

Set 1 Get Ready: Fall Glued Sounds (all, am, an, ng, nk)*	Set 2 Winter's Chill Closed Syllable Exceptions; Suffixes (-s, -es, -ed, -ing, -er, -est)*	Set 3 Spring to Life Multisyllabic and Compound Words with Two Closed Syllables*	Set 4 Summer Sun Suffixes (-able, -en, -ful, -ish, -less, -ment, -ness); Prefixes (dis-, mis-, non-, trans-, un-)*
<i>Seed Stash</i>	<i>Winters USA</i>	<i>Spring Fever</i>	<i>Road Trip</i>
<i>Cranberry Crop</i>	<i>Arctic Caterpillar</i>	<i>Sap to Syrup</i>	<i>Bathers</i>
<i>Leaves</i>	<i>The Evergreen Tale</i>	<i>Finch Study</i>	<i>Nature's Thermometer</i>
<i>Born to Fly</i>	<i>Daytime Darkness</i>	<i>Blossom</i>	<i>Summer Snow</i>

LEVEL 2 MODULE 2: THE AMERICAN WEST

Set 1 Looking West V-E Syllables and Exception; Suffix -ive*	Set 2 Go West! Open Syllable; Vowel Y*	Set 3 Mountains Majestic Suffixes (-ly, -ty, -y)*	Set 4 Mavericks of the West R-Controlled Syllable (ar, or, er, ir, ur)*
<i>The West Is ...</i>	<i>Wagon Tracks</i>	<i>Eagle Eye</i>	<i>Wagons and Yokes</i>
<i>The Lakota and the Buffalo</i>	<i>Pony Express</i>	<i>Among the Sierra Nevada</i>	<i>Horizons</i>
<i>Mesa Village</i>	<i>East Meets West</i>	<i>More Than Gold</i>	<i>Esther Hobart Morris</i>
<i>Nez Percé: The People</i>	<i>We Must Try</i>	<i>The Legend of El Capitan: A Miwok Story</i>	<i>Walking with the President</i>

LEVEL 2 MODULE 3: CIVIL RIGHTS HEROES

Set 1 Right to Learn Double Vowel Syllable (ai, ay, ee, ea, ey)*	Set 2 Extraordinary Double Vowel Syllable (ai, ay, ee, ea, ey)*	Set 3 Uniting Communities Double Vowel Syllable (oi, oy, oa, oe, ow /ō/)*	Set 4 I Voted Double Vowel Syllable (oi, oy, oa, oe, ow /ō/)*
<i>Brown v. Board of Education</i>	<i>Sampson's Disguise</i>	<i>Just Like Jane</i>	<i>A Vote Is a Voice</i>
<i>And the Winner Is ...</i>	<i>Robinson and Rickey</i>	<i>Gordon Parks</i>	<i>Expanding the Right to Vote</i>
<i>Bring a Chair</i>	<i>Zaha Hadid</i>	<i>We Will Ride</i>	<i>Susan Adds Her Name</i>
<i>Free to Move</i>	<i>Stop. Wait. Start.</i>	<i>The Paralympics</i>	<i>My Freedom Story</i>

LEVEL 2 MODULE 4: GOOD EATING

Set 1 Food to Fuel Double Vowel Syllable (ou /ou/, ow)	Set 2 Power Up Double Vowel Syllable (oo, ou, ue, ew)	Set 3 Farm to Table Double Vowel Syllable (au, aw)	Set 4 Celebrating with Food Consonant -le Syllable*
<i>The Inside Scoop</i>	<i>Sick at Sea</i>	<i>Garden Study</i>	<i>Mooncakes</i>
<i>Stomach vs. Tongue</i>	<i>Bone Builder</i>	<i>Milk to Mozzarella</i>	<i>Lū'au</i>
<i>How Do You Chew?</i>	<i>Space Menu</i>	<i>Thank You, Mr. Peanut Man</i>	<i>Matzo Meal</i>
<i>Body of Water</i>	<i>Please Pass the Bugs</i>	<i>Rice Staircase</i>	<i>Cakes</i>

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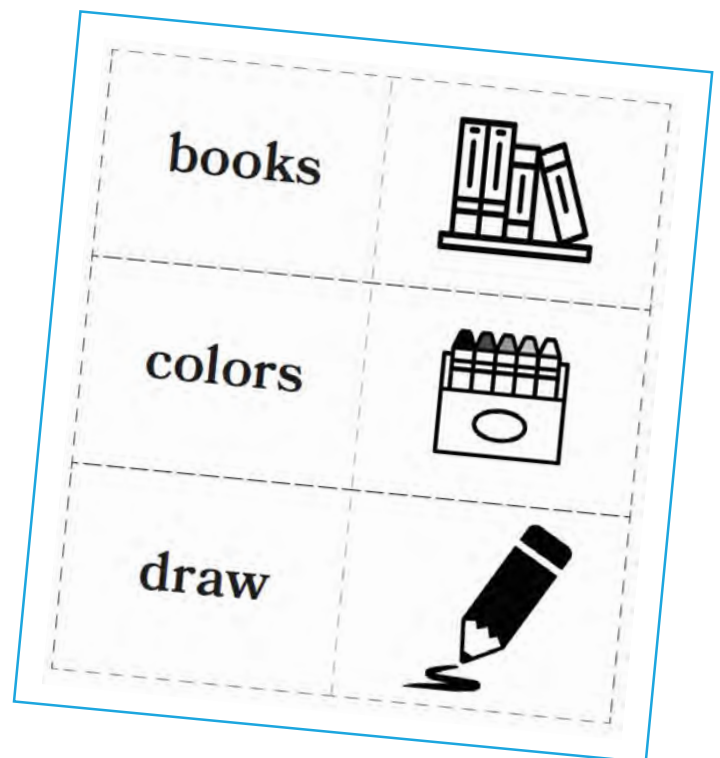
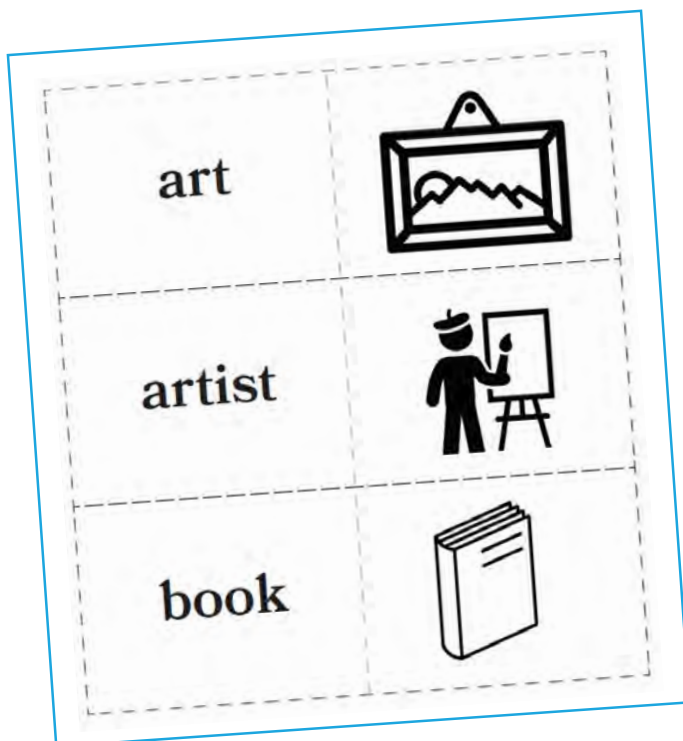


Enhance and Extend Knowledge

Readables offer options for enriching students' learning experiences beyond decoding practice. Students intrigued by a particular *Geodes* topic can extend their learning through books with related content at the library.

GEODES FLASH CARDS

Geodes flash cards help students practice Recurring Content Words as they are introduced in each module. Each word is matched with a visual cue to help students better understand the meaning of the word.





FAMILY TIP SHEETS

Geodes Family Tip Sheets are designed to engage parents and caregivers in the books and spark knowledge-rich conversations at home. Family Tip Sheets include an overview of module content, a list of all the texts students read in the module, sample questions to ask, and Foundations® Focus Concepts.

GEODES

Family Tip Sheet

MODULE 1: A WORLD OF BOOKS

Students read *Geodes* to practice their independent reading skills. Although your student may not be able to read all the words in each book yet, encourage your student to read as much as possible. These books build knowledge of topics in science, history, and the arts.

In this module, students explore the power of books shared across time and cultures.

OUR CLASS WILL READ THESE BOOKS

Set 1: Sharing Stories

These books explore the art of storytelling.

- *Anansi and the Pot of Beans*
- *The Story in the Case*
- *The Magical Stick*
- *The Brothers Grimm*

Set 2: Unusual Libraries

These books examine libraries from diverse cultures, places, and times.

- *Library Cat*
- *The Story Ship*
- *A Library of Our Own*
- *The Library of Foz*

Set 3: Bringing Books to Life

These books investigate how illustrators add beauty and meaning to texts.

- *Just in Time*
- *Feed by Art: The Work of Leo Lionni*
- *Jerry Drawn*
- *An Illustrator at Work*

Geodes® Family Tip Sheet

Set 4: Books for All

These books celebrate how innovation increases access to books.

- *How to Make Paper*
- *The Printing Press*
- *The Story of Louis Braille*
- *A Library to Go*

CONSIDER ASKING THESE QUESTIONS AT HOME

- What is something in this book that surprised you?
- What is something new you learned from this book?
- After reading this book, what would you like to learn more about?
- Point to your favorite illustration or photograph. Why is it your favorite?

THESE FOUNDATIONS® FOCUS CONCEPTS APPEAR IN THE BOOKS

Consonant-Vowel: Consonant words with three sounds, including digraphs (sh, ck, sh, th, ck), all, am, an, and suffix -s.
Examples include all, big, cat, Dan, Axel, not, tell, when, will, wish.

THESE FOUNDATIONS® TRICK WORDS APPEAR IN THE BOOKS

a, and, are, as, be, by, do, does, for, from, has, have, he, here, his, I, into, is, me, my, of, one, or, said, she, the, there, they, to, was, we, were, what, when, where, who, you, your

To learn more about *Geodes*, please visit the Great Minds® website: [greatminds.org](https://www.greatminds.org)
To learn more about Foundations®, please visit the Wilson Language Training website: [wilsonlanguage.com/foundations](https://www.wilsonlanguage.com/foundations)

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Levels 1 and 2

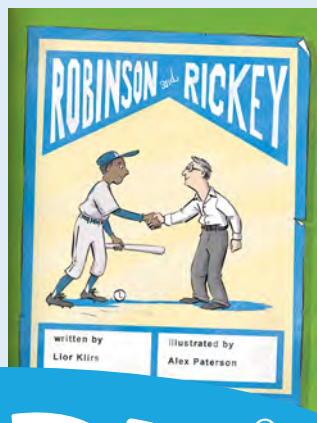
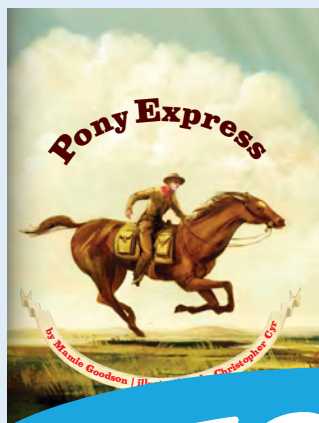
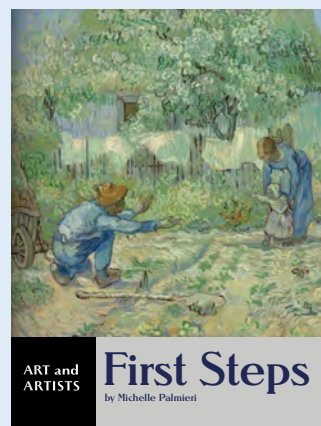
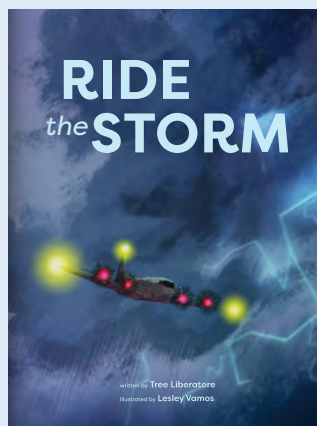
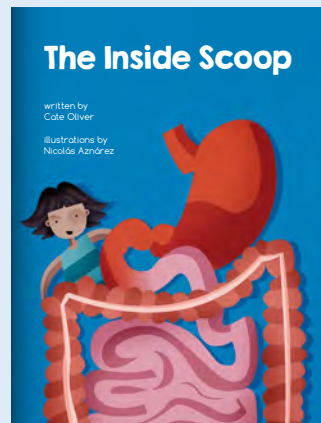
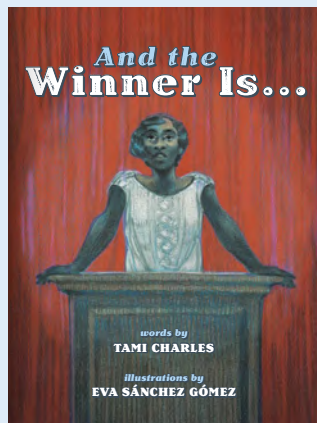
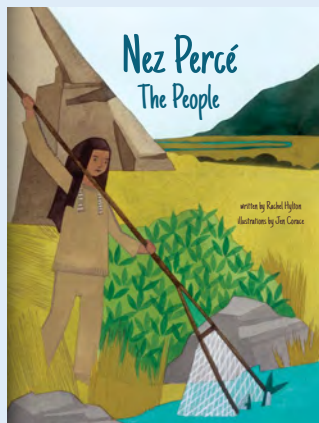
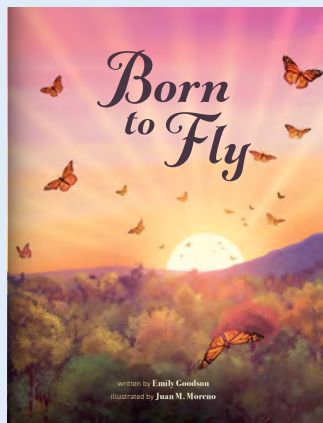
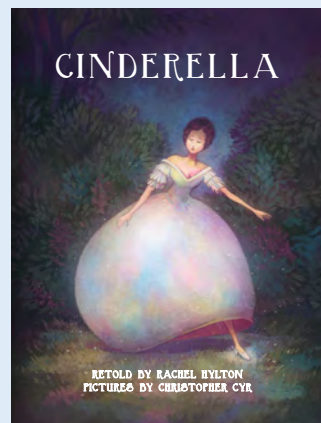
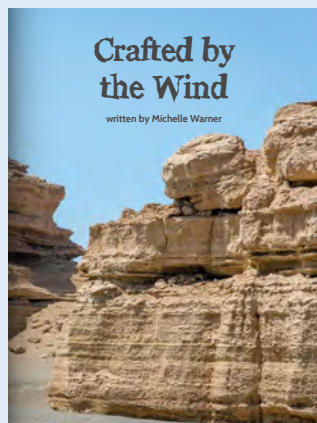
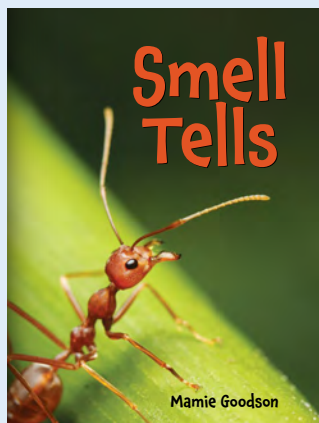
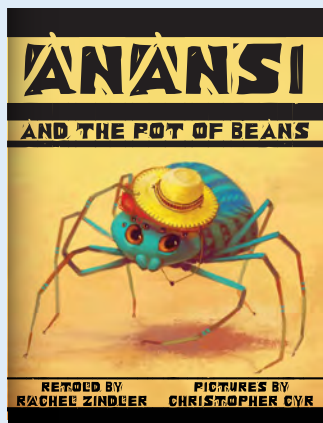
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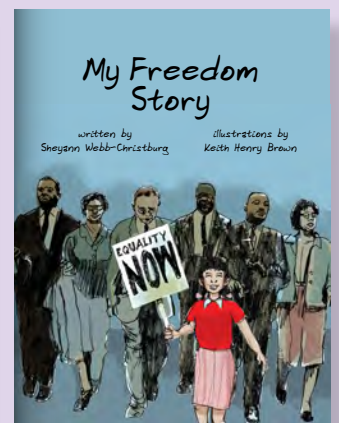
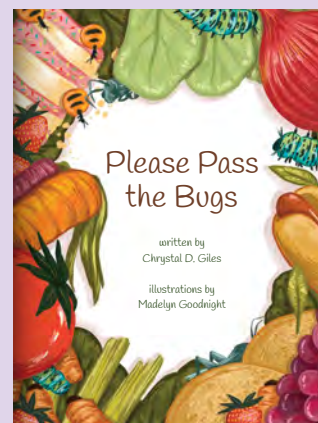
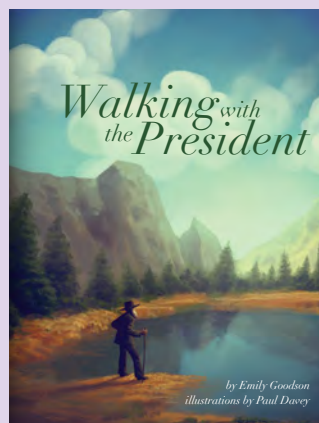
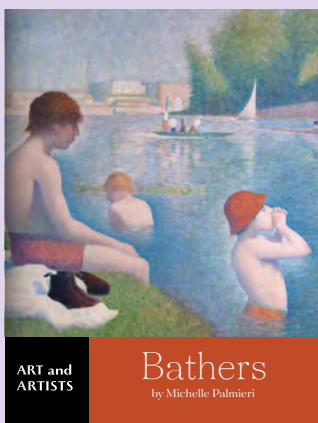
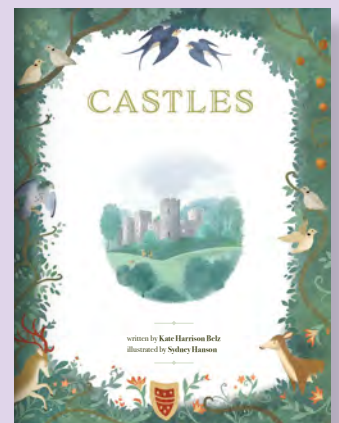
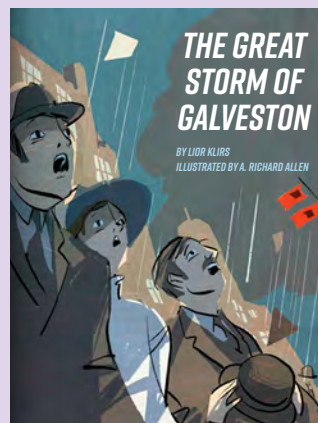
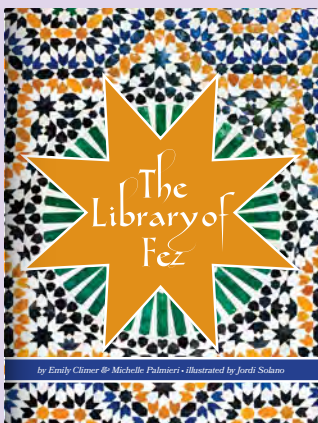
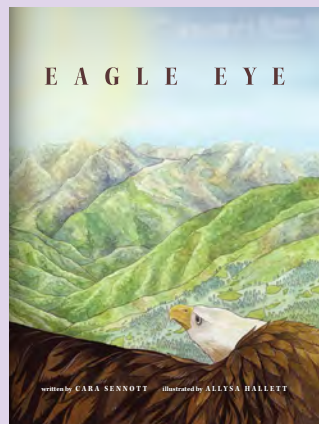
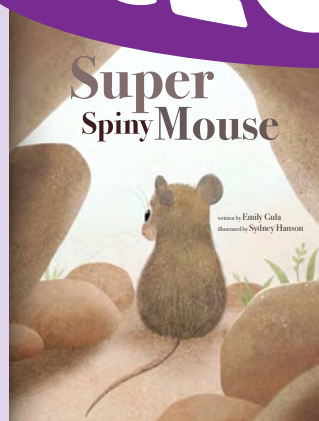
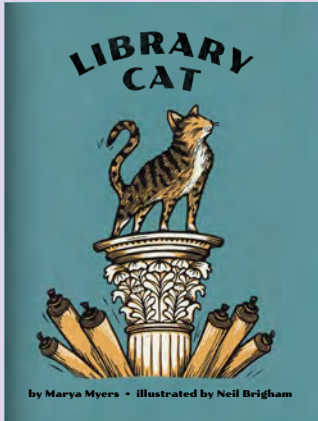
Maria Baldarelli, Rachel Brophy, Heidi Dunham, Kimberly Gillingham, Mary Janet McCafferty, Cara O'Connor Collymore, Angela Penfold, Christina Urquart, and Barbara A. Wilson

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THE MISSION

Identify a high quality instructional resource that aligns with the high expectations of the **Michigan K-5 standards for English Language Arts**, the **Essential Instructional Practices for Literacy**, and the **FPS Mission & Vision**. The adopted HQIM will support teachers in providing equitable and innovative learning experiences through **positioning** and **authentic tasks** that promote our **Profile of a Lifelong Learner**.



*The following criteria were developed with the above mission in mind, with the added goal of selecting an ELA resource that promotes growing students' general knowledge of the world so they have a trove of knowledge to reference when they read, write, and present.

1: ACCESS TO GRADE LEVEL COMPLEX TEXT THROUGH CLOSE READING

- | |
|---|
| <ul style="list-style-type: none">• Curriculum includes regular communal practice for all students with high-quality, grade-level complex texts that anchor each unit. In K-2, interactive read-alouds that are two to three years above what children are able to read themselves are a staple. Read-alouds are interactive with specific instructional goals. |
| <ul style="list-style-type: none">• Curriculum provides repeated encounters with challenging, content-rich complex text to allow students to grapple with high-quality, text-specific questions and build their understanding. |
| <ul style="list-style-type: none">• Culminating assignments reflect what is essential for students to learn from the text(s), including the information contained within them; offer practice using more sophisticated vocabulary; and address several grade-level (or above) standards. |
| <ul style="list-style-type: none">• Participation strategies and discussion are intentionally embedded within each close reading lesson to keep students actively engaged in the text. |

2: INTENTIONAL INSTRUCTION OF ACADEMIC VOCABULARY

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|---|
| <ul style="list-style-type: none">• Curriculum includes intentional vocabulary instruction and practice with academic and domain-specific words found in complex text and related to the topic of study. |
| <ul style="list-style-type: none">• Words chosen for extended study in context are generally 1) essential to understanding, 2) more abstract, 3) part of a semantic word family (words related by meaning or concept), and 4) likely to appear in other complex texts students will read. |
| <ul style="list-style-type: none">• Curriculum revisits newly learned words and phrases in multiple contexts, including encouraging students to use them in their discussions and speaking and writing activities. |

3: INTENTIONAL USE OF TEXT SETS TO BUILD KNOWLEDGE ABOUT TOPICS

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| <ul style="list-style-type: none">• Curriculum is intentionally designed to give students grounding in a diverse range of topics in history, social studies, science, the arts, and literature by providing enough time (at least two to three weeks) to explore topics to allow for knowledge and vocabulary growth. |
| <ul style="list-style-type: none">• Curriculum provides a series of conceptually coherent text sets organized around topics of study, with less-complex texts supporting access to more-complex texts to build knowledge. |
| <ul style="list-style-type: none">• Curriculum expects students to regularly engage in a volume of choice reading related to the topics being studied. The curriculum includes scaffolds and structures, including lightweight student accountability (e.g., book talks, journals) to foster productive use of the reading time. |
| <ul style="list-style-type: none">• Texts provide opportunities for teaching text structures (for example, sequence, comparison, contrast, and cause/effect) and text features to support comprehension and careful reading of narrative and informational text. |

4: DISCOURSE AROUND TEXTS IS AN INTEGRAL PART OF LESSONS

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|---|
| <ul style="list-style-type: none">• The curriculum provides guidance on engaging learners in productive and sustained academic discussions through thought-provoking questions that develop both a literal and deep understanding of the texts and content being studied, including cultivating students' abstract reasoning and analytical thinking. When students answer questions, they are consistently required to provide evidence for their responses. |
| <ul style="list-style-type: none">• Collaboration and peer-to-peer discussion is part and parcel of the curriculum, which establishes a relevance for the learning and seeks to build a community that processes, understands, and interprets content together. |
| <ul style="list-style-type: none">• Explicit instruction of speaking & listening skills is intentionally embedded throughout lessons, with regular opportunities for students to practice and reflect on these skills. |

5: INTEGRATED WRITING INSTRUCTION

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|---|
| <ul style="list-style-type: none">• Curriculum includes frequent writing opportunities that are evidence-based and anchored in the content students are studying to extend and solidify their learning. Writing also includes regular use of short, focused research projects with teacher support appropriate to the grade level, again anchored in the assigned content. |
| <ul style="list-style-type: none">• Curriculum includes integrated and connected writing assignments that vary in purpose, audience, length and duration, and address all three text types including narrative, informational and opinion writing. |
| <ul style="list-style-type: none">• Curriculum includes explicit instruction in the fundamentals of writing, including sentence construction and the planning, drafting, and writing of paragraphs and essays, as well as grammar and usage instruction in the context of students' writing. This includes explicit instruction on how to convey knowledge through specific text genres and features. |

6: SUPPORTING ALL STUDENTS

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|---|
| <ul style="list-style-type: none">• Curriculum provides the means to ensure all students work with and can meet grade-level standards. The curriculum provides both the systematic guidance and resources required for building in time and support for students reading below grade level, and/or students learning English, so that they can access the text and learn alongside peers. |
| <ul style="list-style-type: none">• Curriculum includes strong representation of authors and illustrators of color in the texts children read, abundant opportunities to read how people from a range of historically underrepresented social groups have contributed to knowledge, and guidance on how to implement the curriculum in a manner that promotes equity and elevates student assets. |
| <ul style="list-style-type: none">• Curriculum provides a range of supports designed to address results from informal and more formal assessments (gathered from observations, assignments, and test questions), and promotes timely and concrete feedback to students. |

7: TEACHER USABILITY

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| <ul style="list-style-type: none">● Curriculum is purposeful in its design, including many regular, predictable instructional routines that teachers and students can rely on from the moment the new program is enacted. |
| <ul style="list-style-type: none">● Curriculum is designed not only to advance student learning but also to help educators understand the “why” of included approaches and components. It incorporates explanations to support teachers in effective implementation). Examples might include:<ul style="list-style-type: none">○ Explanations of how program elements facilitate student learning;○ Sample student responses;○ Tips for effective feedback;○ Models of exemplary practice; and○ Discussions of why suggested pedagogical moves are useful. |
| <ul style="list-style-type: none">● Teacher-facing materials are clear and concrete about what program elements are essential for the core instruction and which are “nice to have” additional dimensions. |
| <ul style="list-style-type: none">● Curriculum includes embedded formative and summative assessments that provide teachers with the information they need to scaffold & differentiate as needed to effectively support all students. |
| <ul style="list-style-type: none">● The daily amount of time required aligns the FPS recommended ELA instructional minutes (135-150 minutes). |
| <ul style="list-style-type: none">● The amount of required teacher planning and preparation is feasible. |
| <ul style="list-style-type: none">● The digital resources and tools that are provided support and enrich the teaching and learning experience. |
| <ul style="list-style-type: none">● Curriculum includes resources to support school-to-home communication with caregivers. |

8. POSITIONING

We craft learning environments that position each and every learner to be engaged in a way that they are invited into the learning, their thoughts are valued and they know they are confident and competent to do the learning.

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| • Participation structures and strategies are purposefully embedded in the design of lessons |
| • Ideas and perspectives are shared (made visible) and honored by and between students. |
| • Students have regular opportunities to reflect on and show their learning in various ways. |

9. AUTHENTIC TASKS

We design authentic learning opportunities that provide each and every learner the opportunity to learn higher-level thinking and problem solving skills as well as knowledge of the world and people alongside their own passions and interests.

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| • Learning is connected to real-world (current and historical) problems, contexts, perspectives, or phenomena. |
| • Tasks and the thinking students are doing are representative of the subject area (or discipline). |
| • Students' ideas, experiences, passions, and interests fuel the learning. |

10. FPS LEARNER PROFILE

Compassionate Community Member

FPS learners are compassionate community members who welcome the unique contribution of each individual, value the strength and power of community, and participate to create a positive and authentic impact in the community—personal, local, and global.

Resilient Problem Solver

FPS learners are resilient problem solvers who are empowered to persevere in their quest for solutions to problems and/or questions. Learners consider multiple perspectives, solicit and respond to feedback, identify the best solution for the situation, and navigate their own problem-solving pathway.

Empowered Collaborator

FPS learners give their best efforts while engaging in a productive exchange of ideas in working toward a common goal. Learners provide and receive respectful feedback, contribute their talents, thoughts, and opinions while respecting those of others, and develop effective ways of working together.

Strategic Communicator

FPS learners are able to use communication as a way to build understanding and form relationships. Learners are active listeners, consider the needs of their audience, and use a variety of methods to express ideas effectively. Learners are open to others' perspectives and ideas as they engage in civil discourse.

Self-Actualizer

FPS learners are in control of their educational pathway and their future. Learners set and strive toward goals based on self-awareness of strengths, interests, talents, and opportunities for growth. Using a growth mindset, they demonstrate self-compassion and self-acceptance as they become lifelong learners.



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is capable of
greatness

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Prepared ByMorgan Cebelak

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Phone(248) 489-3601

Emailkathrine.olenczuk@fpsk12.net

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January 23, 2024

Mr. Jon Barth, Director of Facilities Management & Transportation
Farmington Public Schools
32500 Shiawassee St.
Farmington, MI 48336

RE: 2020 Bond - Contract Award Recommendation for Construction Bids
Bid Pack #12 – Farmington STEAM Academy Fire Alarm System Update

Dear Mr. Barth:

This letter transmits an update from Plante Moran Realpoint (PMR) as it relates to the assignment to assist and advise Farmington Public Schools (FPS) in its selection of a Prime Contractor for the 2020 Bond Project listed above. This update represents the mutual efforts of PMR, Wakely Associates, Peter Basso & Associates, McCarthy & Smith and FPS administration and staff (Project Team) to present a framework in order to identify, evaluate and recommend a Prime Contractor for this Project.

A review of the existing fire alarm system was conducted during the Summer of 2023 during Bid Pack #7 work and it was determined that an update to the system was appropriate and needed. Utilizing Owner Contingency funds, a budget was established for this project and design work was completed. The scope of work includes removal of the existing 7000 Series fire alarm system (including signaling and initiation devices). New devices will connect to an existing 901 Series fire alarm panel. The updated system will be addressable with voice evacuation and visual devices.

On December 7, 2023, an advertisement for bids was posted to the required State of Michigan website. In addition, the advertisement was posted to the District's website as well as a local newspaper. Construction Documents and Specifications were formally issued and made available to interested bidders via web-based portals.

Relative to Bid Pack #12 – Farmington STEAM Academy Fire Alarm System Update, four (4) bid proposals were received and publicly opened on January 11, 2024. During the next several days, bid proposals were reviewed to determine the scope, schedule, budget, and other financial implications. An interview was held with the recommended bidder and was attended by various members of the Project Team.

Upon completion of the interviews, and after subsequent clarifications and discussions, the Project Team is recommending the firm listed in McCarthy & Smith's Award Recommendation Letter for Bid Pack #12 – Farmington STEAM Academy Fire Alarm System Update for contract award.

Including hard construction of \$279,211.00 and construction contingency of \$27,921.00, this Project award recommendation equals \$307,132.00.

For the Prime Contractor, the cost for the Work will be detailed in AIA Contract A132 – 2019 Standard Form of Agreement between Owner and Contractor, as modified pending final review and approval of terms by district legal counsel.

The recommendation for this Project is within the overall 2020 bond budget and will not alter bond dollars currently allocated to future projects. The recommendation for this bid package is over budget and the overage will be funded with available bid savings accumulated from prior award of Bid Packages 1 thru 11.

The work is planned to start on 2nd shift in Spring 2024 and will transition to 1st shift during the summer recess. All work will be completed prior to the start of the 2024-2025 school year.

The Project Team is available at the Board's convenience to answer any questions regarding bidding, the proposals, interview process, or the recommendation of the Project Team.

Sincerely,

PLANTE MORAN REALPOINT



Scott Smith, LEED AP
Vice President



Paul R. Wills, AIA, LEED AP
Partner

Copy: Jennifer Kaminski – Farmington Public Schools
File

Enclosures:

- McCarthy & Smith, Inc. - Bid Pack #12 – Farmington STEAM Academy Fire Alarm System
Update dated January 23, 2024



BID PACK #12: FARMINGTON STEAM ACADEMY FIRE ALARM SYSTEM UPDATE - COST SUMMARY

	Hard Construction		
Building	Budget	Actual	Variance
Farmington STEAM Academy	\$ 250,000	\$ 279,211	\$ (29,211)
Totals	\$ 250,000	\$ 279,211	\$ (29,211)

	Construction Contingency (10%)		
Building	Budget	Actual	Variance
Farmington STEAM Academy	\$ 25,000	\$ 27,921	\$ (2,921)
Totals	\$ 25,000	\$ 27,921	\$ (2,921)

	Total Project Costs		
Building	Budget	Actual	Variance
Farmington STEAM Academy	\$ 275,000	\$ 307,132	\$ (32,132)
Totals	\$ 275,000	\$ 307,132	\$ (32,132)



January 23, 2024

Mr. Jon Barth
Director of Facilities Management and Transportation
Farmington Public Schools
32500 Shiawassee Street
Farmington, Michigan 48336

RE: 2020 Bond Issue
Bid Package #12 Farmington STEAM Academy Fire Alarm System Update

SUBJ: Contract Award Recommendation

Mr. Barth,

On Thursday, January 11, 2024, at 10:00 AM, sealed bids were received and publicly opened for the work pertaining to the above referenced project. In attendance at the bid opening were representatives from Farmington Public Schools, Plante Moran Realpoint, Wakely Associates, McCarthy & Smith, Inc., and interested Bidders. Bids were opened, recorded, and tabulated.

The project team has conducted a post bid interview with the following low, qualified Bidder, for the bid division of work. During the post bid interview, the project team reviewed the Contractor's qualifications, scope of work, project schedule, manpower requirements, and specified materials. Based upon the project team's review of the proposals and bidders, we propose the following company to Farmington Public Schools for contract award:

Bid Division 143: Electrical

Advance Contracting and Electrical Services, Inc.

Mr. Ryan Howard
4055 South Dye Road
Swartz Creek, MI 48473

Base Bid	\$	275,900.00
PLM Bond (Selective Insurance Company of America)	\$	3,311.00
Total	\$	279,211.00

TOTAL AWARD RECOMMENDATION AMOUNT: \$ 279,211.00

The Bid Summary and Bid Tabulation are included in this package.

I trust the above recommendations meet with the approval of the administration and the Board of Education. McCarthy & Smith, Inc. representatives will be in attendance at the January 23, 2024, and February 6, 2024, Board of Education meetings to address any concerns.

Please contact me with any questions.

Sincerely,



Aaron A. Phillips

Aaron A. Phillips
Project Director
McCarthy & Smith, Inc.

CC: Paul Wills, Plante Moran CRESA
Scott Smith, Plante Moran CRESA
Brian Smilnak, Wakely Associates
Bill McCarthy, McCarthy & Smith, Inc.



Bid Award Summary

Bid Division / Description	Apparent Low Bidder	BASE BID			SUMMARY ITEMS			
		BASE BID	PLM Bond	Total Base Bid	Total Award Recommendation	Number of Bidders	Low	High
143 Electrical	Advance Contracting and Electrical Services, Inc.	\$275,900.00	\$3,311.00	\$279,211.00	\$279,211.00	4	\$275,900.00	\$599,706.00
TOTALS		\$275,900.00	\$3,311.00	\$279,211.00	\$279,211.00	4	\$275,900.00	\$599,706.00

BUDGET SUMMARY	
TOTAL AWARD RECOMMENDATION	\$279,211.00

Job #1242-23: Farmington Public Schools BP#12 - Farmington STEAM Academy

Prepared by McCarthy & Smith, Inc. - 24317 Indoplex Circle, Farmington Hills, MI 48335, United States of America

Bid Package Lead: Aaron Phillips (aphillips@mccarthysmith.com)

Project Location: Farmington, MI, United States of America

BD 143: Electrical

Generated January 11, 2024

Base Bid

LINE ITEMS

Lump Sum Bid for Electrical

Cost for Performance and Labor & Material
Payment Bonds, to be added to the Base Bid

INCLUSIONS

FOLLOWING DOCUMENTS MUST BE UPLOADED
WITH BID

Bidder has uploaded the Bid Security in the
amount of five (5%) percent (Bid Bond or
Certified Check)

Bidder has signed and uploaded the
Familial Disclosure Affidavit Form

Bidder has signed and uploaded the Iran
Linked Business Affidavit Form

Bidder has signed and uploaded the
Criminal Background Check Affidavit Form

Base Bid Total

Advance Contracting And Electrical Service

Submitted by Kevin Potter

\$279,211

Original Proposal, January 11, 2024

Unit	Unit Cost	Total Cost
		\$279,211

		\$275,900
--	--	-----------

		\$3,311
--	--	---------

YES

YES

YES

YES

\$279,211

Great Lakes Power & Lighting, Inc.

Submitted by Alan Thueme

\$347,000

Original Proposal, January 11, 2024

Unit	Unit Cost	Total Cost
		\$347,000

		\$343,000
--	--	-----------

		\$4,000
--	--	---------

YES

YES

YES

YES

\$347,000

Shoreview Electric Co.

Submitted by Cindy Jones

\$437,000

Original Proposal, January 11, 2024

Unit	Unit Cost	Total Cost
		\$437,000

		\$432,000
--	--	-----------

		\$5,000
--	--	---------

YES

YES

YES

YES

\$437,000

J. Ranck Electric, Inc.

Submitted by Adam Ranck

\$605,653

Original Proposal, January 11, 2024

Unit	Unit Cost	Total Cost
		\$605,653

		\$599,706
--	--	-----------

		\$5,947
--	--	---------

YES

YES

YES

YES

\$605,653

Central Office Renovation



Wakley Associates Inc



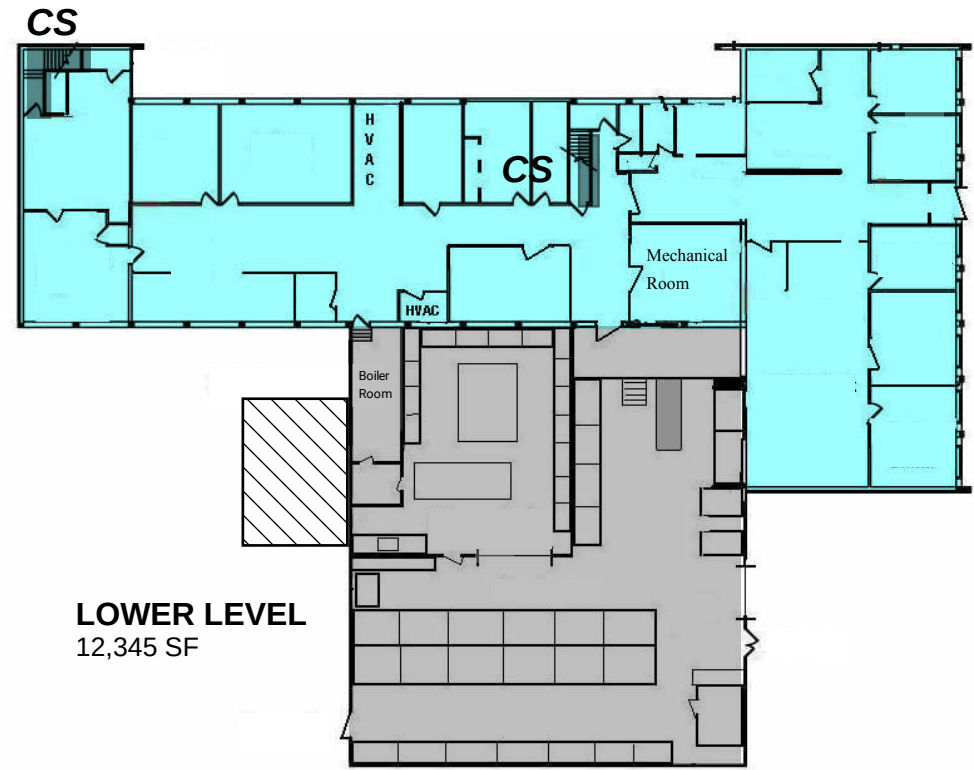
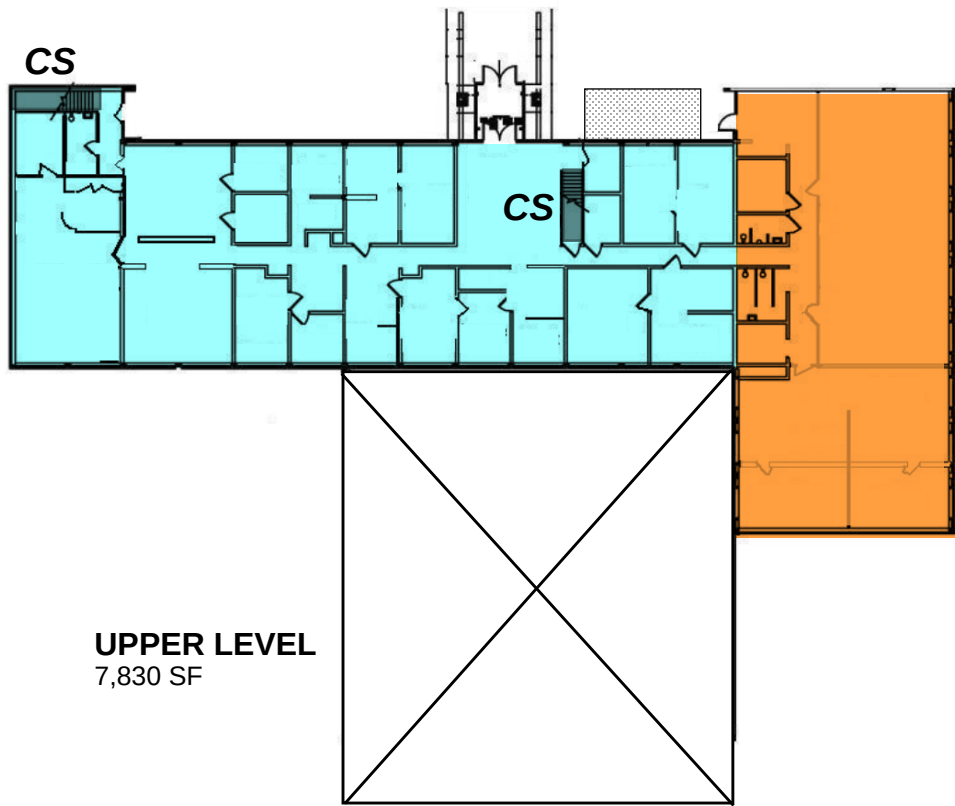
McCarthy and Smith



plante moran | Realpoint

Plante Moran Realpoint

January 2024



NEW WORK LEGEND

- | | |
|--|---|
| <p> Convert to Semi-Conditioned Storage Space. (Reprogram and replace controls as need to set existing mechanical equipment to heating only. Remove existing interior door and windows. Minimal power and lighting work for code compliance.)</p> <p> No New Work</p> <p> New Concrete Loading Platform</p> | <p> Convert to Conditioned Storage Space. (Remove non-structural walls. Patch existing lay-in ceiling. Provide new PTAC Mechanical units to provide heating and cooling.)</p> <p> Close Existing Stairwells (Required to bypass new elevator code requirement)</p> <p> Remove Existing Chiller/Cooling Tower</p> |
|--|---|



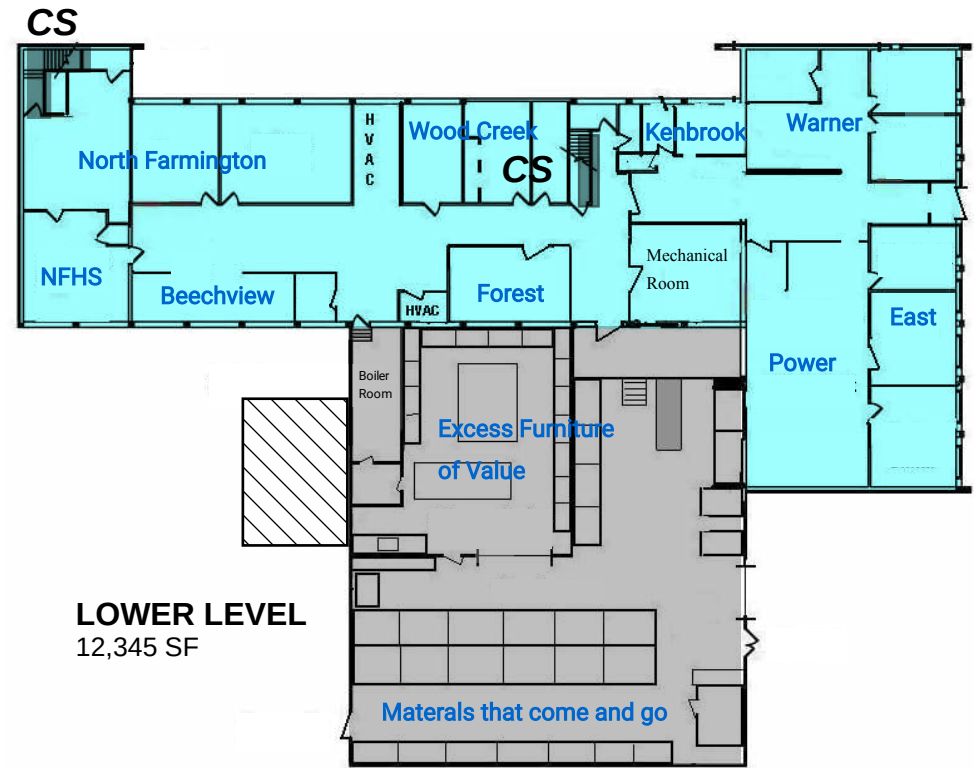
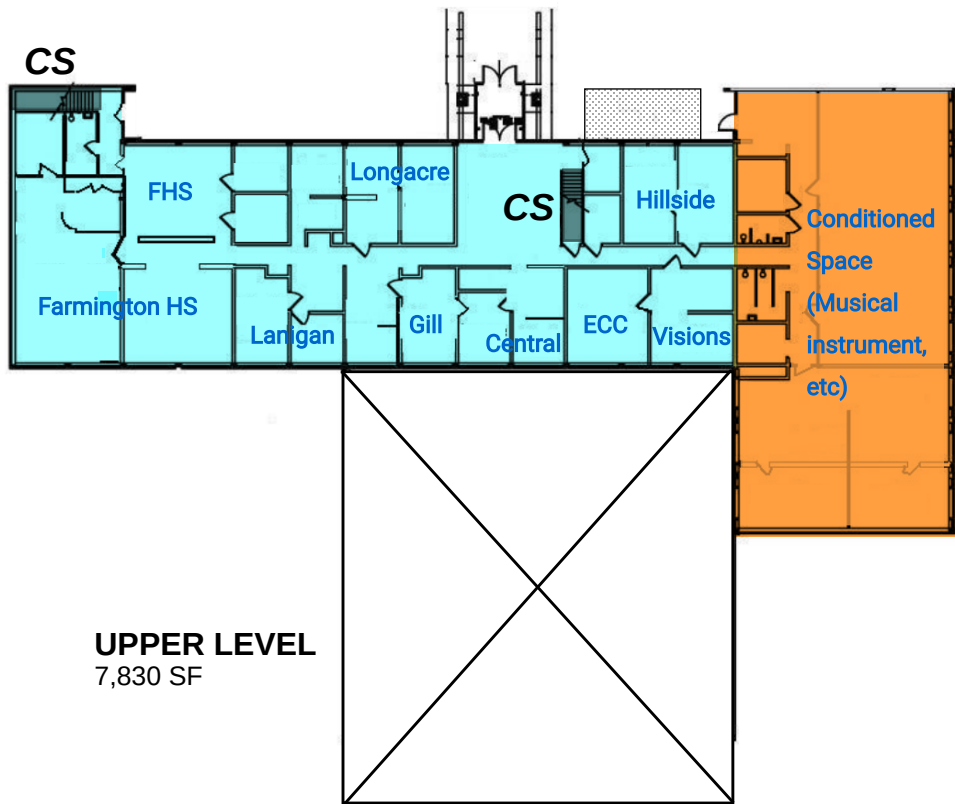
**WAKELY ASSOCIATES, INC./
ARCHITECTS**

30500 Van Dyke Avenue, Suite M-7,
Warren, Michigan 48093
PH: 586.573.4100
FX: 586.573.0822
www.wakelyaia.com

**FARMINGTON PUBLIC SCHOOLS
ADMINISTRATION BUILDING
- STORAGE CONVERSION SCOPE ANALYSIS**

SCALE: NTS

DRAWN BY: NJL	PROJECT NO.: 201879
APPROVED BY: BJS	REFERENCE SHEET: --
DATE: 1/2/24	SHEET NO.: SK-1.1



NEW WORK LEGEND

- | | |
|---|---|
| <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #00FFFF; border: 1px solid black; margin-right: 5px;"></div> <div> <p>Convert to Semi-Conditioned Storage Space. (Reprogram and replace controls as need to set existing mechanical equipment to heating only. Remove existing interior door and windows. Minimal power and lighting work for code compliance.)</p> </div> </div> | <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #FFA500; border: 1px solid black; margin-right: 5px;"></div> <div> <p>Convert to Conditioned Storage Space. (Remove non-structural walls. Patch existing lay-in ceiling. Provide new PTAC Mechanical units to provide heating and cooling.)</p> </div> </div> |
| <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #A9A9A9; border: 1px solid black; margin-right: 5px;"></div> <div> <p>No New Work</p> </div> </div> | <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #808080; border: 1px solid black; margin-right: 5px;"></div> <div> <p>CS Close Existing Stairwells (Required to bypass new elevator code requirement)</p> </div> </div> |
| <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #D3D3D3; border: 1px solid black; margin-right: 5px;"></div> <div> <p>New Concrete Loading Platform</p> </div> </div> | <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #00FFFF; border: 1px solid black; margin-right: 5px;"></div> <div> <p>Remove Existing Chiller/Cooling Tower</p> </div> </div> |



WAKELY ASSOCIATES, INC./
ARCHITECTS

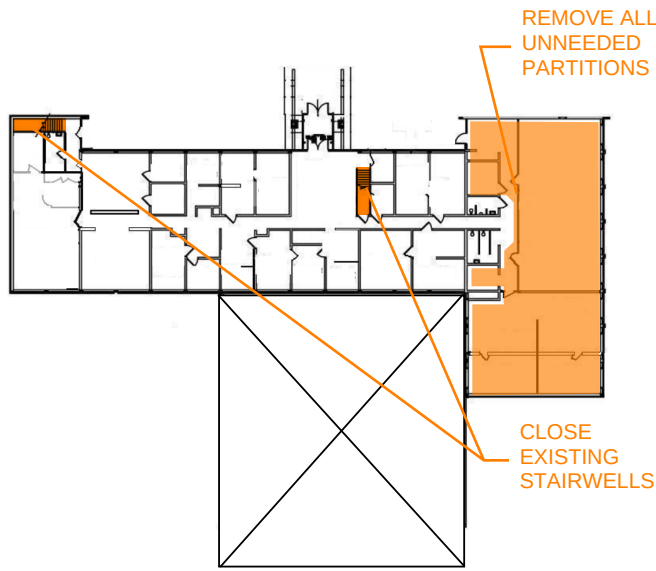
30500 Van Dyke Avenue, Suite M-7,
Warren, Michigan 48093
PH: 586.573.4100
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FARMINGTON PUBLIC SCHOOLS
ADMINISTRATION BUILDING
- STORAGE CONVERSION SCOPE ANALYSIS

SCALE: NTS

DRAWN BY: NJL	PROJECT NO.: 201879
APPROVED BY: BJS	REFERENCE SHEET: --
DATE: 1/2/24	SHEET NO.: SK-1.1

PROPOSED SCOPE



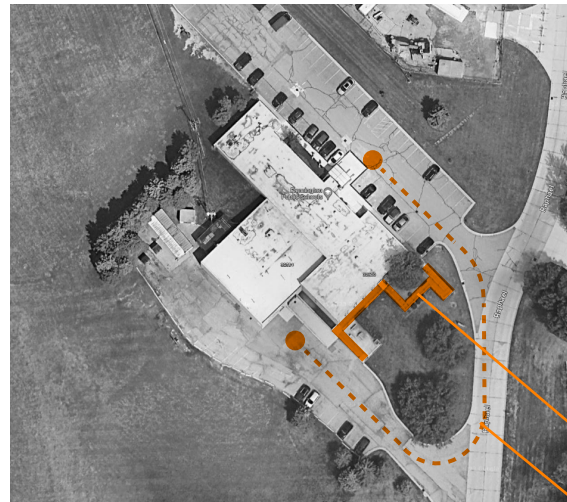
UPPER LEVEL - 7,830 SF



LOWER LEVEL - 12,345 SF

Converting the current administration building partially condition storage would alleviate the much of the required mechanical updates the building requires to function as an office building with public access. Removing all glazing (glass) the within 10'-0" of the ground with solid insulated panels would increase the buildings efficiency, privacy, and security. Removing interior finishes and partitions would increase the buildings storage capacity.

The current administration building 20,175 S.F. Each floor exceeds 3,000 S.F. triggering the requirement for an elevator between floors if the floors in business buildings. If the floors are separated from pedestrian access the need for an elevator is eliminated. Refer to excerpt of MBS Section 1104 on this page.



EXISTING EXTERIOR PEDESTRIAN PATH.
(RAMP AT ADA COMPLIANT GRADE)

EXISTING CIRCULATION VEHICULAR
PATH

SECTION 1104 ACCESSIBLE ROUTE

1104.2 Within a site. At least one *accessible route* shall connect *accessible buildings*, *accessible facilities*, *accessible elements* and *accessible spaces* that are on the same *site*.

Exceptions:

1. An *accessible route* is not required between *accessible buildings*, *accessible facilities*, *accessible elements* and *accessible spaces* that have, as the only means of access between them, a vehicular way not providing for pedestrian access.

...omitted...

1104.3 Connected spaces. When a building or portion of a building is required to be *accessible*, at least one *accessible route* shall be provided to each portion of the building, to *accessible building entrances* connecting *accessible pedestrian walkways* and to the *public way*.

Exceptions:

1. *Stories* and *mezzanines* exempted by Section 1104.4.

...omitted...

1104.3.1 Employee work areas. *Common use circulation paths* within *employee work areas* shall be *accessible routes*.

Exceptions:

...omitted...

3. *Common use circulation paths*, located within exterior *employee work areas* that are fully exposed to the weather, shall not be required to be *accessible routes*.



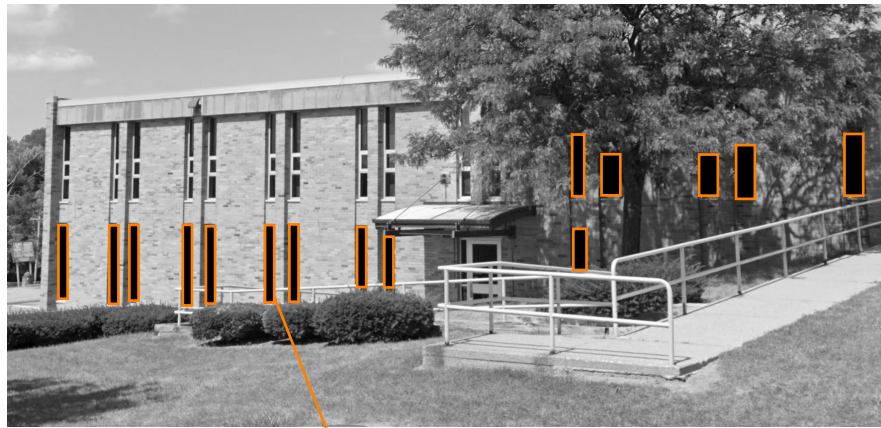
WAKELY ASSOCIATES, INC./
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FARMINGTON PUBLIC SCHOOLS
ADMINISTRATION BUILDING
- STORAGE CONVERSION SCOPE ANALYSIS

SCALE: NTS

DRAWN BY: NJL	PROJECT NO.: 201879
APPROVED BY: BJS	REFERENCE SHEET: --
DATE: 1/2/24	SHEET NO.: SK-1.2



EAST ELEVATION

REPLACE GLASS WITHIN
10'-0" OF GROUND LEVEL
WITH SOLID PANELS



NORTH ELEVATION

NEW ELEVATED DELIVERY
PLATFORM

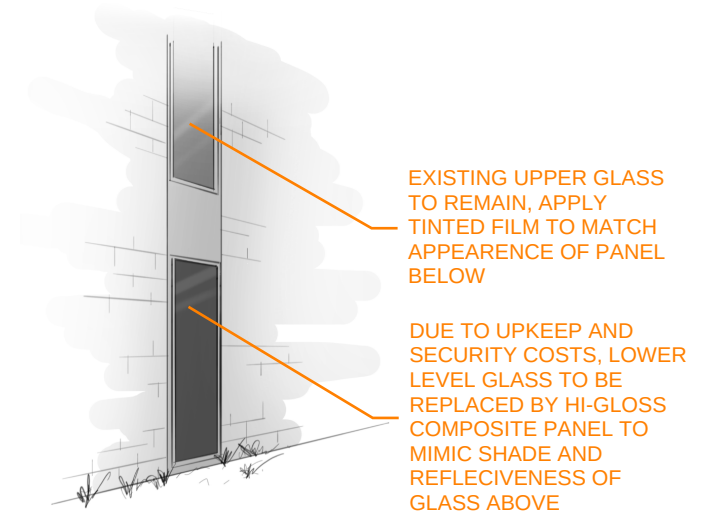
REPLACE GLASS WITHIN
10'-0" OF GROUND LEVEL
WITH SOLID PANELS



SOUTH ELEVATION

REPLACE GLASS WITHIN
10'-0" OF GROUND LEVEL
WITH SOLID PANELS

NEW DISTRICT BRANDING
AND SIGNAGE



WINDOW REPLACEMENT DETAIL



WAKELY ASSOCIATES, INC./
ARCHITECTS

30500 Van Dyke Avenue, Suite M-7,
Warren, Michigan 48093
PH: 586.573.4100
FX: 586.573.0822
www.wakelyaia.com

FARMINGTON PUBLIC SCHOOLS
ADMINISTRATION BUILDING
- STORAGE CONVERSION SCOPE ANALYSIS

SCALE: NTS

DRAWN BY: NJL	PROJECT NO.: 201879
APPROVED BY: BJS	REFERENCE SHEET: --
DATE: 1/2/24	SHEET NO.: SK-2

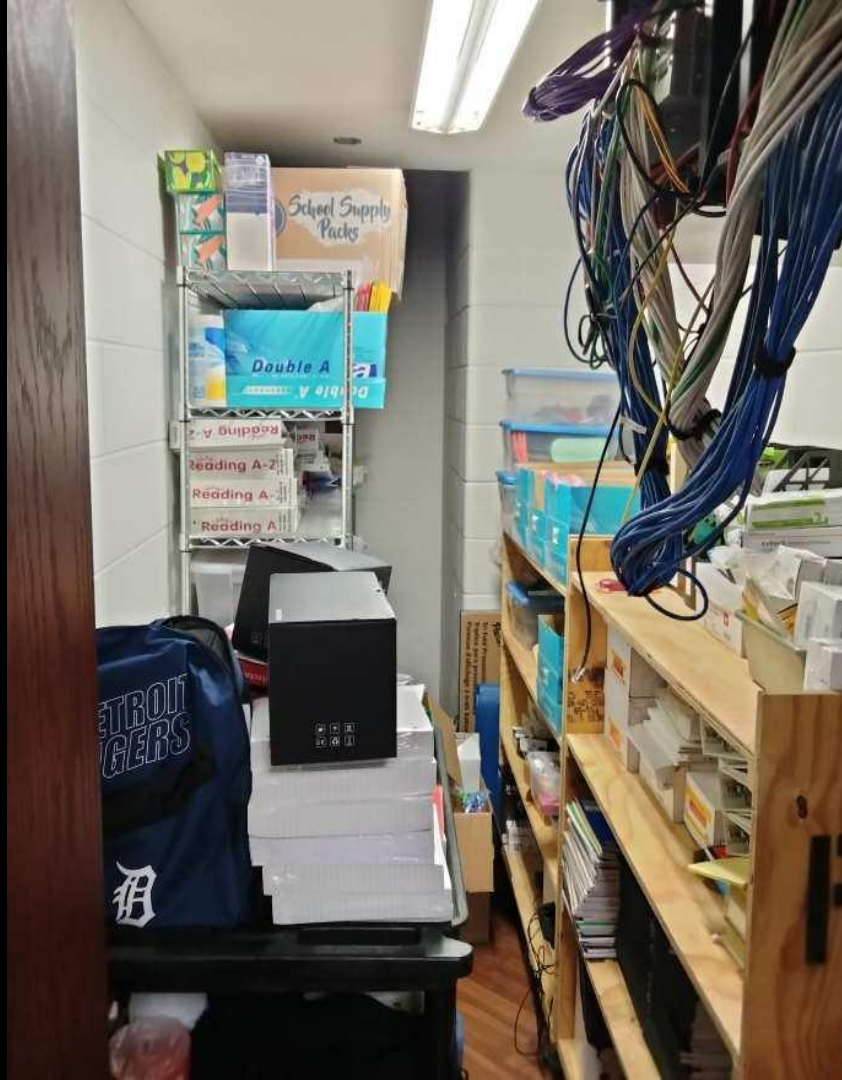
Building Storage











Semi-Trailer Storage





Semi-Trailer Storage Costs

<u>Unit Number</u>	<u>Trailer Size</u>	<u>Storage Location</u>
3501	35' Foot	Facilities Management 29350 10 Mile, Farmington, MI
4016	40' Foot	Professional Movers - 1270 Pontiac Trail, Walled Lake, MI 48390
8031	53' Foot	Professional Movers - 1270 Pontiac Trail, Walled Lake, MI 48390
4811	48' Foot	Professional Movers - 1270 Pontiac Trail, Walled Lake, MI 48390
5304	53' Foot	Professional Movers - 1270 Pontiac Trail, Walled Lake, MI 48390

Five semi-trailers are currently being rented at \$350 per trailer, per month

\$1,750 per month or \$21,000 per year

Facilities Storage





Central Office Renovation

Things to Consider

1. The building is centrally located (which is perfect for a warehouse that would service the entire district).
2. It gives new life to a building that was destined for demolition, much like Farmington Community School that is now our new Visions Unlimited.
3. That a new roof was put on during our last bond.
4. That it would free up space in our schools and at our maintenance building.
5. That it eliminates current and future storage costs.

Central Office Renovation

Things to Consider

6. That most school districts will never have the opportunity to repurpose a building into a 21,000 square foot warehouse.
7. That the cost to build a comparable warehouse structure exceeds \$3,000,000 (current cost estimate from McCarthy and Smith).
8. That the cost to tear down central office exceeds \$500,000 due to it acting as a retaining wall, while the 2 acre property is valued at less than \$200,000 and is zoned R-1 residential (meaning that the building could not be used as a commercial property).
9. That the bond team reduced the initial estimate of \$800,000 (plus contingencies) down to less than \$600,000 (plus contingencies) by redesigning interior spaces.

see



Shiawasee Park

QUESTIONS?

Farmington
Public Schools



February 6, 2024

Mr. Jon Barth, Director of Facilities Management & Transportation
Farmington Public Schools
32500 Shiawassee St.
Farmington, MI 48336

RE: 2020 Bond – Contract Award Recommendation for Construction Bids
Bid Pack #11A – Farmington High School Exterior Steel Components

Dear Mr. Barth:

This letter transmits an update from Plante Moran Realpoint (PMR) as it relates to the assignment to assist and advise Farmington Public Schools (FPS) in its selection of a Prime Contractor for the 2020 Bond Project listed above. This update represents the mutual efforts of PMR, Wakely Associates, McCarthy & Smith and FPS administration and staff (Project Team) to present a framework in order to identify, evaluate and recommend a Prime Contractor for this Project.

As discussed at the most recent Finance & Facilities Committee meeting and Board meeting in January 2024, the steel work associated with Alternate #3 from Bid Package #11 for the work at Farmington High School needed to be procured and a formal bidding process ensued.

On January 15, 2024, an advertisement for bids was posted to the required State of Michigan website. In addition, the advertisement was posted to the District's website as well as a local newspaper. Construction Documents and Specifications were formally issued and made available to interested bidders via web-based portals.

Relative to Bid Pack #11A – Farmington High School Exterior Steel Components, three (3) bid proposals were received and publicly opened on January 30, 2024. Over the next several days, the bid proposals were reviewed to determine the scope, schedule, budget, and other financial implications. An interview was held with the recommended bidder and was attended by various members of the Project Team.

Upon completion of the interview, and after subsequent clarifications and discussions, the Project Team is recommending the firm listed in McCarthy & Smith's Award Recommendation Letter for Bid Pack #11A – Farmington High School Exterior Steel Components for contract award in the amount of \$61,800.00.

The cost for this award will be funded from the construction contingency previously approved and awarded for Bid Package #11. A copy of the budget summary for Bid Package #11 is attached for reference.

For the Prime Contractor, the cost for the Work will be detailed in AIA Contract A132 – 2019 Standard Form of Agreement between Owner and Contractor, as modified pending final review and approval of terms by district legal counsel.

The Project Team is available at the Board's convenience to answer any questions regarding bidding, the proposals, interview process, or the recommendation of the Project Team.

Sincerely,

PLANTE MORAN REALPOINT



Scott Smith, LEED AP
Vice President



Paul R. Wills, AIA, LEED AP
Partner

Copy: Jennifer Kaminski – Farmington Public Schools
File

Enclosures:

- McCarthy & Smith, Inc. - Bid Pack #11A – Farmington High School Exterior Steel Components letter dated February 6, 2024

For Reference Only

BID PACK #11: RENOVATIONS TO WARNER / FCHS / FECC / FHS - COST SUMMARY

	Hard Construction		
Building	Budget	Actual *	Variance
Warner Middle School	\$ 2,764,550	\$ 3,765,311	\$ (1,000,761)
BP #10A Generator (Warner)	\$ -	\$ 74,515	\$ (74,515)
Farmington Central High School	\$ 2,861,892	\$ 2,392,614	\$ 469,278
BP #10A Generator (FCHS)	\$ -	\$ 67,205	\$ (67,205)
Farmington Early Childhood Center	\$ 597,908	\$ 686,977	\$ (89,069)
Farmington High School (Alternate #3) **	\$ 250,000	\$ 202,733	\$ 47,267
BP #10A Generator (Transportation)	\$ 53,000	\$ 53,000	\$ -
Totals	\$ 6,527,350	\$ 7,242,355	\$ (715,005)

	Construction Contingency (10%)		
Building	Budget	Actual	Variance
All Buildings	\$ 652,735	\$ 724,236	\$ (71,501)
Totals	\$ 652,735	\$ 724,236	\$ (71,501)

	Total Project Costs		
Building	Budget	Actual	Variance
All Buildings	\$ 7,180,085	\$ 7,966,591	\$ (786,506)
Totals	\$ 7,180,085	\$ 7,966,591	\$ (786,506)

* Allocation of Actual Hard Construction costs between buildings are approximated at this time based on available bid information.

** Alternate #3 for Farmington High School is an additional project requested to be incorporated by Farmington Public Schools. The budget was established utilizing available Bid Savings funds within the 2020 Bond.

Note: As part of the Bid Package #10A recommendation which was approved at the June 6, 2023 Board Meeting, it was noted that the costs for that bid package were intended to be included with the bids for Bid Package #11 and a budget summary would be provided at that time. The overall recommended amount of \$7,966,591.00 includes the previously approved amount of \$846,220.00 approved at the June 6, 2023 Board Meeting.



February 6, 2024

Mr. Jon Barth
Director of Facilities Management and Transportation
Farmington Public Schools
32500 Shiawassee Street
Farmington, Michigan 48336

RE: 2020 Bond Issue
Bid Package #11A Farmington High School Exterior Steel Components

SUBJ: Contract Award Recommendation

Mr. Barth,

On Tuesday, January 30, 2024, at 10:00 AM, sealed bids were received and publicly opened for the work pertaining to the above referenced project. In attendance at the bid opening were representatives from Farmington Public Schools, Plante Moran Realpoint, Wakely Associates, McCarthy & Smith, Inc., and interested Bidders. Bids were opened, recorded, and tabulated.

The project team has conducted post bid interviews with the following low, qualified Bidders, for each bid division of work. During the post bid interview, the project team reviewed the Contractor's qualifications, scope of work, project schedule, manpower requirements, and specified materials. Based upon the project team's review of the proposals and bidders, we propose the following companies to Farmington Public Schools for contract award:

Bid Division 107A: Steel

Zak Welding & Custom Work, LLC

Yahya Alarayshi
8711 Epworth Street
Detroit, MI 48204

Base Bid	\$	60,850.00
PLM Bond (Selective Insurance Company of America)	\$	950.00
Total	\$	61,800.00

TOTAL AWARD RECOMMENDATION AMOUNT: \$ 61,800.00

The Bid Summary and Bid Tabulation are included in this package.

I trust the above recommendations meet the approval of the Administration and the Board of Education. McCarthy & Smith, Inc. representatives will attend the February 6, 2024, Board of Education meeting to address any concerns.

Please contact me with any questions.

Sincerely,



Aaron A. Phillips

Aaron A. Phillips
Project Director
McCarthy & Smith, Inc.

CC: Paul Wills, Plante Moran Realpoint
Scott Smith, Plante Moran Realpoint
Brian Smilnak, Wakely Associates
Bill McCarthy, McCarthy & Smith, Inc.



Bid Award Summary

Bid Division / Description		Apparent Low Bidder	BASE BID			SUMMARY ITEMS			
			BASE BID	PLM Bond	Total Base Bid	Total Award Recommendation	Number of Bidders	Low	High
107A	Steel	Zak Welding & Custom Work, LLC	\$ 60,850.00	\$ 950.00	\$ 61,800.00	\$ 61,800.00	3	\$ 60,850.00	\$ 140,000.00
TOTALS			\$ 60,850.00	\$ 950.00	\$ 61,800.00	\$ 61,800.00	3	\$ 60,850.00	\$ 140,000.00

Job #1193-23: Farmington Public Schools BP#11A - Farmington High School Exterior Steel

Prepared by McCarthy & Smith, Inc. - 24317 Indoplex Circle, Farmington Hills, MI 48335, United States of America

Bid Package Lead: Aaron Phillips (aphillips@mccarthysmith.com)

Project Location: United States of America

BD 107A: Steel

Generated February 2, 2024

Base Bid

LINE ITEMS

Lump Sum Bid for Structural Steel
Cost for Performance and Labor & Material
Payment Bonds, to be added to the Base Bid

INCLUSIONS

FOLLOWING DOCUMENTS MUST BE UPLOADED
WITH BID

Bidder has uploaded the Bid Security in the
amount of five (5%) percent (Bid Bond or
Certified Check)
Bidder has signed and uploaded the Familial
Disclosure Affidavit Form
Bidder has signed and uploaded the Iran
Linked Business Affidavit Form
Bidder has signed and uploaded the Criminal
Background Check Affidavit Form

Base Bid Total

Zak Welding & Custom Work,LLC

Submitted by Diana Zarycki

\$61,800

Original Proposal, January 30, 2024

Unit	Qty	Unit Cost	Total Cost
			\$61,800
			\$60,850
			\$950
			\$0
			\$0
		YES	
		YES	
		YES	
		YES	
			\$61,800

Wolverine Steel Erectors, Inc.

Submitted by Pamela Ray

\$63,838

Original Proposal, January 24, 2024

Unit	Qty	Unit Cost	Total Cost
			\$63,838
			\$63,193
			\$645
			\$0
			\$0
		YES	
		YES	
		YES	
		YES	
			\$63,838

Great Lakes Welding and Fabrication, LLC

Submitted by James Paul

\$143,000

Original Proposal, January 30, 2024

Unit	Qty	Unit Cost	Total Cost
			\$143,000
			\$140,000
			\$3,000
			\$0
			\$0
		YES	
		YES	
		YES	
		YES	
			\$143,000

1st Budget Amendment and Future Considerations

January 23, 2024

What has happened since July 1, 2023?

- ▶ Foundation Allowance increase of \$458 per pupil
- ▶ Increased At-Risk (31A) Funding
- ▶ Special Education foundation funding (100%) in addition to 28% reimbursement
- ▶ Enrollment increase projection of 100 students occurred
- ▶ Interest revenue increase due to rising interest rates

What has happened since July 1, 2023?

- ▶ New Categorical for Transportation
- ▶ Additional MPSERS Offset Revenue
- ▶ Mental Health and Safety/Security funding

Effect on FPS revenues for 2023-24

▶ Local Revenue

- ▶ Interest revenue increase of \$400,000

▶ State Revenues

- ▶ Increase in MPSERS Offset Revenue - \$600,000
- ▶ New funding for Transportation - \$700,000
- ▶ An increase in Special Education funds - \$500,000
- ▶ Additional MPSERS UAAL revenues of \$2.0 million - also increases cost
- ▶ An increase in 31A At-Risk Funding of \$1.7 million - also increases cost

Effect on FPS revenues for 2023-24

► State Revenues

- Increase in 31aa Mental Health and Safety/Security funding of \$2.0 million - also increases cost
- An increase in other state categorical payments, on a net basis, and state grants of \$300,000

► Federal Revenue

- Increase in federal grant funds on a net basis - \$546,000
- ESSER funds need to be spent by 9/30/24

Effect on FPS revenues for 2023-24

▶ Interdistrict Revenue

- ▶ Increase in PA-18 funding from Oakland Schools - \$276,000

▶ Transfers & Other Transactions

- ▶ Increase in indirect cost transfer from the Nutrition Services Fund - \$102,000

Expenditure Changes for 2023-24

- ▶ Revised Salary and Benefit numbers based on actual staffing in place
- ▶ Increase in Federal Grant Expenditures of approximately \$546,000
- ▶ Increase in State Grant Expenditures of approximately \$4.6 million - At Risk 31A, Mental Health and Safety/Security, Other State Grants
- ▶ Increased staffing for math intervention - Elementary level

Expenditure Changes for 2023-24

- ▶ Increased staffing for additional special education classrooms and student support services
- ▶ Increased staffing for auditorium support at both high schools
- ▶ Increase in the per pupil building allocation - building level supply budgets
- ▶ Increase in instructional materials for music, physical education, art and textbook adoptions

Expenditure Changes for 2023-24

- ▶ Decrease in Intergovernmental payments due to less special education students attending center programs in other districts
- ▶ All other lines reviewed and adjusted based upon current known factors

General Fund Amended Budget for 2023-24

Revenues	\$180,237,000
Expenditures	<u>\$180,112,000</u>
Rev > Exp	\$125,000

Other Funds Amended for 2023-24

- ▶ Special Revenue Fund -
Nutrition Services Program
- ▶ Internal Service Fund -
Benefit Stabilization

Other Funds Amended for 2023-24

- ▶ Capital Projects Funds
 - ▶ Building & Site 2018
 - ▶ Building & Site 2023

Future Unknowns

- ▶ State Funding
 - ▶ Foundation Allowance increase?
 - ▶ Social Emotional Learning (SEL) funds?
 - ▶ Safety/Security funds?
 - ▶ Restricted or Unrestricted funds?
- ▶ Enrollment Projections
- ▶ Federal and State Economies
 - ▶ January 12th Revenue Estimating Conference

Next Steps and Future Considerations

- ▶ Continued evaluation of instructional priorities
- ▶ Strategic Planning Committees
- ▶ Develop budget parameters and assumptions for 2024-25
- ▶ Forecasts for 2025-26 and 2026-27
- ▶ Expiring ESSER funds - impact on future budgets
- ▶ Governor's Budget - February

**FARMINGTON PUBLIC SCHOOLS
MEMORANDUM**

TO: Board of Education

FROM: Jennifer F. Kaminski, Assistant Superintendent for Business Services

SUBJECT: 2023/24 1st Budget Amendment

DATE: January 23, 2024

Please find attached the 2023/24 first budget amendment. The General, Special Revenue - Nutrition Services Program, Capital Projects (Building and Site – 2018), Capital Projects (Building & Site -2023) and the Internal Service (Benefit Stabilization) Funds have been revised to reflect the impact of last year's audit, contractual pay rates, staffing levels, student counts, and other known and revised budget factors. The Debt Service Fund, Special Revenue – Student Activities and Capital Projects (Building & Site -2020) have not changed and are not included.

Overall total General Fund revenues are estimated to increase by approximately \$9.1 million. The majority of our funding is derived from the per pupil foundation allocation from the State, however there are other revenue changes that contribute to the net increase in revenue.

This net increase includes:

Local Revenue:

- ✓ An increase of \$400,000 in interest revenue to do rising interest rates.

State Revenue:

- ✓ An increase in the State's portion of the Unfunded Actuarial Accrued Liability (UAAL or section 147c – currently estimated at 16.89%) in the amount of \$2.0 million. This categorical is a flow through. This means that Farmington receives payment through the monthly School Aid status report and then Farmington is subsequently billed by MPSERS for the same amount. The District is required to charge the respective percentages on all wages through the payroll process, however, the revenue and subsequent remittance to MPSERS is based upon last year's overall payroll cost.
- ✓ An increase in MPSERS Offset revenues of \$600,000.
- ✓ An increase in 31A At-Risk funds of \$1.7 million.
- ✓ An increase in 31aa grant funding of \$2.0 million for Mental Health and Safety and Security
- ✓ An increase in transportation funding (new categorical) of \$700,000.
- ✓ An increase in special education funds of \$500,000 due to full funding of the foundation allowance for special education students.
- ✓ An increase in other state categorical payments and state grants, on a net basis, of \$300,000.

Interdistrict Revenue:

- ✓ An increase of \$276,000 in PA-18 funding for one-time funds allocated from Oakland Schools.

Federal Revenue:

- ✓ An increase in federal grant funds of \$546,000 based upon updated grants and known information. Expenditures are always budgeted to equal revenues and therefore have no effect on the fund balance.

Transfers and Other Transactions:

- ✓ An increase in transfers & other transactions of \$102,000 for indirect costs from the Nutrition Services Fund.

Total expenditures are budgeted to increase by approximately \$9.5 million due to a number of factors.

Expenditure revised estimates include:

- ✓ The revised salary and benefit numbers based on actual staffing in place, current contractual obligations and increased retirement costs due to additional 147c UAAL revenue (\$2.0 million) received in the current year, which increased expenditures.
- ✓ Federal grant expenditures (federal) are \$546,000 higher than originally budgeted. Grants are budgeted as the awards are received. This increase will have no effect on fund balance as expenditures are always budgeted to equal revenues. The majority of these dollars are budgeted in the Added Needs, Pupil Services and Instructional Staff Services functional categories.
- ✓ State grant expenditures are \$4.6 million higher than originally budgeted to reflect the increase in 31A At-Risk funds, 31aa Mental Health and Safety funds and other state grants. Similar to federal grants, restricted state grant funds are budgeted for expenditures to equal revenues and therefore have no effect on fund balance.
- ✓ Increased staffing for math intervention/support at the elementary level.
- ✓ Increased staffing for additional special education classrooms and student support services.
- ✓ Increased staffing for auditorium support at both high schools.
- ✓ An increase in the per pupil building allocation resulting in increased building budgets.
- ✓ An increase for instructional materials for current year textbook adoptions.
- ✓ A decrease in intergovernmental payments due to less special education students attending county center programs in other districts.
- ✓ All other lines have been reviewed and adjusted based upon revised expenditure levels for current known factors.

The attached spreadsheet shows from a functional level (which is the presentation required by the State of Michigan) the specific differences between the revenue and expenditures from the original budget to the amended budget.

Every expenditure line on the attached statement for the General Fund shows activity. Several functions are highlighted to explain a few of the larger changes.

- Instruction, Added Needs and Pupil Services reflects current staffing in place as well as adjustments to align to current grant funding and shows a net increase mainly due to additional grant funding received for mental health, additional supports at the instructional level and an increase in special education classrooms and special education supports.
- Instructional Staff Services reflect the current staffing in place as well as adjustments to align to current grant funding.
- Transportation increased to reflect current staffing in place as well as increased contracted transportation costs and license fees.

- Central Services increased to reflect actual staffing in place as well as increased costs for technology services and record scanning.
- Athletics decreased to reflect current known staffing in place.
- Other Support Services increased to reflect actual staffing in place.
- Community Services has increased to reflect current staffing in place as well as adjustments to align to current grant funding.
- Intergovernmental payments have decreased based upon revised estimates of tuition to send our students to center programs within Oakland County.
- Building and Site Improvements has increased to align to current grant funding for safety and security.

The net result in the General Fund is an increase in estimated fund balance of approximately \$125,000 versus the originally budgeted increase of approximately \$525,000, bringing the fund balance to 20.6% of expenditures. This is due to the increase in revenue of approximately \$9.1 million and an increase in expenditures of approximately \$9.5 million.

The revised budget for the Special Revenue Fund - Nutrition Services Program reflects an adjustment for revised costs in staffing and retirement similar to the general fund. Federal revenue was increased to reflect current funding and grant opportunities available for supply chain shortages. State revenue was increased significantly to reflect the state providing funding for all students to have free breakfast and lunch during the school year. Local revenue has decreased significantly as meals are paid through state funds in the current year. Expenditures increased by approximately \$2,345,000 to reflect higher food costs, current contractual obligations for staff in place, the purchase of two new refrigerated food delivery trucks as well as additional capital projects occurring in the current year.

The revised budget for the Capital Projects Fund – Building & Site – 2018 reflects final interest revenue earned and final expenditures made for bond projects that were completed in July 2023.

The revised budget for the Capital Projects Fund – Building & Site – 2023 reflects estimated expenditures for ongoing bond projects.

The Internal Service (Benefit Stabilization) Fund has been revised to reflect the current estimate of the benefit costs based upon the plans selected by employees. The revenue budgeted for in this fund is made up of charges to the General Fund and Nutrition Services Fund for the district's net benefit cost, employees' 20-30% cost sharing contributions, cobra payments for former employees or their dependents and prescription rebates received from Blue Cross and Blue Care Network. The expenditure budget has been revised to reflect current claims costs presented for payment and premiums paid. We will review and revise this estimate for the second amendment if needed.

Thanks go to Kim Pincheck and Karla Swanson for their work on this amendment. If you have any questions, please feel free to contact me.

**FARMINGTON PUBLIC SCHOOLS
PROPOSED BUDGET CHANGES
2023-24 GENERAL FUND BUDGET
REVISION DATED FEBRUARY 6, 2024**

Line		JUNE ADOPTED BUDGET	FEBRUARY REVISED BUDGET	CHANGE INCREASE/ (DECREASE)	% INCREASE/ (DECREASE)
1	REVENUE				
2					
3	Local	\$ 50,451,124	\$ 50,849,911	\$ 398,787	0.79%
4	Interdistrict	12,232,697	12,540,667	307,970	2.52%
5	State	95,608,387	103,395,216	7,786,829	8.14%
6	Federal	12,627,561	13,173,339	545,778	4.32%
7	Transfers & Other Transactions	176,127	277,994	101,867	57.84%
8					
9	TOTAL REVENUE	171,095,896	180,237,127	9,141,231	5.34%
10	EXPENDITURES				
11					
12	Instruction	71,558,913	75,305,687	3,746,774	5.24%
13	Added Needs	28,836,034	29,654,401	818,367	2.84%
14	Adult Education	211,362	280,637	69,275	32.78%
15	Pupil Services	18,088,302	21,356,259	3,267,957	18.07%
16	Instructional Staff Services	9,790,307	10,519,370	729,063	7.45%
17	General Administration	1,267,121	1,262,337	(4,784)	-0.38%
18	School Administration	7,631,300	7,597,706	(33,594)	-0.44%
19	Business	1,644,770	1,593,150	(51,620)	-3.14%
20	Maintenance & Operations	13,049,945	12,985,308	(64,637)	-0.50%
21	Transportation	7,297,833	7,445,178	147,345	2.02%
22	Central Services	4,731,646	4,950,019	218,373	4.62%
23	Athletics *	2,335,200	2,129,623	(205,577)	-8.80%
24	Other Support Services	74,500	222,122	147,622	198.15%
24	Community Services	2,038,494	2,273,332	234,838	11.52%
25	Intergovernmental Payments	1,115,270	798,382	(316,888)	-28.41%
27	Building and Site Improvements	-	838,882	838,882	100.00%
26	Transfers & Other Transactions	900,000	900,000	-	0.00%
27	TOTAL EXPENDITURES	170,570,997	180,112,393	9,541,396	5.59%
28	EXCESS REVENUE OVER EXPENDITURES	\$ 524,899	\$ 124,734	\$ (400,165)	

* Athletics expenditures total \$2,422,173 as a portion of the budget is contained in other functions.

Bulletin 1022 Format

**FARMINGTON PUBLIC SCHOOLS
2023-24 SPECIAL REVENUE (NUTRITION SERVICES) FUND BUDGET
REVISION DATED FEBRUARY 6, 2024**

Line		JUNE ADOPTED BUDGET	FEBRUARY REVISED BUDGET	CHANGE INCREASE/ (DECREASE)	% INCREASE/ (DECREASE)
1	REVENUE				
2					
3	Local	\$ 1,565,723	\$ 442,298	\$ (1,123,425)	-71.75%
4	State	159,066	2,638,447	2,479,381	1558.71%
5	Federal	2,029,497	2,331,030	301,533	14.86%
6	Transfers & Other Transactions	77,341	77,341	-	0.00%
7					
8	TOTAL REVENUE	3,831,627	5,489,116	1,657,489	43.26%
9					
10	EXPENDITURES				
11					
12	Nutrition Services	4,353,036	6,697,767	2,344,731	53.86%
13					
14	TOTAL EXPENDITURES	4,353,036	6,697,767	2,344,731	53.86%
15					
16	EXCESS EXPENDITURES OVER REVENUE	\$ (521,409)	\$ (1,208,651)	\$ (687,242)	

Bulletin 1022 Format

**FARMINGTON PUBLIC SCHOOLS
PROPOSED BUDGET CHANGES
2023-24 CAPITAL PROJECTS (BUILDING & SITE - 2018) FUND
REVISION DATED FEBRUARY 6, 2024**

Line		JUNE ADOPTED BUDGET	FEBRUARY REVISED BUDGET	CHANGE INCREASE/ (DECREASE)	% INCREASE/ (DECREASE)
1	REVENUE				
2					
3	Local	\$ 0	\$ 9,324	\$ 9,324	100.00%
4	Transfers & Other Transactions	-	-	-	-
5					
6	TOTAL REVENUE	0	9,324	9,324	100.00%
7					
8	EXPENDITURES				
9					
10	Capital Projects Expenditures	0	137,332	137,332	100.00%
11	Transfers & Other Transactions	-	-	-	-
12					
13	TOTAL EXPENDITURES	0	137,332	137,332	100.00%
14					
15	EXCESS REVENUE OVER EXPENDITURES	\$ 0	\$ (128,008)	\$ (128,008)	

Bulletin 1022 Format

**FARMINGTON PUBLIC SCHOOLS
PROPOSED BUDGET CHANGES
2023-24 CAPITAL PROJECTS (BUILDING & SITE - 2023) FUND
REVISION DATED FEBRUARY 6, 2024**

Line		JUNE ADOPTED BUDGET	FEBRUARY REVISED BUDGET	CHANGE INCREASE/ (DECREASE)	% INCREASE/ (DECREASE)
1	REVENUE				
2					
3	Local	\$ 1,500,000	\$ 1,500,000	\$ -	0.00%
4	Transfers & Other Transactions	-	-	-	-
5					
6	TOTAL REVENUE	1,500,000	1,500,000	-	0.00%
7					
8	EXPENDITURES				
9					
10	Capital Projects Expenditures	5,000,000	10,000,000	5,000,000	100.00%
11	Transfers & Other Transactions	-	-	-	-
12					
13	TOTAL EXPENDITURES	5,000,000	10,000,000	5,000,000	100.00%
14					
15	EXCESS REVENUE OVER EXPENDITURES	\$ (3,500,000)	\$ (8,500,000)	\$ (5,000,000)	

FARMINGTON PUBLIC SCHOOLS
PROPOSED BUDGET CHANGES
2023-24 INTERNAL SERVICE (BENEFIT STABILIZATION) FUND BUDGET
REVISION DATED FEBRUARY 6, 2024

Line		JUNE ADOPTED BUDGET		FEBRUARY REVISED BUDGET		CHANGE INCREASE/ (DECREASE)	% INCREASE/ (DECREASE)
1	REVENUE						
2							
3	Local	17,215,843	\$	17,231,207	\$	15,364	0.09%
4	Transfers & Other Transactions	-		-		-	-
5							
6	TOTAL REVENUE	17,215,843		17,231,207		15,364	0.09%
7							
8	EXPENDITURES						
9							
10	Benefit Stabilization	17,215,843		17,330,178		114,335	0.66%
11							
12	TOTAL EXPENDITURES	17,215,843		17,330,178		114,335	0.66%
13							
14	EXCESS REVENUE OVER EXPENDITURES	\$ -	\$	(98,971)	\$	(98,971)	

REVISED GENERAL APPROPRIATIONS RESOLUTION
FISCAL YEAR 2024
February 6, 2024

Farmington, Michigan

A regularly scheduled meeting of the Board of Education of the Farmington Public School District was held at the Maxfield Education Center in the Farmington Public School District on the 6th day of February, 2024, at 6:00 p.m.

The meeting was called to order by Dr. Cheryl Blau, President.

Present:

Absent:

The following resolution was offered by Member _____
and supported by Member _____.

BE IT RESOLVED, that this resolution shall be the revised general appropriations of the Farmington Public School District for the fiscal year 2023-24. A resolution to provide for the disposition of all income received by the Farmington Public School District.

BE IT FURTHER RESOLVED, that the total revenue and unappropriated fund balance estimated to be available for appropriations for the General Fund of the Farmington Public School District for fiscal year 2023-24 is as follows:

REVENUE:

Local	\$ 50,849,911
Interdistrict.....	12,540,667
State.....	103,395,216
Federal.....	13,173,339
Transfers & Other Transactions.....	277,994
Total Revenue	\$ 180,237,127
Fund Balance, July 1, 2023.....	\$ 37,000,587
 Funds Available to Appropriate.....	 \$ 217,237,714

BE IT FURTHER RESOLVED, that \$180,112,393 of the total available to appropriate in the General Fund is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:

Instruction	\$ 75,305,687
Added Needs	29,654,401
Adult & Continuing Education	280,637
Pupil Services.....	21,356,259
Instructional Staff Services	10,519,370
General Administration.....	1,262,337
School Administration	7,597,706
Business	1,593,150
Maintenance & Operations	12,985,308
Transportation	7,445,178
Central Services	4,950,019
Athletics	2,129,623
Other Pupil Services	222,122
Community Services	2,273,332
Intergovernmental Payments	798,382
Building and Site Improvements	838,882
Transfers & Other Transactions.....	900,000
 Total Expenditures	 \$ 180,112,393

BE IT FURTHER RESOLVED, that the total revenue and unappropriated fund balance estimated to be available for appropriations for the Special Revenue Fund-Nutrition Services Program of the Farmington Public School District for fiscal year 2023-24 is as follows:

REVENUE:

Local	\$ 442,298
State.....	2,638,447
Federal.....	2,331,030
Transfers & Other Transactions.....	77,341
Total Revenue	\$ 5,489,116
Fund Balance, July 1, 2023	\$ 2,520,067
 Funds Available to Appropriate.....	 \$ 8,009,183

BE IT FURTHER RESOLVED, that \$6,697,767 of the total available to appropriate in the Special Revenue Fund-Nutrition Services Program is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:

Nutrition Services	\$ 6,697,767
 Total Expenditures	 \$ 6,697,767

BE IT FURTHER RESOLVED, that the total revenue and unappropriated fund balance estimated to be available for appropriations in the Capital Projects (Building & Site - 2018) Fund of the Farmington Public School District for the fiscal year 2023-24:

REVENUE:

Local	\$ 9,324
Transfers & Other Transactions.....	0
Total Revenue	\$ 9,324
Fund Balance, July 1, 2023	\$ 128,008
Funds Available to Appropriate.....	\$ 137,332

BE IT FURTHER RESOLVED, that \$137,332 of the total available to appropriate in the Capital Projects (Building & Site - 2018) Fund is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:

Capital Projects	\$ 137,332
Total Expenditures	\$ 137,332

BE IT FURTHER RESOLVED, that the total revenue and unappropriated fund balance estimated to be available for appropriations in the Capital Projects (Building & Site - 2023) Fund of the Farmington Public School District for the fiscal year 2023-24:

REVENUE:

Local	\$ 1,500,000
Transfers & Other Transactions.....	0
Total Revenue	\$ 1,500,000
Fund Balance, July 1, 2023	\$ 30,110,149
Funds Available to Appropriate.....	\$ 31,610,149

BE IT FURTHER RESOLVED, that \$10,000,000 of the total available to appropriate in the Capital Projects (Building & Site - 2023) Fund is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:

Capital Projects	\$ 10,000,000
Total Expenditures	\$ 10,000,000

BE IT FURTHER RESOLVED, that the total revenue and unappropriated fund balance estimated to be available for appropriations in the Internal Service (Benefit Stabilization) Fund of the Farmington Public School District for the fiscal year 2023-24:

REVENUE:

Local	\$ 17,231,207
Transfers & Other Transactions.....	0
Total Revenue	\$ 17,231,207
Net Position, July 1, 2023	\$ 1,594,667
 Funds Available to Appropriate.....	 \$ 18,825,874

BE IT FURTHER RESOLVED, that \$17,330,178 of the total available to appropriate in the Internal Service (Benefit Stabilization) Fund is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:

Benefit Stabilization.....	\$ 17,330,178
 Total Expenditures	 \$ 17,330,178

BE IT FURTHER RESOLVED, that no Board of Education member or employee of the Farmington Public School District shall expend any funds or obligate the expenditure of any funds except pursuant to appropriations made by the Board of Education and in keeping with the budgetary policy statement hitherto adopted by the Board. Changes in the amount appropriated by the Board shall require approval by the Board.

BE IT FURTHER RESOLVED, that the Superintendent of Schools is hereby charged with general supervision of the execution of the budget adopted by the Board and shall hold the Department Heads responsible for performance of their responsibilities within the amounts appropriated by the Board of Education and in keeping with the budgetary policy statement hitherto adopted by the Board.

Ayes:

Nays:

Resolution declared adopted.

Zach Rich, Secretary, Board of Education

GENERAL FUND EXPLANATION OF BUDGET CATEGORIES

REVENUE

Local Revenue includes the receipts from the twice-a-year tax collections, interest and other miscellaneous local sources of income.

Interdistrict Revenue includes the monies received from Oakland Intermediate School District for Medicaid fee for service dollars and PA18 funds.

State Revenue includes the receipts from the state based upon the enrollment of eligible students in the district in addition to funds for special education, vocational education, transportation, bilingual, adult education and gifted programs

Federal Revenue includes the funds received as a pass-through from the intermediate district and the state directly attributable to supplemental instructional programs.

Transfers & Other Transactions includes monies coming into the general fund from other funds of the school district and sales of district equipment or property.

EXPENDITURES

Instruction Expenditures include the direct classroom costs of the elementary, middle and high school programs, and the driver education and summer school programs. These expenditures include teacher and paraprofessional salaries, benefits, classroom supplies, textbooks and equipment.

Added Needs Expenditures includes the direct classroom costs of primarily the special education, compensatory education (i.e. Headstart, Bilingual Services), and vocational education.

Adult & Continuing Education includes costs associated with the operation of the adult high school completion program.

Pupil Services Expenditures includes the costs associated with providing direct services to students in support of the basic classroom offerings. These services include high school and middle school counselors, occupational and physical therapists, nurses, psychologists, speech and audio therapists, social workers, teacher consultants and playground supervisors.

Instructional Staff Expenditures include costs associated with staff development and curriculum coordinators, media (library) audiovisual services and supervision of staff.

General Administration includes costs incurred by the Board of Education in the area of the mandated annual audit, legal fees, election costs, stipends paid to the Board, and salaries, benefits and supplies for executive administration.

School Administration includes the salaries, benefits and supply costs for the building principals, assistant principals and school clerical staff.

Business includes the direct costs associated with the operation of the business office (purchasing, accounting, accounts payable, payroll, budgeting, investments and financial reporting), district-wide mail costs, and warehouse operations. This function also includes the repayment of taxes for tax tribunal decisions.

Maintenance & Operations includes the costs associated with all custodians, maintenance personnel, supervisors, contracted services, supplies and materials, property and liability insurance, and all utilities.

Transportation includes the drivers, mechanics, paraprofessionals, and supervisory costs related to transporting students to and from school, field trips and other school-related events.

Central Services includes the costs of information technology, pupil accounting, school/community relations, and personnel services.

Community Services includes those costs associated with the operation of the Community Service Program (including preschool) and services to the Farmington Youth Assistance Program.

Athletics includes those activities concerned with financing the interscholastic athletic programs that are under the supervision of the school

Intergovernmental Payments includes payments to other school districts for which our students attend their educational programs.

Transfers & Other Transactions includes monies transferred to other funds (Capital Projects and Nutrition Services).

February 6, 2024

Regular Meeting of the Board of Education

- X. **CONSENT AGENDA.**** I move that the Board of Education approve the February 6, 2024, Consent Agenda as follows:
- A. Approval of Minutes
 - 1. January 20, 2024, Board Retreat
 - 2. January 23, 2024, Regular Meeting
 - B. Head Start Director's Monthly Report
 - C. Personnel Items

**BOARD RETREAT
OF THE BOARD OF EDUCATION
Lewis Schulman Administrative Center
32500 Shiawassee
Farmington, MI 48336
Saturday, January 20, 2024**

President Blau called the meeting to order at 9:12 a.m.

ROLL CALL:

Present:

Cheryl B. Blau, President
Claudia T. Heinrich, Vice President
Terri A. Weems, Treasurer
Zach T. Rich, Secretary
Donald Walker, Jr., Trustee
Mable S. Fox, Trustee

Absent:

Angie Smith, Trustee

Also Present:

Christopher J. Delgado, Superintendent; Scott Morrell, MASB Facilitator; Chris O'Brien, Director, Student Support Services

1. PLEDGE OF ALLEGIANCE.

- 2. APPROVAL OF THE AGENDA.** It was moved by Ms. Weems and supported by Mr. Rich to approve the January 20, 2024, Board Retreat agenda, as presented.

VOICE VOTE:

Ayes: Fox, Heinrich, Weems, Blau, Walker, Rich
Nays: None

MOTION APPROVED 6-0.

3. PUBLIC COMMENTS. No public comment occurred.

- 4. TEAM BUILDING.** Board members and Superintendent Delgado continue to build the executive governance team through activities and facilitated activities.

- 5. BOARD OPERATING PROCEDURES.** Lengthy discussion about Board Operating Procedures. Topics included Agenda Development, District Highlights, Public Comment, Motions, Voting, Adjournment, and Recesses.

- 6. BOARD GOALS REVIEW.** Discussion about superintendent evaluation as it relates to Board goals and District initiatives. Discussion of process for evaluation and check-ins throughout the school year.

- 7. QUARTERLY DISTRICT UPDATE.** Chris O'Brien, Director of Student Support Services, provided a quarterly update on MTSS process, systems and interventions related to grant monies.

8. **ADJOURNMENT.** The Board of Education's January 20, 2024 Board Retreat was adjourned at 3:10 p.m.

Zach T. Rich, Board Secretary
Farmington Board of Education

**REGULAR MEETING
OF THE FARMINGTON BOARD OF EDUCATION
Maxfield Education Center
32789 W. Ten Mile
Farmington, Michigan
January 23, 2024**

President Blau called the meeting to order at 6:00 p.m.

ROLL CALL:

Present: Cheryl B. Blau, President
Claudia T. Heinrich, Vice President
Zach T. Rich, Secretary
Terri A. Weems, Treasurer
Mable S. Fox, Trustee
Angie F. Smith, Trustee
Donald Walker, Jr., Trustee

Absent:

Also Present: Chris Delgado, Superintendent; Jennifer Kaminski and Brad Paddock, Assistant Superintendents; Diane Bauman, Jon Barth, and Margaret Hendrickson, Directors; Kathy Olenczuk, K-5 Literacy Coordinator; Aaron Phillips, McCarthy & Smith; Brian Smilnak, Wakley Associates; Scott Smith, Plante Moran Realpoint; staff and community members.

1. **PLEDGE OF ALLEGIANCE.** Trustee Walker led the pledge.
2. **APPROVAL OF THE AGENDA.** It was moved by Weems and supported by Rich to approve the agenda for the regular Board of Education meeting on Tuesday, January 23, 2024, as presented.

VOICE VOTE:

Ayes: Fox, Heinrich, Rich, Smith, Weems, Walker, Blau
Nays:

MOTION UNANIMOUSLY APPROVED.

3. **ANNOUNCEMENTS.** Board President Blau spoke on the following topics: *The Knowledge Gap*, its use by staff in the District, and an upcoming author zoom conversation; Board member participation in and recent meeting of the Collaborative Professional Learning Equity and Innovation Strategic Planning committee; necessity to reschedule the StoryTeller event at STEAM, due to the snow/ice day; and recent MLK events.

4. **REPORT FROM THE STUDENT ROUND TABLE.** President Anirudh Bommanaveni reported on the recent decision by the Student Round Table regarding a Career Fair for upperclass students. The event will take place May 3, 2024 and begin during the school day to encourage student participation. The host school will be North Farmington High School. Transportation options for non NFHS students are still being discussed. SRT hopes to include information on summer job opportunities and internships, along with seminars pertaining to resume writing and interview skills at this event.
5. **CORRESPONDENCE.** Board Secretary Rich provided a report on correspondence received during this period. Correspondence is acknowledged and responded to when appropriate. A list of correspondents and topics is available in the Board packet on the Farmington Public Schools website.
6. **LEGISLATIVE UPDATE.** Board Secretary Rich reported that the State of the State address by Governor Whitmer will occur January 24, 2024 at 7:00 pm.
7. **SUPERINTENDENT'S DISTRICT UPDATE.**
Presenter: Chris Delgado, Superintendent

Dr. Delgado spoke on the following topics: appreciation of community/staff/student patience with regards to recent snow/ice days; high school finals; application start date for the FPS School of Choice program for Oakland County residents; and the Farmington High School play, *The Election*.

8. **QUARTERLY DASHBOARD - 2020 BOND UPDATE.**
Presenters: Chris Delgado, Superintendent; Scott Smith, Plante Moran Realpoint

Mr. Smith presented the 2020 District bond construction update. The report, which is detailed in the FPS Quarterly Dashboard - January 2024 document, covered the bond allocations in various categories, including Construction/District-Wide, FF&E (Fixtures, Furniture & Equipment), Buses, and Technology/Security. The report also included a funding and expenditures summary to date, the cost to complete per category, the current projects schedule, a visual of the relocation of Visions Unlimited to FCS, and upcoming bond projects at STEAM, Transportation and the high schools.

Board members made comments, and questions were answered.

9. **REPORTS FROM BOARD COMMITTEES.**

Communications and Community Engagement Committee. Committee Chair Rich reported that committee members debriefed the community dialogue held on October 3, 2023. The topic was "Budget Priorities in the District." The next community dialogue is scheduled for February 13, 2024, and the topic will be Athletics. The dialogue will be organic with no guiding questions

provided.

Finance and Facilities Committee. Committee Chair Weems reported that committee members discussed the first budget amendment, STEAM fire alarm, Central Office building remodel, and the Farmington High School canopy. Each of these items will be reviewed in detail under Discussion later in the meeting.

Policy/Board Governance Committee. Chair Walker reported that committee members discussed/reviewed the November 2023 policy updates provided by Miller Johnson, the District policy service provider. All updates will be recommended for approval, with the exception of Update 16.15 (Policy 6002 – Threat Assessment). This proposed update requires further clarification from Miller Johnson. Additionally, the committee discussed 4002 AR (Hiring and Recommendations for Hiring). It was determined that the language is appropriate, and further discussion may occur at an upcoming Board retreat.

10. K-5 LITERACY ADOPTION (READING AND WRITING).

Presenters: Margaret Hendrickson, Director, Curriculum, Instruction and Assessment; Kathy Olenczuk, K-5 Literacy Coordinator

Ms. Olenczuk presented the proposed adoption of the Wit & Wisdom curriculum to provide a framework for addressing the systematic instruction of the Michigan K-5 Reading, Writing and Language standards. This program will be utilized alongside Skills Block (K-2), which was adopted last fall. Rationale focused on FPS K-5 Literacy Data and alignment with the Essential Literacy Practices for K-5 and Best Practice in the “Science of Reading.”

Two high-quality resources were reviewed: Wit and Wisdom and EL Education. Preview cycles were conducted for each resource. Over twenty K-5 teachers were involved. A one day resource training session was provided prior to Module 1 of each resource being implemented this fall. Upon implementation completion, a full day debrief was conducted. Informal previewing opportunities were also made available for all staff.

Ms. Olenczuk presented the highlights of the Wit and Wisdom program. Angelina Lowe and Merari Gardner provided teacher testimonials. Materials will be available for community review at Central Office.

If approved, next steps are as follows:

- materials to be purchased this year and distributed to teachers prior to summer break, with implementation to begin in the fall of 2024
- a comprehensive professional learning plan to be part of the implementation process that will include initial and ongoing training and coaching for teachers, coaches and administrators

Board members asked questions, and they were answered.

11. STEAM ACADEMY FIRE ALARM - BP#12.

Presenter: Jon Barth, Director, Facilities Management and Transportation; Aaron Phillips, McCarthy & Smith

Mr. Phillips stated that an update to the system was appropriate and needed. Four (4) bid proposals were received. An interview was held with the recommended bidder, Advance Contracting and Electrical Services, Inc. This firm has done extensive work on the electrical system in the building to date. Including hard construction of \$279,211.00 and construction contingency of \$27,921.00, this Project award recommendation equals \$307,132.00. The recommendation for this Project is within the overall 2020 bond budget. The work is planned to start on 2nd shift in Spring 2024 and will transition to 1st shift during the summer recess. All work will be completed prior to the start of the 2024-2025 school year.

This item will be presented for action at the February 6, 2024, regular meeting.

Board members asked questions, and they were answered.

12. CENTRAL OFFICE RENOVATION - BP#13.

Presenter: Jon Barth, Director, Facilities Management and Transportation

Dr. Barth presented the committee with the rationale behind converting the Central Office building to a warehouse space for District storage. Points included: cost to retrofit in order to maintain as an occupied space, cost to demo, value of property based on location and zoning, new roof received in the last bond, cost of current outside storage, opportunity to purge/organize, opportunity to repurpose some current storage spaces, and ability to remove items from current inappropriate/unsafe spaces. If approved, work would begin in the fall of 2024.

This item will be presented for action at the February 6, 2024, regular meeting.

Board members asked questions, and they were answered.

13. FHS CANOPY.

Presenter: Jon Barth, Director, Facilities Management and Transportation; Aaron Phillips, McCarthy & Smith

Mr. Phillips stated that the original alternate was in Bid Pack #11. However, a bid for the alternate was not provided by the chosen vendor for the base bid work. Because the anticipated project cost for the steel exceeds the Michigan bid limit of \$29,572 and is a bond construction project, it must be re-bid. The bids are due on January 30, 2024. The cost will be funded out of the construction contingency funds previously approved by the BOE on November 21, 2023. Work is planned for Summer 2024.

This item will be presented for action at the February 6, 2024, regular meeting.

Board members asked questions, and they were answered.

14. 2023-24 FIRST BUDGET AMENDMENT.

Presenter: Jennifer Kaminski, Assistant Superintendent, Business Services

Mrs. Kaminski presented the committee with a PowerPoint summarizing the first budget amendment. The General, Special Revenue - Nutrition Services Program, Capital Projects (Building and Site - 2018), Capital Projects (Building & Site - 2023), and the Internal Service (Benefit Stabilization) Funds were revised to reflect the impact of last year's audit, contractual pay rates, staffing levels, student counts, and other known and revised budget factors. The Debt Service, Special Revenue - Student Activities and Capital Projects (Building & Site - 2020) Funds have not changed and were not included.

Significant changes in revenues and expenditures related to the General Fund were discussed. The net result is an increase in estimated fund balance of approximately \$125,000, bringing the fund balance to 20.6% of expenditures. Mrs. Kaminski briefly described the other amended funds.

Future considerations include the state of the economy at the State and Federal levels, continued evaluation of instructional priorities and supports needed, and incorporation of feedback on priorities and allocation of resources gained from the Strategic Planning process.

Next steps will be the development of budget parameters and assumptions for 2024-25, forecasts for 2025-26 and 2026-27, and determining the impact of expiring ESSER funds on future budgets.

This item will be presented for action at the February 6, 2024, regular meeting.

15. REVIEW OF RECOMMENDED POLICY UPDATES (NOVEMBER 2023) FROM MILLER JOHNSON (POLICY SERVICE PROVIDER) - FIRST READING.

Presenter: Donald Walker Jr., Chair, Policy/Board Governance Committee

Trustee/Policy Committee Chair Walker stated that the committee recommends all updates move forward for approval, with the exception of Update 16.15 (Policy 6002 – Threat Assessment).

This item will be presented for action at the February 6, 2024, regular meeting.

16. PUBLIC COMMENTS. Public comments were shared. Trustee Smith and Superintendent Delgado made comments. No action was taken.

17. EXPENDITURES. It was moved by Weems and supported by Smith that the Board of Education approve the expenditures as outlined in the expenditure printout dated January 23,

2024, as follows:

General Fund	\$ 15,304,619
General Fund - Athletics	115,329
Debt Fund	-
Capital Projects – Technology and Other Projects	-
Capital Projects – 2018 Bond Fund	-
Capital Projects – 2020 Bond Fund	860,250
Capital Projects – 2023 Bond Fund	200,524
Nutrition Services Fund	600,517
Benefit Stabilization Fund	1,798,464
TOTAL	\$ 18,879,703

ROLL CALL:

Ayes: Fox, Heinrich, Rich, Smith, Weems, Blau, Walker

Nays: None

MOTION PASSED 7-0.

18. **CONSENT AGENDA.** It was moved by Heinrich and supported by Smith that the Board of Education approve the January 23, 2024 Consent Agenda as follows:

- A. Approval of Minutes
 - 1. December 19, 2023, Closed Session
 - 2. January 9, 2024, Regular Meeting
- B. Personnel Items

VOICE VOTE:

Ayes: Fox, Heinrich, Rich, Smith, Weems, Blau, Walker

Nays: None

MOTION UNANIMOUSLY APPROVED.

19. **REPORTS FROM BOARD REPRESENTATIVES.**

OCSBA: Vice President Heinrich reported that she, Trustee Fox, and President Blau attended the last OCSBA meeting. Topics included a legislative update, a bi-partisan school safety package, services provided by Oakland Schools to member districts, keynote by Brad Banasik regarding current school law, and the MASB Board candidate forum to be held February 7, 2024.

Student Round Table: Vice President Heinrich reported that she attended the most recent Student Round Table meeting. She appreciated the leadership of the principals and Dr. Delgado in their support and guidance of the students, during their creation of the Career Fair event. Community member support/participation will be sought for career presentations, etc.

Strategic Planning Committee (Collaborative Professional Learning, Equity, and Innovation): Vice President Heinrich reported that she attended the most recent meeting. She appreciated the commitment of staff and community members and the layers of support and professional development offered around new programs.

- 20. ADJOURNMENT.** The Board of Education January 23, 2024, regular meeting was adjourned at 8:17 pm.

Zach T. Rich
Farmington Board of Education
Board Secretary



To: Board of Education Members
Cc: Dr. Christopher Delgado
From: Kirsten Cicchella
Date: December 2023
Re: **Head Start Directors Monthly Report**

Program update:

- The Head Start program is currently full at 80 students with nine students having an IEP.
- The program held a parent meeting discussing the importance of sleep for children and how to develop at home bedtime routines.
- The program entered its 4th year in partnership with the Detroit Institute of Arts. Three classrooms are participating in the pilot program of bringing art into students' and families' lives. The DIA provided bus transportation to the institute for parents, staff and students, held an art lesson, went into the gallery itself to connect the lesson to a piece of artwork, and provided all with a snack.
- The Head Start program began a new budget year on January 1, 2024 that will run through December 31, 2024. The final expenditure report for fiscal year 2023 is included below.
- The program partnered with Shepherd King Lutheran Church to distribute a holiday stocking for all children, which included snacks and small toys.
- A total of 765 breakfasts and 775 lunches were served through National School Lunch, and 769 snacks were served through CACFP.

Fiscal update:

Final Expenditure Report Fiscal Year 2023

FEDERAL EXPENDITURES	APPROVED BUDGET	ACTUAL DEC 2023 EXP	ACTUAL YTD	REMAINING BALANCE
PERSONNEL	409,098.00	83,264.85	417,680.05	-8,582.05
FRINGE BENEFITS	289,838.00	48,244.46	271,395.24	18,442.76
TRAVEL OUT OF AREA	0	0	0	0
EQUIPMENT	0	0	0	0
SUPPLIES	14,376.00	7,544.93	13,259.97	1,116.03
CONTRACTUAL	20,578.00	7,780.02	26,867.97	-6,289.97
CONSTRUCTION,RENOVATION,REPAIR				
OTHER	12,600.00	10,530.07	17,286.91	-4,686.91
	746,490.00	157,364.33	746,490.14	-0.14



December 2023 Credit Card Expenses:

<i>Per Head Start fiscal guidelines, credit card expenditures must be reported separately as well as in total expenditures.</i>	
Supplies	\$8,310.16
Miscellaneous Expense	\$531.69

FEBRUARY 2024 BOARD NOTES			
New hires	Position	Building	Effective Date
Varva, Trent	Sub Bus Driver	Transportation	1/8/2024
Brady, Karen	Re-hired Occupational Therapist	Gill, Hillside, Wood Creek	1/29/2024
Leonard, Earnest	Floating Head Custodian	District Wide	1/30/2024
Simmons, Rosalind	Noon Aide	Longacre	1/30/2024
Groenenboom, Susan	Paraprofessional Title I	Beechview Elementary School	1/31/2024
Laird, Dorothy	Retired/Rehired Secretary	District Wide	1/31/2024
Telford, Jaime	Teacher	Hillside Elementary School	2/9/2024
Goodsell, Michelle	Teacher	Beechview Elementary School	2/12/2024
Stollman, Carrie	School Social Worker	North Farmington High School	2/12/2024