

AGENDA FOR
BOARD OF SCHOOL TRUSTEES
REGULAR MEETING

REVISED
April 8, 2019

Elkhart Community Schools
Elkhart, Indiana

April 9, 2019

CALENDAR

Apr	9	5:30 p.m.	Public Work Session, J.C. Rice Educational Services Center
Apr	9	7:00 p.m.	Regular Board Meeting, J.C. Rice Educational Services Center
Apr	16	7:00 a.m.	Public Work Session, J.C. Rice Educational Services Center
Apr	23	7:00 p.m.	Regular Board Meeting, J.C. Rice Educational Services Center
May	14	7:00 p.m.	Regular Board Meeting, J.C. Rice Educational Services Center
May	28	7:00 p.m.	Regular Board Meeting, J.C. Rice Educational Services Center

- A. CALL TO ORDER
- B. THE ELKHART PROMISE
- C. INVITATION TO SPEAK PROTOCOL
- D. SUPERINTENDENT'S STUDENT ADVISORY COUNCIL REPRESENTATIVES
Memorial High School
Central High School

- E. MINUTES
March 12, 2019 – Public Work Session
March 26, 2019 – Public Work Session
March 26, 2019 – Regular Board Meeting

- F. TREASURER'S REPORT

Consideration of Claims

Gift Acceptance - The administration recommends Board acceptance with appreciation of recent donations made to Elkhart Community Schools.

1028 Hearing for Engineering, Technology and Innovation Building Project

Resolution Confirming Execution of Amendment to Lease - The Business office recommends Board adoption of a resolution confirming the execution of the Amendment to Lease.

Resolution Approving Additional Appropriation - The Business office recommends Board adoption of an additional appropriation for the proposed 2019 Engineering, Technology and Innovation Building Project.

Fundraisers - The Business Office recommends Board approval of proposed school fundraisers in accordance with Board Policy.

Bus Purchase - The Business Offices requests authorization to purchases busses through the State Bid List purchasing program.

G. OLD BUSINESS

Board Policy 3120.07ACS - Employment of Consultants - The administration presents proposed revisions to Board Policy 3120.07ACS - Employment of Consultants, as presented at the March 26th regular meeting.

H. NEW BUSINESS

Board Policy 8340 - Letters of Reference or Employment Reference - The administration presents proposed revisions to Board Policy 8340 - Letters of Reference or Employment Reference, for initial consideration.

Administrative Regulation GCR - Providing a Reference - The administration presents proposed new Administrative Regulation GCR - Providing a Reference, for initial consideration.

Elkhart Public Library Appointment

Elementary ELA Adoption

Middle School Math Adoption

Grants - The administration seeks Board approval for the submission of grants as recommended by the administration.

Overnight Trip Request - The administration seeks Board approval of overnight trip requests.

I. PERSONNEL

Conference Leaves - It is recommended the Board grant conference leave requests in accordance with Board Policy to staff members as recommended by the administration.

Certified and Classified Staff - See the report and recommendations of the administration.

J. INFORMATION AND PROPOSALS

From Audience

From Superintendent and Staff

Referendum Information - Levy computation

From Board

K. ADJOURNMENT

MINUTES OF THE
PUBLIC WORK SESSION
OF THE
BOARD OF SCHOOL TRUSTEES

Elkhart Community Schools
Elkhart, Indiana

March 12, 2019

J.C. Rice Educational Services Center, 2720 California Road, Elkhart – at 5:30 p.m.

Place/Time

Board Members Present:	Douglas K. Weaver Kellie L. Mullins Carolyn R. Morris	Babette S. Boling Susan C. Daiber Roscoe L. Enfield, Jr.
------------------------	---	--

Roll Call

Absent:	Rodney J. Dale
---------	----------------

ECS Personnel Present:	Philip Lederach Wes Molyneaux	Steven Thalheimer Doug Thorne Cheryl Waggoner
------------------------	----------------------------------	---

The Board heard the following reports: Philip Lederach, director of secondary instruction, provided an overview of the search and selection of a middle school math resource provider. A recommendation to the Board for approval is planned for an April meeting. Wes Molyneaux, director of technology integration, presented information regarding timeline for district-wide 1:1, training and e-learning days.

Topics Discussed

The meeting adjourned at approximately 6:50 p.m.

Adjournment

APPROVED:

Douglas K. Weaver, President

Babette S. Boling, Member

Kellie L. Mullins, Vice President

Susan C. Daiber, Member

Carolyn R. Morris, Secretary

Rodney J. Dale, Member

Roscoe L. Enfield, Jr., Member

Signatures

MINUTES OF THE
PUBLIC WORK SESSION
OF THE
BOARD OF SCHOOL TRUSTEES

Elkhart Community Schools
Elkhart, Indiana

March 26, 2019

J.C. Rice Educational Services Center, 2720 California Road, Elkhart – at 5:30 p.m.

Place/Time

Board Members Present:	Douglas K. Weaver Kellie L. Mullins Carolyn R. Morris	Babette S. Boling Susan C. Daiber Rodney J. Dale Roscoe L. Enfield, Jr.
------------------------	---	--

Roll Call

ECS Personnel Present:	Cary Anderson Brian Buckley Tony England Jacquie Rost	Tessa Sutton Steven Thalheimer Doug Thorne Cheryl Waggoner
------------------------	--	---

The Board heard the following reports: Tessa Sutton, supervisor of connective leadership and inclusion, presented information on the upcoming Thought Leadership Conference and results of the recent core values survey and world care events. Brian Buckley, athletic director, Central High School, and Jacquie Rost, athletic director, Memorial High School, presented plans for hiring head coaches at the conclusion of each high school’s sport seasons and proposed financials.

Topics Discussed

The meeting adjourned at approximately 6:45 p.m.

Adjournment

APPROVED:

Signatures

Douglas K. Weaver, President

Babette S. Boling, Member

Kellie L. Mullins, Vice President

Susan C. Daiber, Member

Carolyn R. Morris, Secretary

Rodney J. Dale, Member

Roscoe L. Enfield, Jr., Member

MINUTES
OF THE REGULAR MEETING
OF THE BOARD OF SCHOOL TRUSTEES

Elkhart Community Schools
Elkhart, Indiana
March 26, 2019

J.C. Rice Educational Services Center, 2720 California Road, Elkhart – at 7:00 p.m.

Place/Time

Board Members Present:	Douglas K. Weaver Kellie L. Mullins Carolyn R. Morris	Babette S. Boling Susan C. Daiber Rodney J. Dale Roscoe L. Enfield, Jr.
------------------------	---	--

Roll Call

President Doug Weaver called the regular meeting of the Board of School Trustees to order.

Call to Order

Superintendent, Dr. Steven Thalheimer, recited the Elkhart Promise.

The Elkhart Promise

Mr. Weaver discussed the invitation to speak protocol.

Superintendent’s Student Advisory Council (SSAC) representatives from both high schools introduced themselves: Tyler Lehner, a junior from Memorial High School (MHS) and Jai’Lin Parker, a freshman from Central High School (CHS). In addition to SSAC, Tyler Lehner is the quarterback of the football team, a member of the unified track team, and one of the two editors-in-chief of Genesis. Mr. Lehner reported earlier in the day Memorial hosted an omelet bar appreciation breakfast for the paraprofessionals since Paraprofessional Day falls during Spring break. In sports, the baseball team won their first game yesterday, the boys and girls track team is competing against Central this evening, girls tennis has started and girls softball begins on the 28th. Jai’Lin Parker reported: Ashley Moreno received a National Honor Society scholarship as a semi-finalist; Lori Holt has been named Central’s Teacher of the Year; pre-competition concerts were presented by the choir, band, and orchestra; the current student art show downtown; the upcoming improve show; and the start of Spring sports.

SSAC Representatives

By unanimous action, the Board approved the following minutes:
March 12, 2019 – Regular Board Meeting
March 19, 2019 – Public Work Session

Approval of Minutes

By unanimous action, the Board approved payment of claims totaling \$5,568,058.62 as shown on the March 26, 2019, claims listing. (Codified File 1819-126)

Payment of Claims

By unanimous action, the Board accepted with appreciation the following donations made to Elkhart Community Schools (ECS): 7,000 backpack reflectors for elementary students from Monteith Tire (donor valued at approx. \$11,500); and \$500 from The Sarah Crane Foundation for the girls/boys track team at Memorial. The Board noted the safety benefit to students from wearing the backpack reflectors and suggested they be included in future backpack distributions.

Gift Acceptance

The Board received a financial report from Kevin Scott, chief financial officer, for the period January 1, 2019 – February 28, 2019, and found it to be in order.

Financial Report

By unanimous action, the Board approved the cash tuition rates for the 2019-2020 school year. Mr. Scott stated the rate for students in grades K-12 will be \$7,400. (Codified File 1819-127)

Cash Tuition Rates

By unanimous action, the Board approved proposed school fundraisers in accordance with Board policy. The funds raised through the listed activities are deposited into each school's extra-curricular fund. (Codified File 1819-128)

Fundraisers

By unanimous action, the Board approved an extra-curricular purchase request of ILearn t-shirts from West Side Middle School in the amount of \$2,948.

Extra-Curricular Purchase Request

Mr. Scott provided the current insurance report stating claims are down over a million dollars from the same time last year.

Monthly Insurance Report

By unanimous action, the Board approved amended revisions to Board Policy 3141ACS – Suspension of Employees, as initially presented at the Board's March 12th regular meeting.

Board Policy 3141ACS

The Board reviewed proposed new Administrative Regulation GCS – Procedure for Suspension, as initially presented at the Board's March 12th regular meeting.

Administrative Regulation GCS

The Board reviewed proposed revisions to Administrative Regulation IGBB – Procedures for Identifying and Service High Ability Students, as initially presented at the Board's March 12th regular meeting.

Administrative Regulation IGBB

By unanimous action, the Board approved revisions to Board Policy 6460 – Conflicts of Interest and Vendor Relations, as initially presented at the Board's March 12th regular meeting.

Board Policy 6460

The Board was presented proposed revisions to Board Policy 3120.07ACS – Employment of Consultants, for initial consideration.

Board Policy 3120.07ACS

By unanimous action, the Board adopted a resolution establishing the Superintendent's goals for 2019. (Codified File 1819-129)

Resolution

By unanimous action, the Board approved the revised Board of School Trustees' Meeting calendar for 2019. (Codified File 1819-130)

BST Calendar
2019

By unanimous action, the Board approved the submission of a grant to the Indiana Department of Workforce Development for an Integrated English Literacy and Civics Education Grant from adult education in the amount of \$100,000. (Codified File 1819-131)

Grant
Submission

By unanimous action, the Board approved the following overnight trip requests: 14 Central track team to travel to Bloomington, IN on March 22-23, for the State indoor track meet; and Pinewood sixth graders to travel to Camp Friedenswald in Cassopolis, MI on April 29-30 for an outdoor adventure experience. Board members noted what a great experience the trip to Camp Fridenswald is and their hope for the program to continue each year.

Overnight Trip
Requests

By unanimous action, the Board approved conference leave requests in accordance with Board policy for staff members as recommended by the administration on the March 26, 2019 listings. (Codified File 1819-132)

Conference
Leave Requests

By unanimous action, the Board approved the following personnel recommendations of the administration:

Personnel
Report

An agreement regarding resignation and severance benefits for a certified staff member. (Codified Files 1819-133)

Consent
Agreement

Employment of certified staff member, Amy Saros, speech pathologist at Osolo, effective 3/18/19 for the 2018-2019 school year.

Certified
Employment

Maternity leave for certified staff member, Nicole Martinez, ESL at Cleveland, beginning 4/9/19 and ending 5/10/19.

Certified Leave

Resignation of the following four (4) certified staff members effective on the dates indicated:

Certified
Resignations

Sarah Bainbridge - special education at Memorial, 3/29/19
Tracy Beatty - special education at Beardsley, 3/29/19
Heather Duncan - grade 2 at Riverview, 3/21/19
Benjamin Kase - math at Memorial, 6/6/19

Resignation of the following two (2) classified employees effective on the dates indicated:

Classified
Resignations

Patricia Grace - paraprofessional at Eastwood, 2/22/19
Gayla Konanz - social worker at Woodland, 3/29/19

<p>Employment of the following eleven (11) classified employees who have successfully completed their probationary period on dates indicated:</p>	<p>Classified Employment</p>
<p>Charlena Armstrong - bus helper at Transportation, 3/22/19 Kristie Burk - bus driver at Transportation, 3/19/19 Jessica Donovan - bus helper at Transportation, 3/25/19 Deanna Eick - paraprofessional at Hawthorne, 3/13/19 Amber Harlston - food service at Central, 3/15/19 Esther Hargrove - paraprofessional at Beck, 3/15/19 Kevin Hunter - bus driver at Transportation, 3/25/19 Queen Idewu - food service at Cleveland, 3/19/19 Erin Pickart - speech language pathologist assistant at PACE, 3/22/19 Jasmine Sandoval - bus helper at Transportation, 3/21/19 Pauletta Turpin - food service at Hawthorne, 3/22/19</p>	
<p>Revision to leave for classified employee Ellen Springer, food service at North Side, beginning 2/8/19 and ending 5/8/19</p>	<p>Revised Classified Leave</p>
<p>Termination of classified employee, Jermaine Rogers, technical assistant at Beardsley, in accordance with Board Policy 3139.01S effective 3/26/19.</p>	<p>Classified Termination</p>
<p>An audience member spoke in support of the referendum, noting the legislators causing school districts to become self-funded, and a need to leave a legacy to the students.</p>	<p>From the Audience</p>
<p>An audience member spoke in support of the referendum, the need to educate the public on school funding, to pay teachers a fair wage, protect property values, and to provide educational pathways.</p>	<p>From the Audience</p>
<p>Superintendent Thalheimer reported he traveled to Indianapolis today with members of the Elkhart Teachers Association to meet with legislators regarding budget, safety, and property tax issues. He also noted he has been speaking with individuals regarding the referendum, helping them understand funding and making it clear why the district needs the funds generated from the referendum.</p>	<p>From the Superintendent</p>
<p>Board member, Rocky Enfield, stated the Board does not have the power to raise taxes, they are asking the community to value education, value teachers, value students and the future of Elkhart. To stand with education.</p>	<p>From the Board</p>
<p>The meeting adjourned at approximately 7:50 p.m.</p>	<p>Adjournment</p>

APPROVED:

Douglas K. Weaver, President

Kellie L. Mullins, Vice President

Carolyn R. Morris, Secretary

Babette S. Boling, Member

Susan C. Daiber, Member

Rodney J. Dale, Member

Roscoe L. Enfield, Jr., Member

Signatures



ELKHART CENTRAL HIGH SCHOOL

ELKHART
COMMUNITY SCHOOLS

INTERNAL MEMO

To: Dr. Steve Thalheimer, Superintendent
Board of School Trustees
From: Brian Buckley, Athletic Director
Date: April 1, 2019

Football Donation

A donation of \$1,000.00 has been given to the Elkhart Central High Football team from Emil and Kelly Diaz. These funds will be used for the purchase football equipment.

I am requesting approval from the Board of School Trustees to accept this donation and that an appropriate letter of acknowledgement and appreciation is sent to:

Emil and Kelly Diaz
2575 Belmont Dr.
Warsaw, IN 46582

Sincerely,

Brian Buckley
Director of Athletics
Elkhart Central High School

**RESOLUTION OF BOARD OF SCHOOL TRUSTEES CONFIRMING EXECUTION
OF THE AMENDMENT TO LEASE AND MATTERS RELATED THERETO**

WHEREAS, this Board of School Trustees (the “Board”) of the Elkhart Community Schools, Elkhart County, Indiana (the “School Corporation”), has previously examined and approved a form of a Fourth Amendment to Lease (the “Fourth Amendment”) by and between the Elkhart Community School Building Corporation, an Indiana nonprofit corporation existing pursuant to Indiana Nonprofit Corporation Act of 1991, as amended, as lessor (the “Building Corporation”), and the School Corporation, as lessee, which amends a Lease, dated as of February 24, 1998 (the “Original Lease”), as amended and supplemented by an Addendum to Lease, dated as of May 5, 1998 (the “Addendum to Lease”), a First Amendment to Lease, dated as of October 1, 2003 (the “First Amendment to Lease”), a Second Amendment to Lease, dated as of April 23, 2013 (the “Second Amendment to Lease”), an Addendum to Second Amendment to Lease, dated as of May 1, 2013 (the “Addendum to Second Amendment to Lease”), a Third Amendment to Lease, dated as of April 10, 2018 (the “Third Amendment to Lease”), and an Addendum to Third Amendment to Lease, dated as of December 1, 2018 (the “Addendum to Third Amendment to Lease”)(the Original Lease, as amended by the Addendum to Lease, the First Amendment to Lease, the Second Amendment to Lease, the Addendum to Second Amendment to Lease, the Third Amendment to Lease and the Addendum to Third Amendment to Lease, collectively, the “Lease”), for the reimbursement for improvements to all or any portion of the Premises (as defined in the Lease) paid by the School Corporation since the Premises have been owned by the Building Corporation and the extension of the ownership of the Premises by the Building Corporation beyond the current term in order to provide the School Corporation with the funds sufficient to pay all or a portion of the costs of the 2019 Engineering, Technology and Innovation Building Project, as defined and described in the resolution adopted by the Board on February 26, 2019, and all costs related thereto; and

WHEREAS, pursuant to Indiana Code § 20-47-3-10, as amended, prior to the execution of a lease between a lessor corporation and a school corporation, a public hearing must be held giving all interested persons the right to be heard upon the necessity for the execution of such lease and whether the rental provided for therein be paid to the lessor corporation is a fair and reasonable rental for the proposed building; and

WHEREAS, notice of a public hearing (1) to explain the potential value of the 2019 Engineering, Technology and Innovation Building Project to the School Corporation and the community, and (2) upon the form of the proposed Fourth Amendment, was given by publication as required by law; and

WHEREAS, on the date hereof, a public hearing was conducted in accordance with Indiana Code § 20-47-3-9, as amended, (1) to explain the potential value of the 2019 Engineering, Technology and Innovation Building Project to the School Corporation and the community, and (2) regarding whether the execution of the Fourth Amendment is necessary and whether the rentals in the Fourth Amendment are fair and reasonable for the proposed facilities; and

WHEREAS, interested people have been given the opportunity to present testimony and ask questions concerning each of the 2019 Engineering, Technology and Innovation Building Project and the Fourth Amendment; and

WHEREAS, the Board has considered the testimony and other evidence presented at the public hearing; and

WHEREAS, the Board, being duly advised, finds that it is in the best interests of the School Corporation and its citizens for the purpose of financing all or any portion of the 2019 Engineering, Technology and Innovation Building Project to extend the term of the ownership of all or any portion of the Premises by the Building Corporation, and enter into the Fourth Amendment with the Building Corporation, as lessor, for all of the Premises, in order to better serve the residents of the School Corporation, by allowing the Building Corporation to issue first mortgage bonds in one or more series to fund all or any portion of the 2019 Engineering, Technology and Innovation Building Project in an original aggregate principal amount not to exceed Five Million One Hundred Seventy Thousand Dollars (\$5,170,000) (the “2019A Bonds”).

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF SCHOOL TRUSTEES OF THE ELKHART COMMUNITY SCHOOLS, ELKHART COUNTY, INDIANA, that:

Section 1. Providing for the 2019 Engineering, Technology and Innovation Building Project is in the public interest, and it is a proper public purpose for which this Board agrees to cooperate with the Building Corporation and to assist it in fulfilling the requirements of all the agencies of the federal, state and local governments.

Section 2. The drawings, plans and specifications and estimates for all of the cost of the 2019 Engineering, Technology and Innovation Building Project, including but not limited to, all costs of acquisition and construction associated with the 2019 Engineering, Technology and Innovation Building Project, provide for necessary facilities for the School Corporation and the same are hereby approved.

Section 3. The proposed Fourth Amendment, as described in the notice of public hearing, be, and hereby is, confirmed in accordance with Indiana Code 20-47-3-10(b), and provides for a fair and reasonable rental of all or a portion of the Premises with an increased term not to exceed twenty (20) years from the date the first series of the 2019A Bonds are issued, with an increased annual lease rental not to exceed One Million Two Hundred Fifty-One Thousand Dollars (\$1,251,000), and further, the execution of the Fourth Amendment is necessary and wise.

Section 4. The President of the Board is authorized and directed to initial and date a copy of the proposed Fourth Amendment and to place the same in the record book immediately following the minutes of this meeting, and further, the Fourth Amendment is hereby made a part of this Resolution as fully as if the same were set forth herein.

Section 5. Any officer of the Board is authorized and directed to execute the Fourth Amendment, in the name and on behalf of the School Corporation, and the Secretary of the Board, or any other officer of the Board, is hereby authorized and directed to attest such execution of the Fourth Amendment.

Section 6. Each of the Secretary of the Board, or any other officer of the School Corporation, the Superintendent of the School Corporation (the “Superintendent”) and the Chief Financial Officer of the School Corporation (the “Chief Financial Officer”), be, and hereby is, authorized and directed, on behalf of the School Corporation to publish notice of the execution of the Fourth Amendment in accordance with Indiana Code 20-47-3-11(a).

Section 7. An annual tax levy shall be authorized in each year during the term of the Fourth Amendment to provide the necessary funds with which to pay the rent under the Fourth Amendment.

Section 8. The issuance, sale and delivery by the Building Corporation of the 2019A Bonds pursuant to the applicable laws of the State of Indiana, with a maximum term not to exceed twenty (20) years, and in an aggregate original principal amount not to exceed \$5,170,000, is hereby approved.

Section 9. Upon the repayment or prepayment by the School Corporation of all of the outstanding principal amount of the Bonds (as defined in the Lease), the School Corporation, as lessee, will accept from the Building Corporation title to the Premises, including any addition thereto, free and clear of any and all liens and encumbrances thereon except as otherwise permitted by the Fourth Amendment.

Section 10. The Building Corporation may issue, sell and deliver such 2019A Bonds, pursuant to the applicable laws of the State of Indiana, may encumber any property acquired by it for the purpose of financing such facilities, and may enter into contracts for the sale of the 2019A Bonds and the 2019 Engineering, Technology and Innovation Building Project.

Section 11. The Board hereby approves the extension of the ownership of the Premises by the Building Corporation upon payment by the Building Corporation to the School Corporation of the proceeds of the 2019A Bonds received by the Building Corporation.

Section 12. Any member of the Board, officer of the School Corporation or the Superintendent or Chief Financial Officer be, and hereby is, authorized and directed to take any action and execute any documents, agreements and certificates as such member or officer deems necessary and desirable to effectuate the foregoing resolutions, and any such actions, documents, agreements and certificates heretofore taken or executed, including, but not limited to, publication of the notices of the public hearing on the Fourth Amendment, be, and hereby are, ratified and approved. In addition, the Superintendent and the Chief Financial Officer, each as an Authorized Representative of the Building Corporation, may approve change orders prior to seeking formal approval of such change orders from the Board; provided, however, such change orders shall be subsequently presented to the Board for its approval.

This Resolution hereby is ADOPTED by the Board of School Trustees of the Elkhart Community Schools, Elkhart County, Indiana, this 9th day of April, 2019.

**BOARD OF SCHOOL TRUSTEES OF THE ELKHART COMMUNITY SCHOOLS,
ELKHART COUNTY, INDIANA**

AYE

NAY

ATTEST:

Secretary of the Board of School Trustees

FOURTH AMENDMENT TO LEASE

between

ELKHART COMMUNITY SCHOOL BUILDING CORPORATION
(as assignee of the Elkhart Community Schools Building Corporation),
Lessor

and

ELKHART COMMUNITY SCHOOLS,
ELKHART COUNTY, INDIANA,
Lessee

Dated as of April 9, 2019

Cross Reference: Cross Reference: This instrument supplements and amends the Lease, dated as of February 24, 1998, recorded in the office of the recorder of Elkhart County, Indiana, October 21, 2003, as Instrument No. 2003-44987, as supplemented and amended by the Addendum to Lease, dated as of May 5, 1998, recorded in the office of the recorder of Elkhart County, Indiana, on October 21, 2003, as Instrument No. 2003-44988, as further supplemented and amended by the First Amendment to Lease, dated as of October 1, 2003, recorded in the office of the recorder of Elkhart County, Indiana, on October 21, 2003, as Instrument No. 2003-44990, as further supplemented and amended by the Second Amendment to Lease, dated as of April 23, 2013, recorded in the office of the recorder of Elkhart County, Indiana, on June 27, 2013, as Instrument No. 2013-15268, and as further supplemented and amended by the Addendum to Second Amendment Lease, dated as of May 1, 2013, recorded in the office of the recorder of Elkhart County, Indiana, on June 27, 2013, as Instrument No. 2013-15269, as further supplemented and amended by the Third Amendment to Lease, dated as of April 10, 2018, recorded in the office of the recorder of Elkhart County, Indiana, on December 28, 2018, as Instrument No. 2018-26484, and as further supplemented and amended by the Addendum to Third Amendment Lease, dated as of December 1, 2018, recorded in the office of the recorder of Elkhart County, Indiana, on December 28, 2018, as Instrument No. 2018-26485.

FOURTH AMENDMENT TO LEASE

THIS FOURTH AMENDMENT TO LEASE is entered into as of this 9th day of April, 2019 (the "Fourth Amendment"), between ELKHART COMMUNITY SCHOOL BUILDING CORPORATION (as assignee of the Elkhart Community Schools Building Corporation), an Indiana nonprofit corporation (the "Lessor"), and ELKHART COMMUNITY SCHOOLS, ELKHART COUNTY, INDIANA, a school corporation existing under the laws of the State of Indiana, as lessee (the "Lessee").

1. The Lessor (as assignee of the Elkhart Community Schools Building Corporation) and the Lessee entered into a Lease, dated as of February 24, 1998 (the "Original Lease"), as amended and supplemented by an Addendum to Lease, dated as of May 5, 1998 (the "Addendum to Lease"), an Amendment to Lease, dated as of October 1, 2003 (the "First Amendment to Lease"), a Second Amendment to Lease, dated as of April 23, 2013 (the "Second Amendment to Lease"), an Addendum to Second Amendment Lease, dated as of May 1, 2013 (the "Addendum to Second Amendment to Lease"), a Third Amendment to Lease, dated as of April 10, 2018 (the "Third Amendment to Lease"), and an Addendum to Third Amendment to Lease, dated as of December 1, 2018 (the "Addendum to Third Amendment to Lease") (the Original Lease, as amended by the Addendum to Lease, the Amendment to Lease, the Second Amendment to Lease, the Addendum to Second Amendment Lease, the Third Amendment to Lease and the Addendum to Third Amendment to Lease, collectively, the "Lease"); and

2. The Lessor and the Lessee wish to further amend the Lease by modifying the term of the Lease and increasing the rent payable under the Lease to provide the Lessor with the ability to issue one or more series of additional first mortgage bonds (collectively, the "2019A Bonds") for the reimbursement for improvements to all or any portion of the Premises (as defined in the Lease) paid by the Lessee since the Premises have been owned by the Lessor and as payment to the Lessee for the extension of the ownership of the Premises by the Lessor, all of which funds the Lessee will use for the purpose of financing the costs of constructing and equipping a new building to be operated by the Lessee for certain engineering, technology and innovation programs and curriculum to be provided by the Lessee, other miscellaneous facility and/or equipping projects at facilities operated by the Lessee and any projects related to any of such facility improvement, renovation and equipping projects, all to be used in connection with the operation of the Lessee, all as described in the resolution adopted by the Board of School Trustees of the Lessee on February 26, 2019 (collectively, the "2019 Engineering, Technology and Innovation Building Project").

NOW THEREFORE, in consideration of the premises, the covenants and agreements hereinafter contained, and for other valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Lessor and the Lessee agree as follows:

PART I

PREMISES, TERM AND WARRANTY

Section 1 of the Original Lease, as previously supplemented and amended, is hereby further amended by adding at the end thereof the following paragraph:

“Notwithstanding anything in the Lease to the contrary, with respect to the rental payments to be paid by the Lessee under the Fourth Amendment, the term of for such payments shall end on the date which is twenty (20) calendar years after the issuance of the first series of 2019A Bonds, or such earlier date as set forth in an addendum to the Fourth Amendment executed by the Lessor and Lessee at the issuance of 2019A Bonds by the Lessor in connection with the 2019 Engineering, Technology and Innovation Building Project.”

PART II

RENTAL PAYMENTS

Section 2 of the Original Lease, as previously supplemented and amended, is hereby further amended by adding at the end thereof the following paragraphs:

“Notwithstanding anything to the contrary in the Lease (as defined in the Fourth Amendment), the Lessee agrees to pay additional rental for the Premises in an annual amount not to exceed One Million Two Hundred Fifty-One Thousand Dollars (\$1,251,000). Each semi-annual installment of such rental payment, payable as hereinafter described, shall be based on an amount not greater than the insured value (*i.e.* full replacement cost) of the Premises, together with that portion of the improvements to the Premises which are complete and ready for use and occupancy by the Lessee, at the time such semi-annual installment is made. Such additional rental shall be paid in semi-annual installments on June 30 and December 31 of each year commencing no earlier than June 30 in the year immediately following the year in which the Fourth Amendment is recorded by the Lessor and Lessee and ending no later twenty (20) calendar years thereafter. All rentals payable under the terms of the Lease shall be paid by the Lessee to Trustee. All payments so made by the Lessee shall be considered as payments to the Lessor of the rentals payable under the Lease.”

“After the sale of the each series of the 2019A Bonds, the annual rental shall be reduced to an amount sufficient to pay principal and interest due on all Bonds issued and outstanding under the Indenture in each twelve (12) month period commencing on June 30 of each year, together with incidental costs in each year in an amount to be determined at the time each series of the 2019A Bonds are sold for the purpose of paying annual Trustee fees and related costs, payable in semi-annual installments. In addition, each such reduced semi-annual installment shall be based on the value of the Premises, together with the improvements located on the real estate which is then subject to the Lease together with that portion of the constructed, renovated or remodeled improvements on such real estate as they currently exist and which are complete and ready for use and occupancy by the Lessee at the time such semi-annual installment is made. Such amount shall be endorsed on the Lease in the form of Exhibit A attached to the Fourth

Amendment and made a part hereof by the parties as soon as the same can be done after the sale of each series of the 2019A Bonds, and such endorsement shall be recorded as an addendum to the Lease.”

PART III

REAFFIRMATION OF LEASE

Except as otherwise provided herein, all terms, conditions and provisions of the Lease, as previously supplemented and amended, are hereby ratified and affirmed.

IN WITNESS WHEREOF, the Lessor and Lessee have executed this Fourth Amendment to Lease as of the date and year first above written.

ELKHART COMMUNITY SCHOOL
BUILDING CORPORATION

By: _____
William G. Cork, President

Attest:

Dr. John Hutchings, Secretary/Treasurer

ELKHART COMMUNITY SCHOOLS,
ELKHART COUNTY, INDIANA

By: _____
Douglas K. Weaver, President of the Board
of School Trustees

Attest:

Carolyn R. Morris, Secretary of the Board of
School Trustees

STATE OF INDIANA)
) SS:
COUNTY OF ELKHART)

Before me, the undersigned, a Notary Public in and for said County and State, personally appeared William G. Cork and Dr. John Hutchings, personally known to me to be the President and the Secretary, respectively, of the Elkhart Community School Building Corporation, and acknowledged the execution of the foregoing Fourth Amendment to Lease for and on behalf of said corporation.

WITNESS my hand and notarial seal this _____ day of _____, 2019.

Written Signature

Printed Signature

NOTARY PUBLIC

My Commission Expires:

My County of Residence is:

STATE OF INDIANA)
) SS:
COUNTY OF ELKHART)

Before me, the undersigned, a Notary Public in and for said County and State, personally appeared Douglas K. Weaver and Carolyn R. Morris, personally known to me as the President and the Secretary, respectively, of the Board of School Trustees of the Elkhart Community Schools, Elkhart County, Indiana, and acknowledged the execution of the foregoing Fourth Amendment to Lease for and on behalf of said school corporation.

WITNESS my hand and notarial seal this _____ day of _____, 2019.

Written Signature

Printed Signature

NOTARY PUBLIC

My Commission Expires:

My County of Residence is:

I affirm under the penalties of perjury, that I have taken reasonable care to redact each Social Security Number in this document, unless required by law.



Jeffery J. Qualkinbush

This instrument prepared by Jeffery J. Qualkinbush, Esquire, Barnes & Thornburg LLP, 11 South Meridian, Indianapolis, Indiana 46204

EXHIBIT A

ADDENDUM TO FOURTH AMENDMENT TO LEASE BY AND BETWEEN ELKHART
COMMUNITY SCHOOL BUILDING CORPORATION, LESSOR, AND ELKHART
COMMUNITY SCHOOLS, ELKHART COUNTY, INDIANA, LESSEE

THIS ADDENDUM TO FOURTH AMENDMENT TO LEASE (this “Addendum”), entered into as of this _____ day of _____, 20__, by and between Elkhart Community School Building Corporation, an Indiana nonprofit corporation (the “Lessor”), and Elkhart Community Schools, Elkhart County, Indiana, a public school corporation existing under by the laws of the State of Indiana (the “Lessee”);

WITNESSETH:

WHEREAS, the Lessor and the Lessee entered into a Fourth Amendment to Lease, dated as of April 9, 2019 (the “Fourth Amendment”); and

WHEREAS, it is provided in the Fourth Amendment that there shall be endorsed thereon the adjusted rental at the time each series of 2019A Bonds (as defined in the Fourth Amendment) are issued.

NOW, THEREFORE, IT IS HEREBY AGREED, CERTIFIED AND STIPULATED by the undersigned that the adjusted rental is set forth on Appendix I attached hereto.

IN WITNESS WHEREOF, the undersigned have caused this Addendum to be executed for and on their behalf as of the day and year first above written.

LESSOR

ELKHART COMMUNITY SCHOOL
BUILDING CORPORATION

By: _____
William G. Cork, President

Attest:

Dr. John Hutchings, Secretary/Treasurer

LESSEE

ELKHART COMMUNITY SCHOOLS,
ELKHART COUNTY, INDIANA

By: _____
Douglas K. Weaver, President of the Board of
School Trustees

Attest:

Carolyn R. Morris, Secretary of the Board of
School Trustees

STATE OF INDIANA)
) SS:
COUNTY OF ELKHART)

Before me, the undersigned, a Notary Public in and for said County and State, this _____ day of _____, 20__, personally appeared William G. Cork and Dr. John Hutchings, personally known to me to be President and Secretary, respectively, of Elkhart Community School Building Corporation and acknowledged the execution of the foregoing Addendum to Fourth Amendment to Lease for and on behalf of said Corporation.

WITNESS my hand and notarial seal.

(Written Signature)

(Printed Signature)
Notary Public

My Commission Expires:

My County of Residence:

STATE OF INDIANA)
) SS:
COUNTY OF ELKHART)

Before me, the undersigned, a Notary Public in and for said County and State, this _____ day of _____, 20__, personally appeared Douglas K. Weaver and Carolyn R. Morris, personally known to me to be President and Secretary, respectively, of the Board of School Trustees of the Elkhart Community Schools, Elkhart County, Indiana, and acknowledged the execution of the foregoing Addendum to Fourth Amendment to Lease for and on behalf of said School Corporation.

WITNESS my hand and notarial seal.

(Written Signature)

(Printed Signature)
Notary Public

My Commission Expires:

My County of Residence:

I affirm under the penalties of perjury, that I have taken reasonable care to redact each Social Security Number in this document, unless required by law.



Jeffery J. Qualkinbush

This instrument prepared by Jeffery J. Qualkinbush, Esquire, Barnes & Thornburg LLP,
11 South Meridian, Indianapolis, Indiana 46204.

Appendix I to Addendum to Fourth Amendment to Lease

Rental Schedule

The lease rental payments for the 2019A Bonds are set forth on the immediately following page.

**APPROPRIATION RESOLUTION OF THE BOARD OF SCHOOL
TRUSTEES OF THE ELKHART COMMUNITY SCHOOL
CORPORATION, ELKHART COUNTY, INDIANA**

WHEREAS, the Elkhart Community School Corporation, Elkhart County, Indiana (the “School Corporation”), exists and operates under the provisions of Indiana Code 20-26-1, as amended from time to time (the “Act”); and

WHEREAS, the School Corporation, as lessee, previously entered into a Lease, dated as of February 24, 1998 (the “Original Lease”), as amended and supplemented by an Addendum to Lease, dated as of May 5, 1998 (the “Addendum to Lease”), a First Amendment to Lease, dated as of October 1, 2003 (the “First Amendment to Lease”), a Second Amendment to Lease, dated as of April 23, 2013 (the “Second Amendment to Lease”), an Addendum to Second Amendment to Lease, dated as of May 1, 2013 (the “Addendum to Second Amendment to Lease”), a Third Amendment to Lease, dated as of April 10, 2018 (the “Third Amendment to Lease”), and an Addendum to Third Amendment to Lease, dated as of December 1, 2018 (the “Addendum to Third Amendment to Lease”)(the Original Lease, as amended by the Addendum to Lease, the First Amendment to Lease, the Second Amendment to Lease, the Addendum to Second Amendment to Lease, the Third Amendment to Lease and the Addendum to Third Amendment to Lease, collectively, the “Lease”), each with the Elkhart Community School Building Corporation, an Indiana nonprofit corporation existing pursuant to Indiana Code 23-17, as amended (the “Building Corporation”), as lessor, pursuant to Indiana Code 20-47-3, as amended, and Indiana Code 20-47-4, as amended; and

WHEREAS, the School Corporation, as lessee, has been authorized to enter into a fourth amendment to the Lease (the “Fourth Amendment to Lease”), with the Building Corporation, in order to allow the Building Corporation to issue first mortgage bonds to fund all or any portion of (i) the interest due on such first mortgage bonds, (ii) the costs of issuing such bonds, and (iii)(a) the reimbursement to the School Corporation for costs of improvements to the premises subject to the Lease (the “Premises”) previously incurred by the School Corporation following the date the Premises were acquired by the Building Corporation and (b) the payment to the School Corporation for an extension of the ownership of the Premises by the Building Corporation through the term set forth in the Third Amendment to Lease (clauses (a) and (b), collectively, the “School Corporation Payments”), all of which School Corporation Payments will be used by the School Corporation to pay for the costs of the 2019 Engineering, Technology and Innovation Building Project (as defined in the resolution adopted by the Board of School Trustees of the School Corporation (the “Board”) on February 26, 2019), and the costs of issuing such first mortgage bonds not paid by the Building Corporation, in an original aggregate principal amount not to exceed Five Million One Hundred Seventy Thousand Dollars (\$5,170,000) (the “2019A Bonds”); and

WHEREAS, the School Corporation intends to use the money it receives from the School Corporation Payments, if any, to pay for (a) 2019 Engineering, Technology and Innovation Building Project, and (b) costs of issuance of the 2019A Bonds not paid by the Building Corporation (clauses (a) and (b), collectively, the “School Corporation Project”); and

WHEREAS, the costs of the School Corporation Project include, without limitation, all expenses necessarily incurred in connection with the proceedings, together with a sum sufficient to pay the costs of supervision and inspection during the period of the School Corporation Project, all expenses of every kind actually incurred by the Building Corporation or the School Corporation preliminary to acquisition of certain property by the Building Corporation and the School Corporation Project, such as costs of necessary records, engineering expenses, publication of notices, salaries and other expenses and the costs of land, rights-of-way and other property to be acquired or retained for the School Corporation Project; and

WHEREAS, the Board has found that there are not sufficient funds available or provided for in the existing budget and tax levy which may be applied to the costs of the portion of the School Corporation Project and has heretofore authorized the Building Corporation to issue its 2019A Bonds; and

WHEREAS, notice of a hearing on said appropriation has been duly given by publication and posting as required by law, and the hearing on said appropriation has been held, at which all taxpayers had an opportunity to appear and express their views as to such appropriation.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF SCHOOL TRUSTEES OF THE ELKHART COMMUNITY SCHOOL CORPORATION, ELKHART COUNTY, INDIANA, AS FOLLOWS:

SECTION 1. There is hereby appropriated a sum not to exceed Five Million One Hundred Seventy Thousand Dollars (\$5,170,000) out of the proceeds of the 2019A Bonds received by the School Corporation from the Building Corporation as the School Corporation Payments, together with all investment earnings thereon. The School Corporation shall use such funds for the purpose of paying for all or a portion of the costs of the School Corporation Project.

SECTION 2. Each such appropriation shall be in addition to all appropriations provided for in the existing budget and levy, and shall continue in effect until the completion of the School Corporation Project. Any surplus of such proceeds shall be credited to the proper fund as provided by law.

SECTION 3. A certified copy of this resolution, together with such other proceedings and actions as may be necessary, shall be filed by the fiscal officer of the School Corporation, who shall report the appropriation to the State of Indiana Department of Local Government Finance.

SECTION 4. The President, Vice President, any other officer or member of the Board, the Superintendent of the School Corporation or the Chief Financial Officer of the School Corporation are hereby authorized to take any and all such actions and to execute all such instruments as are desirable to carry out the transactions contemplated by this resolution, in such forms as such officer or member executing the same shall deem proper, to be conclusively evidenced by the execution thereof and any and all actions previously taken, or documents previously executed, in connection with the transactions contemplated by this resolution, including but not limited to, publication of the notice of the public hearing held in connection with this appropriation, be, and hereby are, ratified and approved.

PASSED AND ADOPTED this 9th day of April, 2019.

BOARD OF SCHOOL TRUSTEES OF THE ELKHART COMMUNITY SCHOOL CORPORATION, ELKHART COUNTY, INDIANA

AYE

NAY

ATTEST:

Secretary of the Board of School Trustees

Proposed School Fundraising Activities
 April 9, 2019, Meeting of Board of School Trustees

School/Organization	Fundraising Activity Description/Purpose	Date(s) of Activity	Date Submitted	Sponsor(s)
Central Orchestra Boosters	Rise 'n Roll baked goods will be sold. Proceeds will be used toward the New York City trip.	4/10/2019 - 4/22/2019	3/20/2019	Kyle Weirich
Central Dance Marathon	A dance will be held involving food, games and a dance that all students will learn. Proceeds will be given to Riley Children's Hospital.	4/27/2019	3/20/2019	Rachel Titus
Memorial Yearbook and Genesis	A Rise'n Roll pre-sale will be held. Proceeds will be used for costs associated with the Genesis website and the cost of a yearbook camera.	4/10/2019 - 4/19/2019	3/22/2019	Sherr Greenfield- Ludwig
	Please note the following fundraiser is presented for confirmation only.			



BUSINESS OFFICE

PHONE: 574-262-5563

ELKHART COMMUNITY SCHOOLS

J.C. RICE EDUCATIONAL SERVICES CENTER
2720 CALIFORNIA ROAD • ELKHART, IN 46514
PHONE: 574-262-5500

Date: April 9, 2019

To: Board of School Trustees

From: Anthony J. Gianesi

RE: Recommendation for Award: 2019 School Bus Bid

The Business Office recommends award of the 2019 School Bus Bid as outlined in the attached documentation.

Anthony J. Gianesi

Chief Operating Officer

encl

April 3, 2019

Mr. Tony Gianesi
Chief Operating Officer
Elkhart Community Schools
2720 California RD.
Elkhart, Indiana
46514

Re: **2019 CIESC BUS BID**

Dear Mr. Gianesi:

Listed below you will find my recommendations for awarding of the 2019 School Bus Bid.

The State Cooperative Purchasing web site was used to establish our minimum specifications for the bus bid. The most responsive bidder meeting the Elkhart Communities Schools' specifications is IC/Collins.

I recommend that Elkhart Community Schools, Elkhart Indiana, purchase twelve (12) new buses in FY2019 for a total cost of \$1,247,332.00. The total cost incorporates the trade-in value of \$22,350 for seven (7) school buses. The breakdown of the specific buses Follows:

Fall Bid – Spec's #30836, #30838


Bus Type	Bid No.	# Ordered	Unit Price	Sub Total	Total
72 Pass Body/WC	30836	3	113,430.00	340,290.00	
84 Pass Body/Transit	30838	2	125,280.00	250,560.00	
					\$590,850.00

Spring Bid - Spec #31025

78 Pass Body/Conventional	31025	7	98,040.00	686,280.00	\$686,280.00
					\$1,247,332.00

Attached, please find a schedule of all responses to aforementioned bid prepared by the Department of Student Transportation. (The total cost includes the purchase and installation of Zonar GPS units on all buses included in this recommendation).

Sincerely,


Francisco Du'Prey

Interim Director, Department of Student Transportation
Elkhart Community Schools

Cc: H. Lohmeyer

Spec #30836 Fall 2018 Bid - 72 Passenger Body / 3 WC Bus / AC / 1 extra seat			
	Blue Bird	IC/Collins	Thomas
Base Price	\$85,728.00	\$83,081.00	\$84,799.00
Configured Price with Manufactures Options	\$113,660.00	\$108,158.00	\$113,241.00
Dealer Options Allowances			
2-way Radio (Communication Services)	\$336.00	\$336.00	\$336.00
4"Flush Mount Back up Lights		\$42.00	
Seon HD with GPS / 4 interior - 2 exterior Stop Arm Lights	\$3,600.00	\$3,600.00	\$3,600.00
ESPAR Aux Heater	\$1,000.00	\$1,000.00	\$1,000.00
LED Dome Lights		\$218.00	
Zonar GPS Factory Wiring		\$76.00	
Zonar GPS---DELETED	-\$900.00	-\$900.00	-\$900.00
Unit Price	\$118,596.00	\$113,430.00	\$118,177.00
Unit Price x 3 Total	\$355,788.00	\$340,290.00	\$354,531.00
Spec #31025 Spring 2019 Bid - 78 Passenger Body / 78 Passenger Conventional			
	Blue Bird	IC/Collins	Thomas
Base Price	\$87,446.00	\$82,824.00	\$87,551.00
Configured Price with Manufactures Options	\$97,401.00	\$91,704.00	\$97,649.00
Dealer Options Allowances			
2-way Radio (Communication Services)	\$336.00	\$336.00	\$336.00
4"Flush Mount Back up Lights		\$42.00	
Seon HD with GPS / 4 interior - 2 exterior Stop Arm Lights	\$3,600.00	\$3,600.00	\$3,600.00
ESPAR Aux Heater	\$1,000.00	\$1,000.00	\$1,000.00
LED Dome Lights		\$218.00	
Zonar GPS Factory Wiring		\$76.00	
Zonar GPS---DELETED	-\$900.00	-\$900.00	-\$900.00
Unit Price	\$102,337.00	\$96,976.00	\$102,585.00
Unit Price x 7 Total	\$713,461.00	\$678,832.00	\$710,738.00
Spec # 30838 Fall 2018 Bid - 84 Passenger Body / 84 Passenger Transit RE			
	Blue Bird	IC/Collins	Thomas
Base Price	\$113,842.00	\$110,574.00	\$110,034.00
Configured Price with Manufactures Options	\$126,503.00	\$120,008.00	\$123,912.00
Dealer Options Allowances			
2-way Radio (Communication Services)	\$336.00	\$336.00	\$336.00
4"Flush Mount Back up Lights		\$42.00	
Seon HD with GPS / 4 interior - 2 exterior Stop Arm Lights	\$3,600.00	\$3,600.00	\$3,600.00
ESPAR Aux Heater	\$1,000.00	\$1,000.00	\$1,000.00
LED Dome Lights		\$218.00	
Zonar GPS Factory Wiring		\$76.00	
Zonar GPS---DELETED	-\$900.00	-\$900.00	-\$900.00
Unit Price	\$131,439.00	\$125,280.00	\$128,848.00
Unit Price x 2 Total	\$262,878.00	\$250,560.00	\$257,696.00
Summary			
	Blue Bird	IC/Collins	Thomas
72 Passenger Body / 3 WC Bus / AC / 1 extra seat			
Unit Price x 3 Total	\$355,788.00	\$340,290.00	\$354,531.00
78 Passenger Body / 78 Passenger Conventional			
Unit Price x 7 Total	\$713,461.00	\$678,832.00	\$718,095.00
84 Passenger Body / 84 Passenger Transit			
Unit Price x 2 Total	\$262,878.00	\$250,560.00	\$257,696.00
Total 12 units	\$1,332,127.00	\$1,269,682.00	\$1,330,322.00
Minus Trades-Bus 55, Bus 27, Bus 106, Bus 142, Bus 113, Bus 86	No Return	-\$22,350.00	-\$31,500.00
Grand Total Cost	\$1,332,127.00	\$1,247,332.00	\$1,298,822.00

policy

**BOARD OF SCHOOL TRUSTEES
ELKHART COMMUNITY SCHOOLS**

PERSONNEL

Proposed Revised 3120.07ACS/page 1 of 1
(As presented during the 3/26/19 BST meeting)

EMPLOYMENT OF CONSULTANTS

It is the purpose of this policy to allow the casual employment of personnel in a consulting capacity for administration, in-service, or instruction.

In the ~~general~~ operations and education funds of the Board, money is appropriated annually for special services. This might include resource persons in fields of education who could offer consulting advice on the administration or instructional processes. The Superintendent shall negotiate a reasonable payment with the resource person.

Specialists from industry, business, agriculture, or health occupation fields may be employed in a consulting capacity to assist with program planning, in-services, or directly in the instructional program. Certified staff members employed by the Corporation may be used as casual resource personnel, outside of their regular assignment, at the discretion of the Superintendent.

The Superintendent shall prepare administrative guidelines to ensure proper implementation of this policy.

~~January 1, 2017~~ April 9, 2019

policy

BOARD OF SCHOOL TRUSTEES
ELKHART COMMUNITY SCHOOLS

OPERATIONS
Proposed Revised 8340/page 1 of 2

LETTERS OF REFERENCE OR EMPLOYMENT REFERENCE

Letter of Reference:

The Board recognizes ~~that~~ an employee's request to an administrator for a letter of reference is an opportunity to share information about the staff member's performance with prospective employers. A current or former employee has no expectation ~~that~~ a letter of reference will be written upon request. The decision to comply with such a request shall be solely at the discretion of the administrator.

If an administrator opts to prepare such a letter, the Board expects ~~that~~ the administrator to provide specific and truthful comments concerning the employee's actual performance ~~that~~ which can be substantiated by the individual's personnel file. All such letters shall be subject to review by the ~~Executive Director of Personnel and Legal Services~~ Director of Human Resources prior to sending. Administrators electing to incorporate comments excerpted from an employee's evaluation shall obtain prior authorization from the employee requesting the letter of reference.

Employment Reference:

Notwithstanding the preceding provision giving an administrator's discretion to provide a letter of reference to a current or former employee, if another school makes a request for an employment reference for a current or former employee, in compliance with I.C. 20-26-5-11.5, the administrator shall disclose to the requesting school any incident known by the School Corporation in which the employee committed an act resulting in a substantiated report of abuse or neglect under Indiana law.

In accordance with State law, an administrator who, in the scope of his/her employment, provides a letter of reference is entitled to at least a qualified privilege for his/her statements provided such statements were made in good faith.

All Corporation employees, including but not limited to an administrator who prepares a letter of reference or provides an employment reference pursuant to this policy, are prohibited from assisting a Corporation employee, contractor or agent in obtaining a new job if s/he knows or has probable cause to believe such Corporation employee, contractor or agent engaged in sexual misconduct regarding a minor or student in violation of State or Federal law. "Assisting" does not include the routine

policy

**BOARD OF SCHOOL TRUSTEES
ELKHART COMMUNITY SCHOOLS**

OPERATIONS
Proposed Revised 8340/page 2 of 2

transmission of administrative and personnel files. The only exceptions permitted are those authorized by the Every Student Succeeds Act, such as where the matter has been investigated by law enforcement and the matter was officially closed due to lack of probable cause or where the individual was acquitted or otherwise exonerated of the alleged misconduct. No Corporation employee shall provide a letter of reference or an employment reference for any Corporation employee, former employee, contractor or agent if s/he knows or has probable cause to believe such individual engaged in sexual misconduct regarding a minor or student in violation of State or Federal law.

The Superintendent shall develop the administrative guidelines necessary to implement this policy.

~~I.C. 22-5-3-1~~

I.C. 20-26-5-11.5

I.C. 22-5-3-1

20 U.S.C. 7926, Section 8546 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA)

© NEOLA ~~2006~~**2018**

~~January 1, 2017~~April 9, 2019

PROVIDING A REFERENCE

Administrators who choose to provide a letter of reference, when asked, for any Corporation employee shall adhere to the following when preparing such a letter:

The letter of reference shall include only truthful and factual statements which are substantiated by the employee's personnel file.

The letter of reference shall not include any of the following:

- A. any statements the administrator knows to be untrue;
- B. any statements made in bad faith;
- C. any statements motivated by anger, grudges, jealousy, resentment, or ill will toward the employee;
- D. any statements including exaggerations; and
- E. any statements based upon incomplete investigations involving the employee

Administrator shall provide the Director of Human Resources a copy of the letter for review prior to sending.

April 9, 2019



ELKHART PUBLIC LIBRARY

Administration
300 South Second Street
Elkhart IN 46516
(574) 522-3333

March 22, 2019

Dr. Steve Thalheimer, Superintendent
Elkhart Community Schools
J. C. Rice Educational Services Center
2720 California Road
Elkhart, IN 46514

Dear Dr. Thalheimer:

Per Indiana statute, the Elkhart Board of School Trustees appoints two individuals to serve on the Board of Trustees of the Elkhart Public Library. Janice E. Dean has served in this capacity since 2001, when she was appointed to fill the remainder of a term for a departing member. Mrs. Dean was then reappointed for four consecutive terms, the maximum number allowed under Indiana law. Her final term ends on June 30, 2019.

I respectfully request the appointment of a new Library Board member to begin a four-year term on July 1, 2019. IC 36-12-2-7 requires Library Board members to reside in the library district during the time of the appointment and for at least two years immediately preceding the appointment. (The Elkhart Public Library district consists of the City of Elkhart and the Townships of Cleveland, Osolo, and Concord.)

To assist the school board in its consideration of potential appointees, I have enclosed a list of the duties and obligations of members of the Library Board of Trustees. Also enclosed is the Certificate of Appointment form, the top portion of which the school board completes and returns to Elkhart Public Library. The oath of office section is completed at the appointee's first Library Board meeting.

If the school board would like my assistance in identifying or speaking with potential appointees, I am happy to do so. Please feel free to contact me via e-mail or telephone if you would like such assistance, or if you have any questions about the Elkhart Public Library Board of Trustees.

Sincerely,

Lisa Guedea Carreno, Director

Enclosures (2)

cc (via e-mail): Susan Ott, Secretary to the Board of School Trustees



Board Member Qualifications

Elkhart Public Library

We are looking for candidates who:

1. Currently live in the City of Elkhart, or Concord, Osolo, or Cleveland townships, and have done so for two years.
2. Are active users of our library and familiar with our services.
3. Have a strong commitment to the preservation and expansion of libraries and library services.
4. Have time to attend all board meetings held on the third Tuesday of the month at 5:30 pm.
5. Have the ability to listen and to reach a consensus.
6. Have the ability to speak up and to voice a dissenting or different opinion if such is the case.
7. Will take advantage of opportunities for more education about libraries through conferences and local workshops and to share that information with the community.
8. Will act as a liaison between the library and the community, whether that means visiting a legislator, writing a letter to the editor, or speaking on the behalf of the library.



CERTIFICATE OF APPOINTMENT – PUBLIC LIBRARY BOARD MEMBER
Form for Class I Libraries
 State Form 31873 (R5 / 5-17)

INSTRUCTIONS: (See IC 36-12-2-19; IC 5-4-1-1.2; IC 5-4-1-4)

1. Appointing Authority completes the "Appointment" section then delivers this Certificate of Appointment to the board appointee in person or by mail.
2. Within 10 days of receiving the Certificate of Appointment, the library board appointee must take the oath of office and ensure the "Oath of Office" section is completed. The oath may be administered by the circuit court clerk, a notary public, or anyone else authorized under IC 33-42-4-1 or IC 33-42-9-7 to administer oaths.
3. The library board appointee must file the completed Certificate of Appointment with the library and with the clerk of the circuit court of the county in which the library is located. **The form must be filed with the clerk of the circuit court not later than 30 days after the board term begins.**

APPOINTMENT

I/We _____ Douglas K. Weaver _____,
Name(s) of Official(s)
 _____ President _____, of
Title(s)
 _____ Board of School Trustees, Elkhart Community Schools _____ of _____ Elkhart _____, Indiana
Name of Appointing Authority(ies) *Municipal Corporation(s)*
 hereby certify that I/we have duly appointed _____ Jeri Stahr _____ to the
 _____ Elkhart _____ Public Library Board,
 said term beginning on the 1st day of July, 2019 and ending on the 30th day of June, 2023.

- This is a full 4-year term. - OR -**
 This is a partial term to complete the unexpired term of _____
Name of Appointee Being Replaced

WITNESS, MY HAND AND OFFICIAL SEAL, THIS 9th DAY OF April, 2019.

Signature of appointing official or attesting officer

(Additional line for signatures if joint appointment occurs)

OATH OF OFFICE

STATE OF INDIANA)
) SS
 _____ COUNTY)

I, the undersigned, do hereby solemnly swear (or affirm) that I will support the Constitution of the United States and the Constitution of the State of Indiana and to the best of my ability will faithfully, impartially, and diligently discharge the duties and accept the responsibilities of a member of the Library Board of the _____ Public Library, and that I will observe and obey all the laws relating to said office now in force or which may hereafter be enacted during my term of service.

Name of Appointee

Signature of Appointee

SUBSCRIBED AND SWORN TO ME THIS _____ DAY OF _____, 20____.

Signature

Printed Name

Title

If the person administering the oath is a notary public, add the county of residence and date of commission expiration.

County of Residence _____ Date Commission Expires _____ / _____ / _____

ELKHART COMMUNITY SCHOOLS
Elkhart, Indiana

2019 ELEMENTARY

ENGLISH/ LANGUAGE

ARTS

TEXTBOOK ADOPTION

PROPOSAL

Board of School Trustees

Instructional Leadership
April 2019

ELKHART COMMUNITY SCHOOLS
Elkhart, Indiana
April 9, 2019

**ENGLISH/LANGUAGE ARTS INSTRUCTIONAL
CYCLE COMMITTEE MEMBERS
GRADES K-6**

Tervonda Goins, Principal
Kelly Carmichael, Principal
April Walker, Principal
Josh Nice, Principal
Tracey Kizyma, Principal
Melinda Higginson, Principal
Jamie Krempec, Academic Dean
Stephanie O'Brien, Kindergarten Teacher
Ellen Coget, Kindergarten Teacher
Melanie Watson, Kindergarten Teacher
Anita Pratt, 1st Grade Teacher
Linda Wagner, 1st Grade Teacher
Karin Wirick, 1st Grade Teacher
Amy Mathews, 2nd Grade Teacher
Sarah Wise, 2nd Grade Teacher
Kristi Ray, 3rd Grade Teacher
Machelle Seese, 3rd Grade Teacher
Sally Bawtinheimer, 3rd Grade Teacher
Giovanni Ponciano, 4th Grade Teacher
Angela Mathys, 4th Grade Teacher
Keturah Anderson, 4th Grade Teacher
Joni Peak, 5th Grade Teacher
Nicole Gernand, 5th Grade Teacher
Tammy Smittendorf, 5th Grade Teacher
Tonya Winters, 6th Grade Teacher
Michelle Mahaffey, Special Education Teacher
Julene Fitch, Visual Impairment Consultant
Lisa Regan, Interventionist
Sherry Keeslar, District Literacy Coach
Tara White, Director of Literacy

ELKHART COMMUNITY SCHOOLS
Elkhart, Indiana

RECOMMENDATION

After thoughtful, collaborative, and comprehensive review of all materials presented and careful examination and discussion of all stakeholder feedback received, the ECS Elementary ELA ICC Resource Adoption Committee recommends Pearson Education as the vendor for materials listed in the attached proposal.

2019 Elementary ELA Adoption Fees Comparison

	2018-19 Consumable	2018-19 Non-Consumable	2018-19 Total	2019-20 Non-Consumable	2019-20 Consumable	2019-20 Total	Difference	Estimated Book Fee Totals
Kindergarten	4.86	0	4.86	46.27	4.86	51.13	46.27	79.27
Grade 1	6.82	40.14	46.96	18.19	31.16	49.35	-0.61	89.39
Grade 2	6.82	24.01	30.83	15.05	26.89	41.94	11.11	85.11
Grade 3	6.82	30.69	37.51	13.75	26.9	40.65	3.14	92.14
Grade 4	6.82	17.29	24.11	13.39	26.89	40.28	16.17	92.17
Grade 5	6.82	16.88	23.7	12.76	26.89	39.65	15.95	92.95
Grade 6	6.82	17.29	24.11	0	25.31	25.31	1.2	69.2

School District Textbook Rental Comparison Chart

Estimates for 2019-2020				
	Elkhart Community Schools	Penn Harris Madison	Middlebury	
Kindergarten	79.27	97.46	112	
Grade 1	89.39	144.62	112	
Grade 2	85.11	133.38	112	
Grade 3	92.14	165.78	112	
Grade 4	92.17	159.37	112	
Grade 5	92.95	155.15	112	



INSTRUCTIONAL LEADERSHIP

PHONE: 574-262-5559

ELKHART COMMUNITY SCHOOLS

J.C. RICE EDUCATIONAL SERVICES CENTER
2720 CALIFORNIA ROAD • ELKHART, IN 46514

PHONE: 574-262-5500

TO: Mark Mow, Superintendent
FROM: Tara White, Director of Literacy
Date: November 20, 2018

RE: *Elementary English/Language Arts (ELA) Resource Adoption*

On November 19, 2018, the Instructional Leadership team finalized the district Resource Adoption Timeline. Below is that timeline as it pertains to the Elementary English/Language Arts (ELA) Resource Adoption for the 2018-19 school year, including summaries of meetings concerning this adoption that have already occurred. The Elementary ELA Instructional Cycle Team is excited about the opportunity to select resources that meet the needs of all students and is prepared for the important task of establishing an implementation and sustainability plan for these resources that supports teacher learning and student achievement.

2018-19 ELEMENTARY ELA INSTRUCTIONAL CYCLE TEAM MEMBERS:

- Tervonda Goins, Principal
- Kelly Carmichael, Principal
- April Walker, Principal
- Josh Nice, Principal
- Tracey Kizyama, Principal
- Melinda Higginson, Principal
- Jamie Krempec, Academic Dean
- Stephanie O'Brien, Kindergarten Teacher
- Ellen Coget, Kindergarten Teacher
- Melanie Watson, Kindergarten Teacher
- Anita Pratt, 1st Grade Teacher
- Linda Wagner, 1st Grade Teacher
- Karin Wirick, 1st Grade Teacher
- Amy Mathews, 2nd Grade Teacher
- Sarah Wise, 2nd Grade Teacher
- Kristi Ray, 3rd Grade Teacher
- Machelle Seese, 3rd Grade Teacher
- Sally Bawtinheimer, 3rd Grade Teacher
- Giovanni Ponciano, 4th Grade Teacher
- Angela Mathys, 4th Grade Teacher
- Keturah Anderson, 4th Grade Teacher

Joni Peak, 5th Grade Teacher
 Nicole Gernand, 5th Grade Teacher
 Tammy Smittendorf, 5th Grade Teacher
 Tonya Winters, 6th Grade Teacher
 Michelle Mahaffey, Special Education Teacher
 Julene Fitch, Visual Impairment Consultant
 Lisa Regan, Interventionist
 Sherry Keeslar, District Literacy Coach
 Tara White, Director of Literacy

Resource Adoption Timeline

Date	Description
August-October	Implement Official Adoption Process <ul style="list-style-type: none"> ● Identify adoption content/courses <ul style="list-style-type: none"> ○ <i>The 2016-17 ELA Instructional Cycle Committee identified the need for new resources for the 2017-18 school year. Due to the adoption of a new math curriculum for the 2017-18 school year, the committee and all elementary principals, as well as Instructional Leadership, agreed that adoption of two core curriculum resources in back-to-back years would not be in the best interest of teachers and students. All parties agreed to move the adoption process for ELA resources to the 2018-19 school year.</i> ● Work with ETA to form committee membership <ul style="list-style-type: none"> ○ <i>Director of Literacy met with elementary principals on 5/11/18 to reach consensus on new structure for leadership by elementary principals on all core Instructional Cycle Committees (ELA, Math, Social Studies & Science). Director of Literacy sent a sign-up sheet for committee leadership preferences to all elementary administrators on 5/31/18. Director of Literacy met with ETA leadership team on 5/30/18 to reach consensus on a new structure for all Elementary Instructional Cycle Teams (ELA, Math, Social Studies, Science, Art, Music & PE). Director of Literacy sent a voluntary sign-up sheet to all teachers in the district for all Elementary Instructional Cycle Teams (ELA, Math, Social Studies, Science, Art, Music & PE) on 6/1/18 and 8/31/18. Director of Literacy sent leadership assignments to elementary principals on 8/21/18. Director of Literacy met with ETA leadership team</i>



	<p><i>on 10/5/18 to finalize teacher members on each committee. Director of Literacy sent finalized committee members chart to all elementary principals for distribution to their staffs on 10/7/18.</i></p>
November-December	<p>Build Foundation for Adoption Process</p> <ul style="list-style-type: none"> ● Best practices <ul style="list-style-type: none"> ○ <i>In preparation for upcoming adoption, Director of Literacy established a literacy professional development plan for 2017-2019, which includes opportunities for learning for all staff in the areas of 90-minute reading block implementation, reading comprehension strategies and mini lessons, literacy strategies that align with ILEARN, Six Traits writing, guided reading strategies, and disciplinary literacy. These PD opportunities began in February 2018 and are ongoing. Director of Literacy also developed an online Literacy Resource Center for grades K-6 to curate best practice research and strategies in a central location for easy use and accessibility for teachers to support their instruction.</i> ● Guaranteed and Viable Curriculum <ul style="list-style-type: none"> ○ <i>ELA Scopes & Sequences for grades K-6, as established and approved by the 2016-17 ELA Instructional Cycle Committee, were reviewed by Director of Literacy for alignment with ILEARN assessments and IDOE-identified critical standards, shared with elementary principals for feedback, and approved by Instructional Leadership for distribution to staff in August 2018.</i> ● Build Resource Assessment Rubric <ul style="list-style-type: none"> ○ <i>Director of Literacy sent four sample rubrics to Elementary ELA Instructional Cycle Committee to review and provide feedback. At next meeting on 12/4/18, the committee will finalize the adoption rubric.</i> ● Begin to identify possible resources <ul style="list-style-type: none"> ○ <i>Director of Literacy requested samples from all identified vendors, and those samples have begun to arrive. Samples are being set up in the Instructional Leadership department for viewing at designated times.</i>



<p>January-February</p>	<p>Committee Work</p> <ul style="list-style-type: none"> ● Vendor presentations <ul style="list-style-type: none"> ○ <i>Vendor presentation information for regional locations has been received by the Director of Literacy and shared with Elementary ELA Instructional Cycle Committee members. Committee members will receive compensation for vendor presentations attended beyond the contract day. Additional vendor presentations will also be scheduled on-site for greater depth of knowledge on particular resources, as well as logistical, financial, and technical considerations.</i> ● Pilot and experiment with resources & assess and gather feedback from committee <ul style="list-style-type: none"> ○ <i>Elementary ELA Instructional Cycle Committee leaders met on 10/23/18 to establish goals, set priorities, and discuss strategies and structure of the committee work. Director of Literacy provided sample rubrics for leaders to review in preparation for upcoming meetings.</i> ○ <i>Elementary ELA Instructional Cycle Committee met on 11/7/2018 to review new committee structure and proposed timeline for resource adoption process, discuss and provide feedback on goals established by the committee leadership, obtain information on upcoming vendor presentations, and prepare for future work of the committee.</i> ○ <i>Elementary ELA Instructional Cycle Committee met on 12/4/18 to create rubrics to use for review and rating of resources.</i> ○ <i><u>K-2 rubric</u> and <u>3-6 rubric</u> were distributed to committee members on 1/4/19.</i> ○ <i>From 1/5/19 through 2/5/19, committee members met in grade level teams to narrow their choices to four vendors. At committee meeting on 2/5/19, the committee chose HMH, Pearson, Heinemann, and Scholastic Literacy to make formal presentations to the committee on 2/26/19.</i> ○ <i>On 2/26/19, the four vendors listed above made 90-minute presentations to the committee. Upon completion of those presentations, the committee chose HMH and Pearson as the final two vendors.</i> ● Begin Business Office/Vendor Discussions <ul style="list-style-type: none"> ○ <i>On 3/8/19, Tara White notified the Business Office of final two vendors and requested quotes from each vendor.</i>
-------------------------	--



March	<p>Assess and Gather Feedback from Outside the Committee</p> <ul style="list-style-type: none"> ● Discussion/PRG <ul style="list-style-type: none"> ○ <i>On 3/21/19, Tara White presented final results of committee rubrics and stakeholder feedback to PRG and the recommendation of Pearson Education as the vendor for the resource adoption.</i> ● School Board Work Session <ul style="list-style-type: none"> ○ <i>On 3/19/19, Tara White made a presentation to the board at their work session to review the process the committee used and share information about the final two vendors.</i> ● Public Display of Materials <ul style="list-style-type: none"> ○ <i>From 3/11/19 through 3/18/19, materials from HMH and Pearson were on display at ESC and in all elementary buildings for all stakeholders to view and provide feedback to the committee.</i>
Late March	<p>Committee Finalizes Recommendation</p> <ul style="list-style-type: none"> ○ <i>On 3/20/19 the <u>committee met</u> to review stakeholder feedback, additional information provided by the final two vendors, and rubric scores. After review and discussion, the consensus of the group was to recommend Pearson Education as the vendor for the 2019 Elementary ELA Resource Adoption.</i>
April	<p>Recommendation and Preparation to Order</p> <ul style="list-style-type: none"> ● First School Board Meeting in April: Recommendation taken to the School Board. ● Upon approval: <ul style="list-style-type: none"> ○ Schedule Professional Development as needed ○ Distribute Order Forms to Schools for New and Replacement resources
May	<p>Ordering</p> <ul style="list-style-type: none"> ● Department Chairs/Building Principals complete and sign off on orders and due to Directors on May 1 ● Instructional Leadership and Business Office order approved resources
June-August	<p>Approval and Logistics</p> <ul style="list-style-type: none"> ● Fees approved at first School Board meeting in June ● Technology Department prepares for implementation ● Book Depot receives orders and distributes resources to buildings.



CC: Brad Sheppard

WHERE LEARNING HAS NO LIMITS



**ELA Adoption Materials Rubric K-2
Vendor Presentations
2019-2020**

Directions for reviewers using this rubric:

Record your findings based on the extent to which the criteria were met using the 1-5 rating scale.

1 The criterion was <u>not</u> met.	2 The criterion was <u>partially</u> met.	3 The criterion was <u>adequately</u> met.	4 The criterion was <u>substantially</u> met.	5 The criterion was <u>completely</u> met.
--	--	---	--	---

1. Foundational reading skills

1.1 Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.	GK	G1	G2
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	4
Scholastic Literacy - Scholastic	4	5	3
<i>myView - Pearson</i>	4	5	5
Fountas & Pinnell Classroom - Heinemann	3	5	2
Print concepts			
1.2 Materials facilitate understanding that sentences can be broken into words and compound words can be broken into separate words.	GK	G1	G2
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	3	5	0
Scholastic Literacy - Scholastic	3	4	0
<i>myView - Pearson</i>	3	4	0
Fountas & Pinnell Classroom - Heinemann	3	5	0
Phonological awareness			
1.3 Instruction follows a progression to develop phonological awareness (i.e., syllables, rhyming, alliteration, onset, and rime).	GK	G1	G2
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	4

Scholastic Literacy - Scholastic	4	5	4
<i>myView - Pearson</i>	4	5	4
Fountas & Pinnell Classroom - Heinemann	3	5	2
Phonemic awareness			
1.4 Phonemic awareness instruction follows a developmental progression--for example, phoneme isolation (first, final, and medial sounds), blending, segmentation, and phoneme deletion.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	5
Scholastic Literacy - Scholastic	4	5	3
<i>myView - Pearson</i>	4	5	4
Fountas & Pinnell Classroom - Heinemann	3	5	2
1.5 Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	3	5	4
Scholastic Literacy - Scholastic	3	5	4
<i>myView - Pearson</i>	3	5	4
Fountas & Pinnell Classroom - Heinemann	3	5	2
Phonics			
1.6 Materials present letter-sound correspondences in an explicit and sequential fashion (i.e., potentially confusing letters like <i>b</i> and <i>d</i> are not introduced together, and a few short vowels are introduced early).	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	3	5	0
Scholastic Literacy - Scholastic	3	5	0
<i>myView - Pearson</i>	3	5	0
Fountas & Pinnell Classroom - Heinemann	3	5	0
1.7 Materials support instruction that teaches students how to blend letters to write/spell and decode words.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	5

Scholastic Literacy - Scholastic	4	5	3
<i>myView - Pearson</i>	4	5	4
Fountas & Pinnell Classroom - Heinemann	3	5	2
1.8 Materials support instruction that teaches students how to write/spell and decode common sound-spelling patterns of English in an explicit, sequential fashion (i.e., CV, CVC words containing digraphs, and vowel teams).	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	4
Scholastic Literacy - Scholastic	4	5	4
<i>myView - Pearson</i>	4	5	4
Fountas & Pinnell Classroom - Heinemann	3	5	2
1.9 Materials support instruction that progresses from simple to more complex sound-spelling patterns and word analysis skills (i.e., CVC words before CVCC, CCVC, and CVCe words and single syllable words before multisyllabic words).	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	4
Scholastic Literacy - Scholastic	4	5	4
<i>myView - Pearson</i>	4	5	4
Fountas & Pinnell Classroom - Heinemann	3	5	2
1.10 Materials support instruction that teaches students how to decode multisyllabic words by looking for pronounceable word parts within them (i.e., compound words and syllables).	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	0	4
Scholastic Literacy - Scholastic	4	0	4
<i>myView - Pearson</i>	4	0	4
Fountas & Pinnell Classroom - Heinemann	3	0	2
1.11 Materials provide instruction in simple prefixes and suffixes.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	3	5	4
Scholastic Literacy - Scholastic	3	5	3

myView - Pearson	3	5	4
Fountas & Pinnell Classroom - Heinemann	3	5	2
1.12 Materials provide sufficient amount of practice in decoding words in isolation and in decodable text to allow practice of phonic skills.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	5
Scholastic Literacy - Scholastic	4	5	3
myView - Pearson	4	5	5
Fountas & Pinnell Classroom - Heinemann	3	5	2
1.13 Materials include instruction to teach students to read both regular and irregular high frequency words.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	3	5	4
Scholastic Literacy - Scholastic	3	5	3
myView - Pearson	3	5	4
Fountas & Pinnell Classroom - Heinemann	3	5	2
1.14 Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	4
Scholastic Literacy - Scholastic	4	5	3
myView - Pearson	4	5	4
Fountas & Pinnell Classroom - Heinemann	4	5	2
Fluency			
1.15 Materials provide teachers opportunities to model fluent reading and to scaffold and give feedback as students read orally in order to foster accurate and efficient word identification.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	4
Scholastic Literacy - Scholastic	4	5	3
myView - Pearson	4	5	4
Fountas & Pinnell Classroom - Heinemann	3	5	2



Average Score for Section 1:	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	3.7	4.7	3.9
Scholastic Literacy - Scholastic	3.7	4.6	2.9
<i>myView - Pearson</i>	3.7	4.6	3.6
Fountas & Pinnell Classroom - Heinemann	3.1	4.7	1.7
2. Reading comprehension for literary and informational texts			
2.1 Texts for each grade band align with complexity requirements and instructional goals.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	4	4
Scholastic Literacy - Scholastic	4	4	4
<i>myView - Pearson</i>	4	5	5
Fountas & Pinnell Classroom - Heinemann	3	4	2
2.2 Materials provide texts that support frequent review of previously taught concepts and words, extended practice, and independent application of phonics skills.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	5	5	5
Scholastic Literacy - Scholastic	5	5	3
<i>myView - Pearson</i>	5	5	4
Fountas & Pinnell Classroom - Heinemann	3	5	2
2.3 Materials include a sufficient number of texts that allow students to read a variety of texts daily with and without feedback to support accuracy, fluency, and comprehension.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	5	4	4
Scholastic Literacy - Scholastic	5	5	5
<i>myView - Pearson</i>	5	4	4
Fountas & Pinnell Classroom - Heinemann	3	5	4
2.4 Materials include texts for students to learn and practice self-monitoring as they read and to self-correct reading errors when they occur.	GK	G1	G2

Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	3
Scholastic Literacy - Scholastic	4	2	3
<i>myView - Pearson</i>	4	5	3
Fountas & Pinnell Classroom - Heinemann	3	1	3
2.5 Texts are provided for read-alouds that are above the instructional level in complexity and guidance. These texts are used to conduct multiple read-alouds for the purpose of building vocabulary and reading comprehension with text-specific questions.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	5
Scholastic Literacy - Scholastic	4	5	5
<i>myView - Pearson</i>	4	5	5
Fountas & Pinnell Classroom - Heinemann	3	5	4
2.6 Materials provide a balance of texts and instructional time for literary and informational texts.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	5	5	5
Scholastic Literacy - Scholastic	5	5	5
<i>myView - Pearson</i>	5	5	5
Fountas & Pinnell Classroom - Heinemann	3	5	4
2.7 Once students are able to read independently, materials provide additional texts for regular independent reading that appeals to students' interests to develop both knowledge and love of reading.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	4	5
Scholastic Literacy - Scholastic	4	5	5
<i>myView - Pearson</i>	4	3	5
Fountas & Pinnell Classroom - Heinemann	3	5	2
2.8 Texts provide opportunities for students to build knowledge through reading of specific informational and narrative text.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	5
Scholastic Literacy - Scholastic	4	5	4

myView - Pearson	4	5	5
Fountas & Pinnell Classroom - Heinemann	3	5	2
2.9 Materials cultivate students' abilities to ask and answer questions based on the text.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	5
Scholastic Literacy - Scholastic	4	5	4
myView - Pearson	4	5	4
Fountas & Pinnell Classroom - Heinemann	3	5	2
2.10 Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	5	4	5
Scholastic Literacy - Scholastic	5	5	3
myView - Pearson	5	5	4
Fountas & Pinnell Classroom - Heinemann	3	5	2
Average Score for Section 2:	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4.4	4.9	4.6
Scholastic Literacy - Scholastic	4.4	4.6	4.1
myView - Pearson	4.4	4.7	4.4
Fountas & Pinnell Classroom - Heinemann	3	4.5	2.7
3. Writing development and skills			
3.1 Materials include opportunities to practice writing words introduced in reading instruction and use them to write in response to what students have read.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	5
Scholastic Literacy - Scholastic	4	2	3
myView - Pearson	4	4	4
Fountas & Pinnell Classroom - Heinemann	3	3	3



3.2 Materials are designed with activities for students to write about what they read in both literary and informational text (i.e., summaries, reactions, analysis or interpretation of text, notes, and ask/answer questions).	GK	G1	G2
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	5
Scholastic Literacy - Scholastic	4	4	3
<i>myView - Pearson</i>	4	5	5
Fountas & Pinnell Classroom - Heinemann	3	2	3
3.3 Materials include opportunities and prompts for students to write opinions, information/explanations, or narratives in response to texts read.	GK	G1	G2
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	5
Scholastic Literacy - Scholastic	4	4	3
<i>myView - Pearson</i>	4	4	4
Fountas & Pinnell Classroom - Heinemann	3	3	1
Average Score for Section 3:	GK	G1	G2
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	5
Scholastic Literacy - Scholastic	4	3.3	3
<i>myView - Pearson</i>	4	4.3	4.3
Fountas & Pinnell Classroom - Heinemann	3	2.7	2.3
4. Speaking and listening development and skills			
4.1 Materials include opportunities to continue to build oral language and listening skills as students develop the ability to read independently (i.e., exposure to fiction and informational texts read aloud, discussions to compare/contrast, and analyze and synthesize information in response to text read aloud).	GK	G1	G2
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	4	5
Scholastic Literacy - Scholastic	4	3	3
<i>myView - Pearson</i>	4	5	5
Fountas & Pinnell Classroom - Heinemann	3	5	2
Average Score for Section 4:	GK	G1	G2

Into Reading - Houghton Mifflin Harcourt (HMH)	4	4	5
Scholastic Literacy - Scholastic	4	3	3
<i>myView - Pearson</i>	4	5	5
Fountas & Pinnell Classroom - Heinemann	3	5	2
5. Language development and skills			
5.1 Materials include activities to engage students in conversations that support comprehension of inferential and narrative language word knowledge using narrative and informational text.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	4
Scholastic Literacy - Scholastic	4	4	3
<i>myView - Pearson</i>	4	5	4
Fountas & Pinnell Classroom - Heinemann	3	5	2
5.2 Materials provide the opportunity to explicitly teach words or grammatical rules that support content that students are reading or learning.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	5
Scholastic Literacy - Scholastic	4	2	3
<i>myView - Pearson</i>	4	4	4
Fountas & Pinnell Classroom - Heinemann	4	2	3
5.3 Materials provide the opportunity to teach vocabulary by making connections between a new word and other known words, by relating the word to their own experiences, by differentiating between correct and incorrect uses of the word, and by generating and answering questions that include the word.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	4
Scholastic Literacy - Scholastic	4	5	3
<i>myView - Pearson</i>	4	4	5
Fountas & Pinnell Classroom - Heinemann	3	4	3
5.4 Materials include activities for students to acquire and use the grade-appropriate general academic and domain-specific words and	GK	G1	G2



phrases, including those that signal precise actions, emotions, or states of being (i.e., quizzed, whined, and stammered) and that are basic to a particular topic (i.e., wildlife, conservation, and endangered when discussing animal preservation).			
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	5
Scholastic Literacy - Scholastic	4	5	4
<i>myView - Pearson</i>	4	5	4
Fountas & Pinnell Classroom - Heinemann	3	5	2
5.5 Materials include instruction for students to determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-appropriate reading and content, choosing flexibly from a range of strategies.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	3	4	0
Scholastic Literacy - Scholastic	4	4	0
<i>myView - Pearson</i>	4	5	0
Fountas & Pinnell Classroom - Heinemann	3	4	0
5.6 Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	3	4	5
Scholastic Literacy - Scholastic	3	5	3
<i>myView - Pearson</i>	3	4	4
Fountas & Pinnell Classroom - Heinemann	3	4	2
Average Score for Section 5:	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	3.7	4.7	3.8
Scholastic Literacy - Scholastic	3.8	4.2	2.7
<i>myView - Pearson</i>	3.8	4.5	3.5
Fountas & Pinnell Classroom - Heinemann	3.2	4	2
6. Alignment, equity, and accessibility			
6.1 Materials align with the Indiana Academic Standards for	GK	G1	G2

English/Language Arts for the grade.			
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	4
Scholastic Literacy - Scholastic	4	5	4
<i>myView - Pearson</i>	4	5	5
Fountas & Pinnell Classroom - Heinemann	3	5	2
6.2 Materials provide opportunities for ongoing review and practice with feedback related to concepts and skills.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	4
Scholastic Literacy - Scholastic	4	5	4
<i>myView - Pearson</i>	4	5	4
Fountas & Pinnell Classroom - Heinemann	3	5	3
6.3 Materials provide support for a varied system of ongoing formative and summative assessment, including opportunities to engage in performance tasks that mirror state standardized testing specifications.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	5
Scholastic Literacy - Scholastic	4	5	4
<i>myView - Pearson</i>	4	5	5
Fountas & Pinnell Classroom - Heinemann	3	5	3
6.4 Materials reflect a variety of ways to differentiate instruction and model content to support all learners.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	5
Scholastic Literacy - Scholastic	4	5	4
<i>myView - Pearson</i>	4	5	5
Fountas & Pinnell Classroom - Heinemann	3	3	3
6.5 Materials provide resources to support Tier 2 interventions aligned to grade level content.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	4
Scholastic Literacy - Scholastic	4	5	3

myView - Pearson	4	5	5
Fountas & Pinnell Classroom - Heinemann	3	5	2
6.6 Materials provide resources for students with disabilities and English Language Learners aligned to grade level content.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	3	4	3
Scholastic Literacy - Scholastic	4	4	3
myView - Pearson	3	4	5
Fountas & Pinnell Classroom - Heinemann	2	4	2
6.7 Materials are available in a variety of formats (print, audio, digital, etc.) for students with with visual and hearing impairments.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	5	5	3
Scholastic Literacy - Scholastic	5	5	3
myView - Pearson	4	4	3
Fountas & Pinnell Classroom - Heinemann	3	2	1
6.8 Materials are visually appealing, logically arranged, and presented in a format that is user-friendly and engaging to students.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	4	5
Scholastic Literacy - Scholastic	4	5	3
myView - Pearson	4	3	3
Fountas & Pinnell Classroom - Heinemann	3	5	1
6.9 Materials reflect sensitivity with regard to gender, race/ethnicity, religion, sexual identity, socio-economic status, and intellectual and physical disabilities.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	3	4	4
Scholastic Literacy - Scholastic	3	4	4
myView - Pearson	3	4	4
Fountas & Pinnell Classroom - Heinemann	3	4	4
Average Score for Section 6:	GK	G1	G2

Into Reading - Houghton Mifflin Harcourt (HMH)	3.9	4.8	4.1
Scholastic Literacy - Scholastic	4	4.8	3.6
<i>myView - Pearson</i>	3.8	4.4	4.3
Fountas & Pinnell Classroom - Heinemann	2.9	4.2	2.3
7. Technology			
7.1 Materials integrate technology such as interactive tools, virtual manipulatives, and dynamic software in ways that engage students.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	3	5
Scholastic Literacy - Scholastic	4	5	5
<i>myView - Pearson</i>	4	4	5
Fountas & Pinnell Classroom - Heinemann	2	1	1
7.2 Materials include technology that provides opportunities for teachers/students/parents to communicate with each other.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	3	5	3
Scholastic Literacy - Scholastic	3	5	5
<i>myView - Pearson</i>	3	5	3
Fountas & Pinnell Classroom - Heinemann	2	2	3
7.3 Materials include opportunities to assess student learning using technology.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	3	5	5
Scholastic Literacy - Scholastic	4	5	5
<i>myView - Pearson</i>	4	5	5
Fountas & Pinnell Classroom - Heinemann	1	1	1
7.4 Materials include technology that provides independent practice for students.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	5
Scholastic Literacy - Scholastic	4	5	5



myView - Pearson	4	5	5
Fountas & Pinnell Classroom - Heinemann	1	1	1
7.5 Materials include teacher guidance for the mindful use of embedded technology to support and enhance student learning.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	5
Scholastic Literacy - Scholastic	5	5	5
myView - Pearson	5	5	5
Fountas & Pinnell Classroom - Heinemann	2	4	1
Average Score for Section 7:	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	3.6	4.6	4.6
Scholastic Literacy - Scholastic	4	5	5
myView - Pearson	4	4.8	4.6
Fountas & Pinnell Classroom - Heinemann	1.6	1.8	1.4
Overall ratings			
Record your averages from each section and total them in the second column.			
1. The content is aligned with foundational reading skills for the grade.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	3.7	4.7	3.9
Scholastic Literacy - Scholastic	3.7	4.6	2.9
myView - Pearson	3.7	4.6	3.6
Fountas & Pinnell Classroom - Heinemann	3.1	4.7	1.7
2. The content is aligned with reading comprehension for literary and informational texts for the grade.	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	4.4	4.9	4.6
Scholastic Literacy - Scholastic	4.4	4.6	4.1
myView - Pearson	4.4	4.7	4.4
Fountas & Pinnell Classroom - Heinemann	3	4.5	2.7
3. The content is aligned with the writing development and skills for the	GK	G1	G2



grade.			
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	5
Scholastic Literacy - Scholastic	4	3.3	3
<i>myView - Pearson</i>	4	4.3	4.3
Fountas & Pinnell Classroom - Heinemann	3	2.7	2.3
4. The content is aligned with speaking and listening development and skills for the grade.	GK	G1	G2
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	4	5
Scholastic Literacy - Scholastic	4	3	3
<i>myView - Pearson</i>	4	5	5
Fountas & Pinnell Classroom - Heinemann	3	5	2
5. The content is aligned with language development and skills for the grade.	GK	G1	G2
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	3.7	4.7	3.8
Scholastic Literacy - Scholastic	3.8	4.2	2.7
<i>myView - Pearson</i>	3.8	4.5	3.5
Fountas & Pinnell Classroom - Heinemann	3.2	4	2
6. The content is aligned with state standards and meets the needs of all learners for the grade.	GK	G1	G2
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	3.9	4.8	4.1
Scholastic Literacy - Scholastic	4	4.8	3.6
<i>myView - Pearson</i>	3.8	4.4	4.3
Fountas & Pinnell Classroom - Heinemann	2.9	4.2	2.3
7. The content is aligned with current technology best practices for the grade.	GK	G1	G2
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	3.6	4.6	4.6
Scholastic Literacy - Scholastic	4	5	5

myView - Pearson	4	4.8	4.6
Fountas & Pinnell Classroom - Heinemann	1.6	1.8	1.4
Totals	GK	G1	G2
Into Reading - Houghton Mifflin Harcourt (HMH)	27.3	32.7	31
Scholastic Literacy - Scholastic	27.9	29.5	24.3
myView - Pearson	27.7	32.3	29.7
Fountas & Pinnell Classroom - Heinemann	19.8	26.9	14.4



ELA Adoption Materials Rubric 3-6
Vendor Presentations
2019-2020

Directions for reviewers using this rubric:				
Record your findings based on the extent to which the criteria were met using the 1-5 rating scale.				
1	2	3	4	5
The criterion was not met.	The criterion was partially met.	The criterion was adequately met.	The criterion was substantially met.	The criterion was completely met.

1. Foundational reading skills				
1.1 Materials support development of advanced word analysis skills (i.e., suffixes, prefixes, Greek and Latin roots, syllabication patterns).	G	G	G	G
	3	4	5	6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	5	3
Scholastic Literacy - Scholastic	4	5	4	4
<i>myView/myPerspective - Pearson</i>	4	5	4	5
Fountas & Pinnell Classroom - Heinemann	3	3	3	1
1.2 Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.	G	G	G	G
	3	4	5	6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	5	3
Scholastic Literacy - Scholastic	4	3	4	5
<i>myView/myPerspective - Pearson</i>	4	4	4	5
Fountas & Pinnell Classroom - Heinemann	3	3	4	3
Average Score for Section 1:	G	G	G	G
	3	4	5	6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	5	3
Scholastic Literacy - Scholastic	4	4	4	4.5

myView/myPerspective - Pearson	4	4.5	4	5
Fountas & Pinnell Classroom - Heinemann	3	3.5	4	2
2. Reading comprehension for literary and informational texts and text complexity				
2.1 The text and text complexity are appropriate for the reading level of students.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	5	5	3	3
Scholastic Literacy - Scholastic	5	5	3	5
myView/myPerspective - Pearson	4	5	4	4
Fountas & Pinnell Classroom - Heinemann	4	5	4	2
2.2 Materials provide students extensive opportunities to encounter and comprehend grade-level text.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	5	5	4	3
Scholastic Literacy - Scholastic	4	4	4	5
myView/myPerspective - Pearson	5	5	4	5
Fountas & Pinnell Classroom - Heinemann	4	5	3	1
2.3 Materials incorporate texts that require a careful and purposeful reading and re-reading.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	4	4
Scholastic Literacy - Scholastic	4	4	4	5
myView/myPerspective - Pearson	4	4	4	5
Fountas & Pinnell Classroom - Heinemann	4	5	3	2
2.4 Additional materials markedly increase the opportunity for regular independent reading of texts that appeal to students' interests to develop both knowledge and love of reading.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	3	3
Scholastic Literacy - Scholastic	4	5	3	5
myView/myPerspective - Pearson	4	3	3	4
Fountas & Pinnell Classroom - Heinemann	4	4	4	3

2.5 Specific texts are included in materials for teaching various text structures (i.e., sequence, comparison, contrast, cause/effect) to support comprehension and careful reading of narrative and informational text.	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	4	3
Scholastic Literacy - Scholastic	4	4	4	5
<i>myView/myPerspective - Pearson</i>	4	5	4	5
Fountas & Pinnell Classroom - Heinemann	3	3	3	3
2.6 Materials contain questions and tasks that require students to use text-based evidence and inferences.	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	4	4
Scholastic Literacy - Scholastic	4	3	3	5
<i>myView/myPerspective - Pearson</i>	4	5	4	5
Fountas & Pinnell Classroom - Heinemann	3	3	3	3
2.7 Material cultivates student engagement in reading text carefully.	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	3	4
Scholastic Literacy - Scholastic	4	3	4	5
<i>myView/myPerspective - Pearson</i>	4	5	4	5
Fountas & Pinnell Classroom - Heinemann	3	4	4	3
2.8 Texts provide opportunities for students to build knowledge through reading and extended discussion.	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	3	5	3	0
Scholastic Literacy - Scholastic	3	5	3	0
<i>myView/myPerspective - Pearson</i>	4	5	4	0
Fountas & Pinnell Classroom - Heinemann	3	5	4	3
2.9 Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	4	4



Scholastic Literacy - Scholastic	3	4	3	5
<i>myView/myPerspective - Pearson</i>	4	5	4	5
Fountas & Pinnell Classroom - Heinemann	3	3	4	2
2.10 Materials support instruction that teaches students to identify and describe or explain ideas for narrative text (i.e., main idea and theme) and informational text (i.e., connections between ideas and concepts) in a progressively more complex manner.	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	3	2
Scholastic Literacy - Scholastic	3	3	3	4
<i>myView/myPerspective - Pearson</i>	4	5	3	5
Fountas & Pinnell Classroom - Heinemann	3	3	3	2
2.11 Materials support instruction that teaches students to use the features of text to gain meaning from narrative text (i.e., how chapters and scenes are used in types of literature) and informational text (i.e., what the author wants to explain and multiple accounts of the same event) with increasing complexity.	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	4	3	3
Scholastic Literacy - Scholastic	4	4	3	5
<i>myView/myPerspective - Pearson</i>	4	5	3	4
Fountas & Pinnell Classroom - Heinemann	3	3	4	1
2.12 Materials support instruction that teaches students to understand and analyze various points of view for narrative text (i.e., author, narrator, and characters) and informational text (i.e., what the author wants to explain and multiple accounts of the same event) with increasing complexity.	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	4	3	3
Scholastic Literacy - Scholastic	4	3	4	5
<i>myView/myPerspective - Pearson</i>	4	5	3	4
Fountas & Pinnell Classroom - Heinemann	3	4	4	2
2.13 Materials support instruction that teaches students to compare and contrast or analyze information within and across narrative text (i.e., compare and contrast two versions of the same story and compare and contrast stories in the same genre) and informational text (i.e., identify	G 3	G 4	G 5	G 6



similarities and differences between two texts on the same topic and integrate information from several texts on the same topic to write about the subject) with increasing complexity.				
Into Reading - Houghton Mifflin Harcourt (HMH)	3	4	2	3
Scholastic Literacy - Scholastic	5	3	4	5
<i>myView/myPerspective - Pearson</i>	4	4	2	5
Fountas & Pinnell Classroom - Heinemann	4	4	3	2
Average Score for Section 2:	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	4	4.8	3.3	3
Scholastic Literacy - Scholastic	3.9	3.8	3.5	4.5
<i>myView/myPerspective - Pearson</i>	4	4.7	3.5	4.3
Fountas & Pinnell Classroom - Heinemann	3	3.9	3.5	2.2
3. Writing development and skills				
3.1 Materials include extensive practice with short, focused research projects that allow students to have multiple experiences with the research process throughout the year and facilitate development of the ability to conduct research independently.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	3	2
Scholastic Literacy - Scholastic	3	3	3	5
<i>myView/myPerspective - Pearson</i>	4	5	3	4
Fountas & Pinnell Classroom - Heinemann	0	1	2	1
3.2 Materials include activities that require students to analyze and synthesize text sources and present the analysis using well-defended claims and clear information.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	3	5	3	3
Scholastic Literacy - Scholastic	3	3	4	5
<i>myView/myPerspective - Pearson</i>	3	4	3	4
Fountas & Pinnell Classroom - Heinemann	0	1	3	3

3.3 Materials provide instruction on different text structures (i.e., sequence, comparison, contrast, cause/effect) and place a focus on argument and informative writing based on texts with these structures.	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	3	3
Scholastic Literacy - Scholastic	4	3	3	5
<i>myView/myPerspective - Pearson</i>	3	5	3	5
Fountas & Pinnell Classroom - Heinemann	0	2	2	3
3.4 Materials include activities that provide opportunities to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	3	2
Scholastic Literacy - Scholastic	4	4	3	5
<i>myView/myPerspective - Pearson</i>	4	5	4	4
Fountas & Pinnell Classroom - Heinemann	0	1	1	1
Average Score for Section 3:	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	3.8	5	3	2.5
Scholastic Literacy - Scholastic	3.5	3.3	3.3	5
<i>myView/myPerspective - Pearson</i>	3.5	4.8	3.3	4.3
Fountas & Pinnell Classroom - Heinemann	0	5	2	2
4. Speaking and listening development and skills				
4.1 Materials include opportunities to continue to build oral language and listening skills as students determine main ideas and supporting details, paraphrase, and summarize texts read.	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	3	5	2	2
Scholastic Literacy - Scholastic	3	5	3	5
<i>myView/myPerspective - Pearson</i>	3	5	3	4
Fountas & Pinnell Classroom - Heinemann	4	3	4	3



4.2 Materials use multimedia and technology to support and engage students in understanding and verbally expressing details and themes in a text.	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	4	3
Scholastic Literacy - Scholastic	4	3	2	4
<i>myView/myPerspective - Pearson</i>	4	4	3	5
Fountas & Pinnell Classroom - Heinemann	4	1	2	1
Average Score for Section 4:	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	3.5	5	3	2.5
Scholastic Literacy - Scholastic	3.5	4	2.5	4.5
<i>myView/myPerspective - Pearson</i>	3.5	4.5	3	4.5
Fountas & Pinnell Classroom - Heinemann	4	2	3	2
5. Language development and skills				
5.1 Materials teach academic vocabulary prevalent in complex texts in the context of listening and reading activities.	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	3	4
Scholastic Literacy - Scholastic	5	5	3	5
<i>myView/myPerspective - Pearson</i>	5	5	3	5
Fountas & Pinnell Classroom - Heinemann	0	2	3	3
5.2 Materials include activities for students to acquire and use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (i.e., quizzed, whined, and stammered) and that are basic to a particular topic (i.e., wildlife, conservation, and endangered when discussing animal preservation).	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	3	3
Scholastic Literacy - Scholastic	4	5	4	5
<i>myView/myPerspective - Pearson</i>	4	4	3	5
Fountas & Pinnell Classroom - Heinemann	0	2	3	2



5.3 Materials include instruction for students to determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-appropriate reading and content, choosing flexibility from a range of strategies.	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	3	3
Scholastic Literacy - Scholastic	3	5	3	5
<i>myView/myPerspective - Pearson</i>	4	5	4	4
Fountas & Pinnell Classroom - Heinemann	0	2	3	3
5.4 Materials include instruction for students to understand figurative language, word relationships, and nuances in word meanings.	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	4	4
Scholastic Literacy - Scholastic	3	4	3	5
<i>myView/myPerspective - Pearson</i>	4	5	3	5
Fountas & Pinnell Classroom - Heinemann	0	2	3	2
Average Score for Section 5:	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	3.3	3.5
Scholastic Literacy - Scholastic	3.8	4.8	3.3	5
<i>myView/myPerspective - Pearson</i>	4.3	4.8	3.3	4.8
Fountas & Pinnell Classroom - Heinemann	0	2	3	2.5
6. Alignment, equity, and accessibility				
6.1 Materials align with the Indiana Academic Standards for English/Language Arts for the grade.	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	4	4
Scholastic Literacy - Scholastic	4	3	3	5
<i>myView/myPerspective - Pearson</i>	5	5	4	5
Fountas & Pinnell Classroom - Heinemann	0	1	3	2
6.2 Materials provide opportunities for ongoing review and practice with feedback related to concepts and skills.	G 3	G 4	G 5	G 6

Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	3	4
Scholastic Literacy - Scholastic	4	3	3	5
<i>myView/myPerspective - Pearson</i>	3	4	4	4
Fountas & Pinnell Classroom - Heinemann	0	1	4	4
6.3 Materials provide support for a varied system of ongoing formative and summative assessment, including opportunities to engage in performance tasks that mirror state standardized testing specifications.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	5	5	3	3
Scholastic Literacy - Scholastic	3	3	4	5
<i>myView/myPerspective - Pearson</i>	4	5	4	5
Fountas & Pinnell Classroom - Heinemann	0	3	3	3
6.4 Materials reflect a variety of ways to differentiate instruction and model content to support all learners.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	4	4	3	4
Scholastic Literacy - Scholastic	4	2	3	5
<i>myView/myPerspective - Pearson</i>	4	5	4	4
Fountas & Pinnell Classroom - Heinemann	0	3	3	3
6.5 Materials provide resources to support Tier 2 interventions aligned to grade level content.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	5	5	3	4
Scholastic Literacy - Scholastic	3	2	3	5
<i>myView/myPerspective - Pearson</i>	4	5	4	4
Fountas & Pinnell Classroom - Heinemann	0	4	4	3
6.6 Materials provide resources for students with disabilities and English Language Learners aligned to grade level content.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	3	4
Scholastic Literacy - Scholastic	3	2	3	5
<i>myView/myPerspective - Pearson</i>	4	5	4	5

Fountas & Pinnell Classroom - Heinemann	0	2	2	3
6.7 Materials are available in a variety of formats (print, audio, digital, etc.) for students with with visual and hearing impairments.	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	5	5	2	5
Scholastic Literacy - Scholastic	4	4	2	3
<i>myView/myPerspective - Pearson</i>	4	5	5	5
Fountas & Pinnell Classroom - Heinemann	0	1	1	2
6.8 Materials are visually appealing, logically arranged, and presented in a format that is user-friendly and engaging to students.	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4	5	4	3
Scholastic Literacy - Scholastic	4	3	4	5
<i>myView/myPerspective - Pearson</i>	3	2	4	3
Fountas & Pinnell Classroom - Heinemann	0	2	3	3
6.9 Materials reflect sensitivity with regard to gender, race/ethnicity, religion, sexual identity, socio-economic status, and intellectual and physical disabilities.	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	3	5	5	4
Scholastic Literacy - Scholastic	4	5	4	5
<i>myView/myPerspective - Pearson</i>	4	5	4	2
Fountas & Pinnell Classroom - Heinemann	0	5	3	2
Average Score for Section 6:	G 3	G 4	G 5	G 6
<i>Into Reading - Houghton Mifflin Harcourt (HMH)</i>	4.2	4.9	3.3	3.9
Scholastic Literacy - Scholastic	3.7	3	3.2	4.8
<i>myView/myPerspective - Pearson</i>	3.9	4.6	4.1	4.1
Fountas & Pinnell Classroom - Heinemann	0	2.4	2.9	2.8
7. Technology				
7.1 Materials integrate technology such as interactive tools, virtual	G	G	G	G



manipulatives, and dynamic software in ways that engage students.	3	4	5	6
Into Reading - Houghton Mifflin Harcourt (HMH)	5	5	4	4
Scholastic Literacy - Scholastic	4	3	2	4
<i>myView/myPerspective - Pearson</i>	4	4	4	5
Fountas & Pinnell Classroom - Heinemann	0	1	1	1
7.2 Materials include technology that provides opportunities for teachers/students/parents to communicate with each other.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	3	4	2	3
Scholastic Literacy - Scholastic	3	3	3	3
<i>myView/myPerspective - Pearson</i>	4	4	4	5
Fountas & Pinnell Classroom - Heinemann	0	1	1	1
7.3 Materials include opportunities to assess student learning using technology.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	5	5	4	4
Scholastic Literacy - Scholastic	3	2	4	4
<i>myView/myPerspective - Pearson</i>	4	5	4	5
Fountas & Pinnell Classroom - Heinemann	0	1	2	1
7.4 Materials include technology that provides independent practice for students.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	5	5	4	3
Scholastic Literacy - Scholastic	4	3	3	4
<i>myView/myPerspective - Pearson</i>	4	4	4	5
Fountas & Pinnell Classroom - Heinemann	0	1	1	1
7.5 Materials include teacher guidance for the mindful use of embedded technology to support and enhance student learning.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	3	3
Scholastic Literacy - Scholastic	3	2	3	5



myView/myPerspective - Pearson	4	4	4	5
Fountas & Pinnell Classroom - Heinemann	0	1	1	1
Average Score for Section 7:	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	5	3.4
Scholastic Literacy - Scholastic	4	4	4	4
myView/myPerspective - Pearson	4	4.5	4	5
Fountas & Pinnell Classroom - Heinemann	3	3.5	4	1
Overall ratings				
Record your averages from each section and total them on the last line of this section.				
1. The content is aligned with foundational reading skills for the grade.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	5	3
Scholastic Literacy - Scholastic	4	4	4	4.5
myView/myPerspective - Pearson	4	4.5	4	5
Fountas & Pinnell Classroom - Heinemann	3	3.5	4	2
2. The content is aligned with reading comprehension for literary and informational texts for the grade.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	4	4.8	3.3	3
Scholastic Literacy - Scholastic	3.9	3.8	3.5	4.5
myView/myPerspective - Pearson	4	4.7	3.5	4.3
Fountas & Pinnell Classroom - Heinemann	3	3.9	3.5	2.2
3. The content is aligned with the writing development and skills for the grade.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	3.8	5	3	2.5
Scholastic Literacy - Scholastic	3.5	3.3	3.3	5
myView/myPerspective - Pearson	3.5	4.8	3.3	4.3



Fountas & Pinnell Classroom - Heinemann	0	5	2	2
4. The content is aligned with speaking and listening development and skills for the grade.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	3.5	5	3	2.5
Scholastic Literacy - Scholastic	3.5	4	2.5	4.5
<i>myView/myPerspective - Pearson</i>	3.5	4.5	3	4.5
Fountas & Pinnell Classroom - Heinemann	4	2	3	2
5. The content is aligned with language development and skills for the grade.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	4	5	3.3	3.5
Scholastic Literacy - Scholastic	3.8	4.8	3.3	5
<i>myView/myPerspective - Pearson</i>	4.3	4.8	3.3	4.8
Fountas & Pinnell Classroom - Heinemann	0	2	3	2.5
6. The content is aligned with state standards and meets the needs of all learners for the grade.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	4.2	4.9	3.3	3.9
Scholastic Literacy - Scholastic	3.7	3	3.2	4.8
<i>myView/myPerspective - Pearson</i>	3.9	4.6	4.1	4.1
Fountas & Pinnell Classroom - Heinemann	0	2.4	2.9	2.8
7. The content is aligned with current technology best practices for the grade.	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	4.4	4.8	3.4	3.4
Scholastic Literacy - Scholastic	3.4	2.6	3	4
<i>myView/myPerspective - Pearson</i>	4	4.2	4	5
Fountas & Pinnell Classroom - Heinemann	0	1	1.2	1
Total Score	G 3	G 4	G 5	G 6
Into Reading - Houghton Mifflin Harcourt (HMH)	27. 9	34. 1	24. 3	21. 8

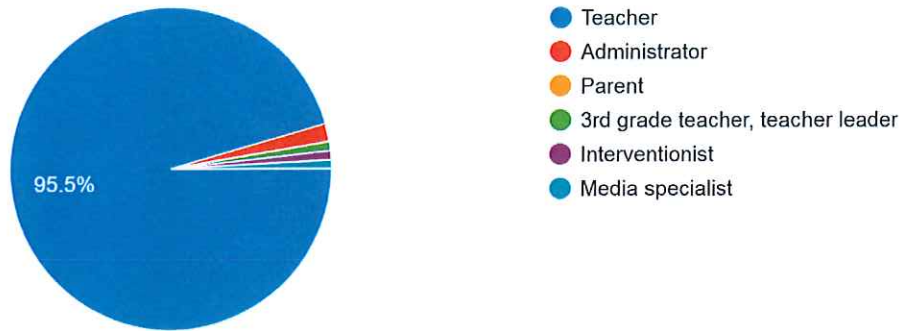
Scholastic Literacy - Scholastic	25. 8	25. 5	22. 8	32. 3
<i>myView/myPerspective - Pearson</i>	27. 2	32. 1	25. 2	32
Fountas & Pinnell Classroom - Heinemann	10	19. 8	19. 6	14. 5



ELA Adoption Resources Feedback From Stakeholders

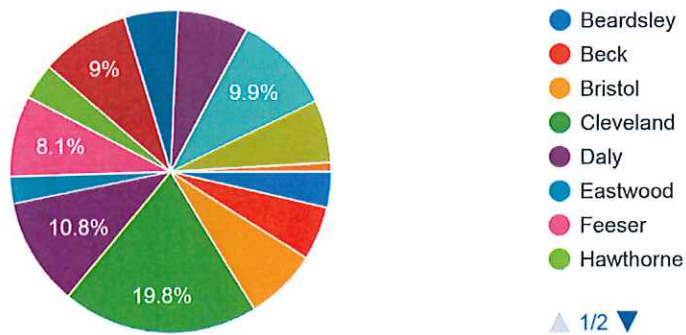
Role

111 responses



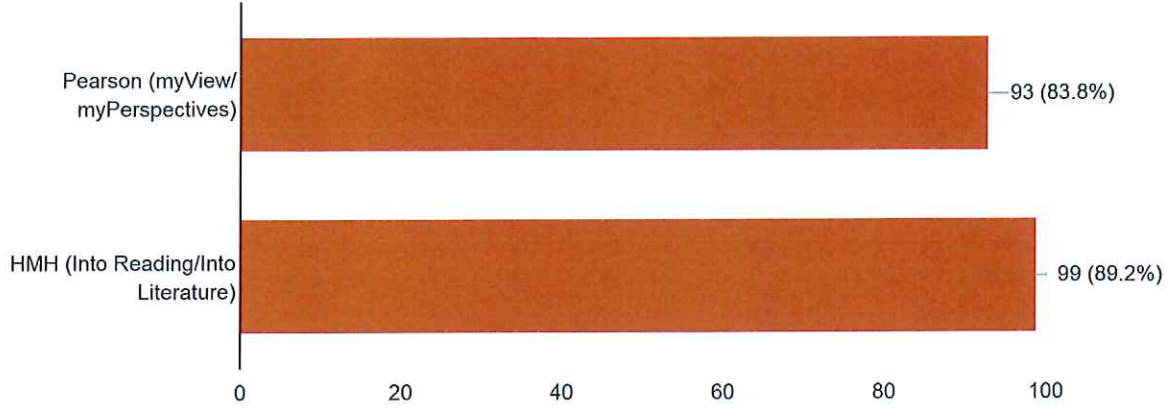
I reviewed the Elementary ELA Adoption Resources at the following location:

111 responses



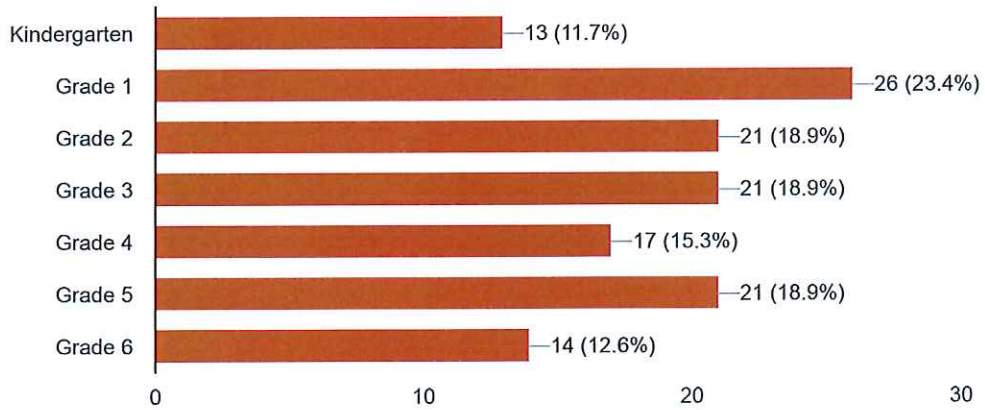
I reviewed resources from the following vendors:

111 responses

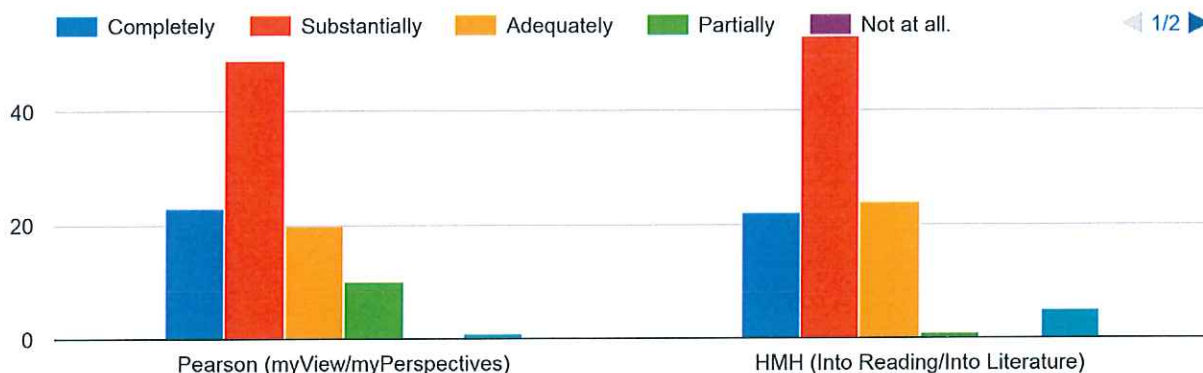


I reviewed resources for the following grade levels:

111 responses

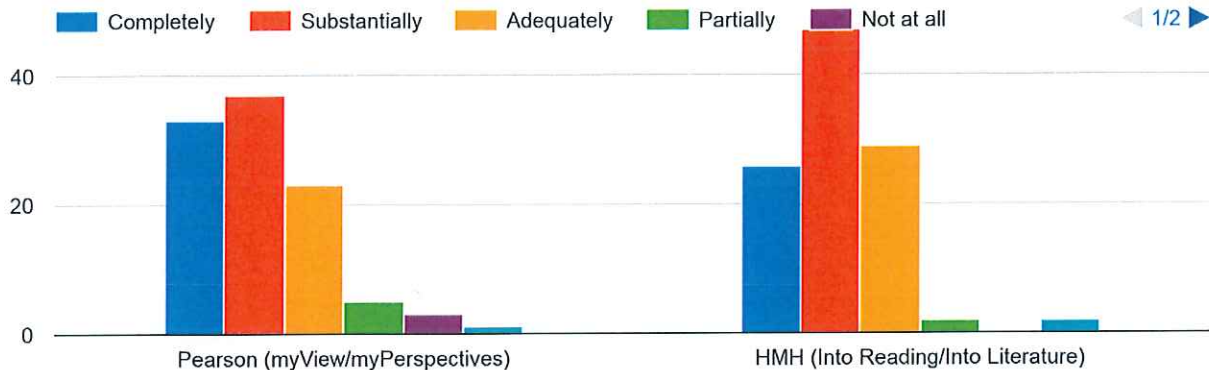


The resources are aligned with foundational reading skills for each grade (phonemic awareness, phonics, decoding, word analysis, fluency, etc.)



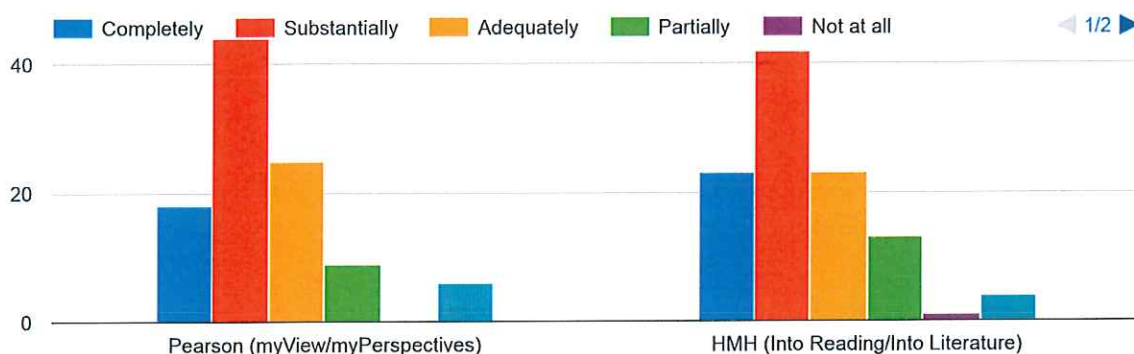
- Pearson had more emphasis on the PLC focus standards that we have selected for our grade level.
- Pearson seems to have more materials than HMH.
- My view had more resources in a teacher friendly way available to find for students. We weren't sure what else would be available digitally.
- HMH student friendly language vs. Pearson is very complex.
- I love the leveled readers and find those are what tools of the mind is missing.
- I much prefer the organization, resources, and usability of the HMH curriculum.
- Glad to see summative test booklet and fluency test booklet and a phonic book with myView.
- The iread and benchmark assessment along with technology components was my determining factor. I did think HMH was more visually "appealing" and easy to follow, but i liked the iread connections with Pearson.
- We feel Pearson was more aligned to IN standards and ILEARN.

The resources are aligned with reading comprehension for literary and informational texts for the grade (text...xt-based evidence and inferences, etc.)



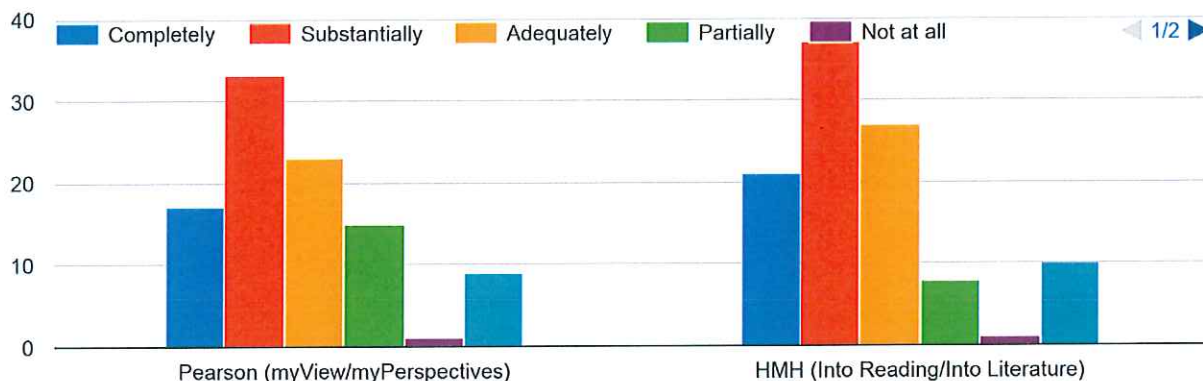
- I liked the option of many different levels of novels available for use through digital copies to help with students of all levels. I didn't My Perspective reading novel levels was rigorous enough.
- The alignment in Pearson followed a more logical layout.
- We like that My View has teaching points for conferencing . They both have a variety of texts. They both have leveled readers. HMH has a lot of resources for ENL.
- I felt there were many more opportunities for constructed responses in the Pearson and more multiple choice with the HMH.
- I felt that the Pearson materials had a good layout and that the student activities appeared to hold more rigor than the HMH reading activities.
- Pearson lists the skills/strategies in the margins of student book. A great visual for students to know what they're learning. Academic vocabulary used daily such as Author's Craft.
- Pearson- interesting and rigorous text. The length of the stories are appropriate. HMH stories are too lengthy.
- I like the HMH student books and the opportunities students would have to respond to the texts. I hope that the leveled readers would also be purchased with that curriculum.
- So glad to see the note taking section in the margins. Loved that with the Daybook of Critical Reading and Writing. Extra bonus with the side margin note suggestion in the myView.
- Love the comprehension questions are labeled with DOK levels.
- I like the comprehension questions alongside the text in the Pearson materials.
- I like the handy student response sheets and visuals in the Pearson student books. Their program is interactive and rigorous.

The resources are aligned with the writing development and skills for the grade (research projects, text synthesis and structure, routine writing, etc.)



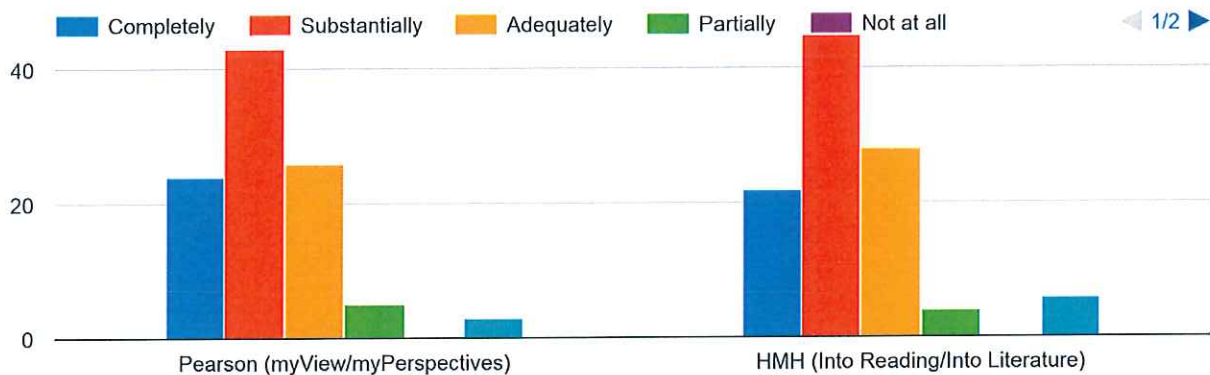
- Pearson's writing is well embedded and delved deeply into the writing process.
- My View takes a week off the normal routine to explain and complete a research project. HMH takes the students through the step by step process of writing for each genre. They will publish a paper for each genre. HMH does not teach them how to research. My View gives you a time estimate, but HMH doesn't. My View is more student centered in writing, and HMH is more teacher centered.
- HMH has materials for writing but I could not see any materials for writing in the Pearson materials.
- I really liked the quick write section being built into the Pearson student book instead of having to add in.
- Person had a better model for writing with good language. There was practice before project in Person. The process was not as complete with HMH.
- I didn't see anything toward more of a writing program, just a skills based writing for Pearson. The HMH had a Writer's workshop that I liked better.
- I really liked the lesson outlines for the Writers Workshop in HMH
- HMH provides clear breakdown of the writing process. Helping support the teacher and they walk through the writing task steps. Pearson provides the standards, essential questions and helps students have accountability in their learning goals.
- Loved the added writing workshop portion in HMH
- Love the graphic organizers in Pearson. I really liked the mini-less9ns in HMH
- Pearson- Not as rigorous, but I like how writing is included within the teacher and students books.
- HMH- Rigorous, writing clearly laid out, but in a separate book.
- The writing piece is much more aligned with the reading in My View.
- I felt that Pearson had much better writing activities than HMH.
- HMH writing is clearly laid out and easy to follow. I like how Pearson's writing is included with weekly lessons, student book, and teacher's monitor, but it's not as clear and too short.

The resources are aligned with the speaking and listening development and skills for the grade (oral language, listening, verbal expression, etc.)



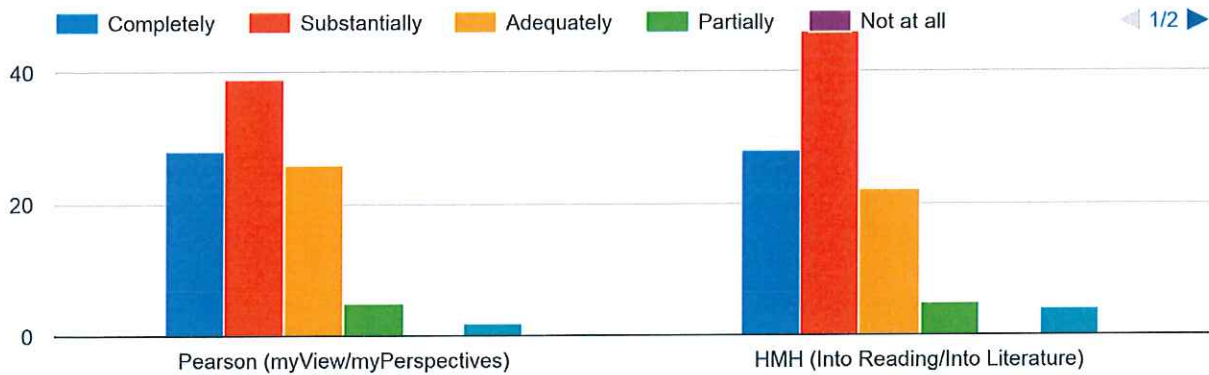
- Pearson requires students to work together, express and listen to each other's ideas, and integrate information from a variety of sources including oral and visual.
- My View only has listening and reading aloud on the first day of the week. The teacher reads the story aloud, and then they practice reading with a partner. HMH only works on speaking every 3 weeks.
- Didn't see this in either one.
- Pearson showed the video the students would watch and provided an immediate place to respond. When students look back and see the image I believe it will help them remember the video and why they responded the way they did.
- HMH articulation videos.
- Pearson- The way the student books are laid out, the students can take some ownership for their learning.

The resources are aligned with the language development and skills for the grade (academic vocabulary, multiple m...e language, word relationships, etc.)



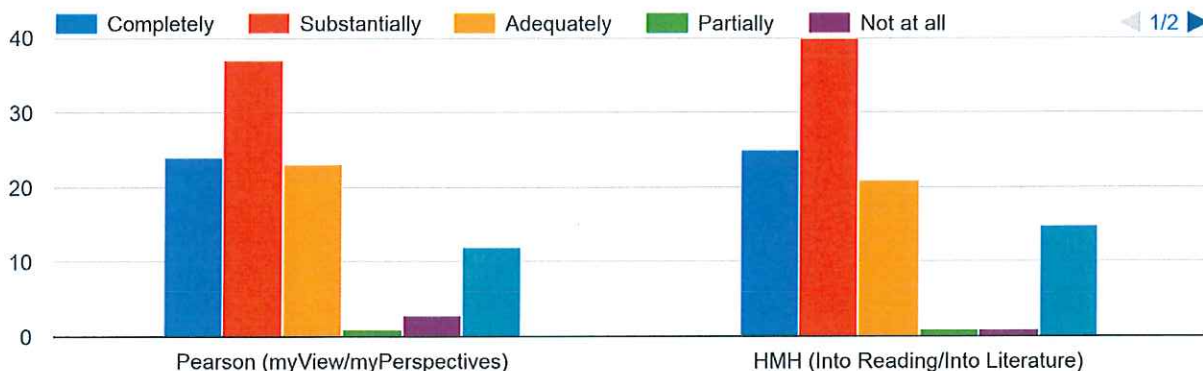
- Pearson includes a really nice standards correlation guide that is easy to access.
- Both seemed good but it was broken down more in the Pearson.
- I could find the component. We like the my view workbooks that we are pretty sure ecs would not order so what should we expect to have for students and ourselves.
- There are huge student workbooks that we are pretty sure ECS will not order. So, what should we really expect to have for each student and ourselves?
- I like how everything is right there in Pearson and you don't have to flip back and forth.
- Pearson seems more rigorous and repeats the academic vocabulary more often.
- I like that the HMH "power words" are now connected to the actual texts each week. I think that will be a stronger teaching tool and will be more beneficial for our students.
- Pearson's academic vocabulary is easily accessible.

The resources are aligned with the state standards and meets the needs of all learners for the grade (ongoing review...ersity and equity, EL resources, etc.)



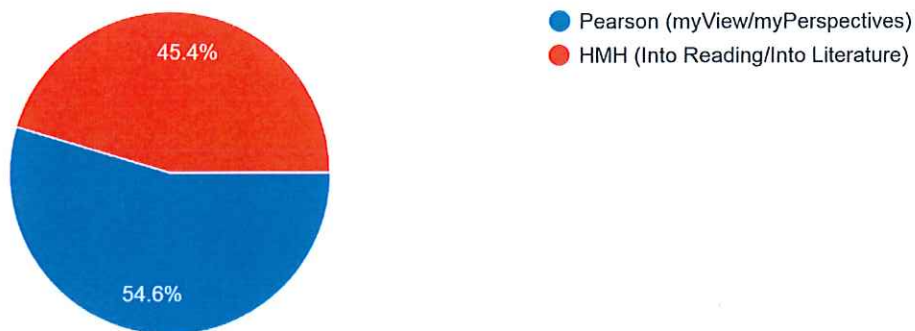
- Pearson has a ton of performance tasks built into the curriculum.
- The HMH has good ELL materials but the Pearson had good intervention materials.
- I guess I would prefer Pearson's, because if they make the test, the skills should be aligned with the state requirements.
- I liked the Pearson online feature. A lot of things that I could use
- Pearson has standards that are aligned with Indiana 6th grade standards. Couldn't find assessment for HMH. Where are assessments located for HMH?
- I never did find the actual standard listed for HMH. I think I read somewhere that they were listed online?
- HMH has activities NOT aligned with standards, but I do like their vocab. cards and projectibles. I like the Pearson editable quizzes.

The resources are aligned with current technology best practices for the grade (interactive tools, communicatio...essments, independent practice, etc.)



Overall, I prefer the following materials:

108 responses



- Pearson is extremely teacher friendly in its layout. The activities provided for students are engaging and focused on areas that have been lacking in our curriculum in previous years. Close reading, which is currently a district initiative, is part of the Pearson program. 5 Stars!
- I believe both are an upgrade from what we currently have, but HMH is the best choice.
- I feel like Pearson has a better nonfiction selection of stories. I also feel the teacher guide is more user friendly.
- Pearson has more higher level questioning.

- Overview from the staff who were at the meetings, helped us realize that computer/IPAD compatibility was better with Pearson. We liked the writing workshop organization of Pearson better as well as the knowledge that Pearson makes the state test, so it should be aligned.
- The HMH materials have strong mentor text resources and provide resources for all levels of learners. It was substantially more user friendly and inviting to students.
- The Pearson product has a strong textbook/workbook that can be used daily for many literacy standards. The Pearson product has more higher level thinking integrated into the textbook/workbook.
- I like the layout of MyView and the student workbook has all of the components embedded in their workbook. It appears that the teachers manuals are more inline with students workbook. HMH seems all the materials are all over the place and not very user friendly.
- The consumables looked more engaging for my grade level. I preferred this texts approach to annotation which was more guided than the HMH which was kind of more up for interpretation. The passages looked more engaging and thought provoking. I felt like the questions in HMH were very repetitive and uninspired.
- I liked the intervention book provided with the Pearson and also the potential layout of your day. There were good nonfiction trade books included.
- The graphic design of HMH is more user friendly than Pearson. We really like the data tracker.
- The HMH will push our kids higher than Pearson. For HMH we want to purchase ALL components and consumables new every year.
- Both materials reminded me a lot of Journey's materials, but overall, I felt the Pearson materials held more rigor and content. I also like that the same company makes our social studies curriculum as well.
- The online resources in Pearson seemed very kid friendly with audio for texts.
- 1st Grade PLC viewed and discussed both programs and came to the same conclusion as we prefer Pearson over HMH.
- I wish we had more than a week to review. It would be nice to actually teach a week from each resource...a quick pilot test. It appeared that Pearson listed a standard for summarizing and inferencing, and then all the questions were about Author's Purpose. They also had some major publishing mistakes when they referred to the text. I understand that no resource is perfect. I like the exposure of the many genres represented. And it appears the the text is has the grade level rigor needed.
- I am completing the survey based on the consensus of the 3rd grade team. We read through the materials for HMH extensively. We would prefer to have HMH over Pearson.
- I have extensive training in early literacy and have worked with the PM Rigby books in helping young children obtain reading skills and confidence in reading. These books go above other series in helping young children learn how to read. I also like how HMH uses mentor text and authentic text in their whole group/ tier one instruction.
- Overall I felt that the Pearson materials seemed to fit my personal style in terms of organization of materials, the fact that there is a comparative text feature, assessment materials, complexity of questioning, etc. I also really liked the sample of leveled readers that was given. They seem fun

and interesting. I felt as though there were some good online resources. One thing that I didn't find (which I just may have missed it) were vocabulary picture cards to go with the words which isn't a make it or break it thing for me. Thanks for the time you put into narrowing the resources down to two!

- I prefer how HMH teacher manuals are laid out, but overall prefer Pearson.
- I definitely prefer the HMH curriculum because of the systematic units and instruction, the user friendly student books, the cross curricular component with essential questions, and the accompanying resources, which I hope would be included in our curriculum adoption.
- Both are more rigorous than Journeys. I prefer how the HMH's teachers manual is laid out. I prefer the look of Pearson for the student books. I like that the students take home books we have read. Many of my students lack books in their homes due to various reasons. The students should win out everytime.
- Excited to have a manual with ideas at my fingertips and books with colored pictures for the kids to truly enjoy reading. Workbooks - Yeah!!!!
- Both seems very similar, but from what I've seen, I like the HMH better.
- My View is more aligned with the strategies we have been learning with Smekens. The writing piece is strongly aligned with the reading curriculum.
- We loved the close reading side notes in the book. We also feel Pearson is more teacher and student friendly. We also loved the formative assessment options in the book and the plethora of online progress monitoring tools. We also really loved the student friendly anchor charts the students had in their manuals and the objectives listed for each activity.
- Easier to read in Pearson, do not like the teachers manual though.
- I really like that HMH uses leveled books by Rigby. In my experience, Rigby books are leveled well and do a good job meeting the needs of our students. I also like that the materials seemed to be less visually confusing and more clear for beginning readers.
- I like the presentation of materials better in Pearson than HMH.
- We just received Pearson today and not much time to review. Right now, K is busy doing TOOLS. We like TOOLS and want to keep TOOLS. However, TOOLS doesn't have elearning activities that we know of and more guided reading books..
- Would be beneficial to adopt the HMH Into Reading for Grades K-5, and Into Literature for Grade 6.



Memo

To: Dr. Steve Thalheimer and ECS Board of School Trustees
From: Phil Lederach
cc:
Date: April 5, 2019
Re: Middle School Mathematics Curricular Resource Adoption

The Elkhart Community Schools Middle School Mathematics Resource Adoption Committee is making a recommendation to the school board for the adoption of Discovery Mathematics Techbook as the core curricular resource for middle school mathematics.

This recommendation is the culmination of a process that began in the fall of 2018 and has involved many hours of work by committee members.

We are excited by this resource and feel it will support best-practice instruction, facilitate deeper learning by ECS students, and help prepare students for the new high-stakes tests.

I wish to thank the committee members for their hard work, thoughtful discussions, and informed decision-making. Their dedication to ECS students was foremost in their minds and clearly evident throughout this process.

What is the title of the grant?	What is the name of the granting agency/entity?	Please list school/entity applying.	Individual/contact applying for the grant?	What is the amount applied for?	How will the grant funds be used and who will oversee the management of the grant?	Please explain how the grant funds will be used to support the district vision, focus, and goals.	Please outline the grant budget for the funds requested.	What is the grant submission deadline?
SEL Innovation Award. Restorative Justice Education: Changing the Culture of Our Schools	NOVO Foundation: Education First	Student Services	Todd Kelly	\$25,000 for year 1, \$25,000 for year 2	Todd Kelly will oversee the management of the grant. The funds will be used to train staff in Restorative Justice and provide stipends for 1 staff person in each school to be the Restorative Justice "Champion" for their school.	In his Healthy Schools, Healthy Elkhart: Priorities for ECS, Dr. Thalheimer lists the first priority as "Assess and implement practices to promote individual and institutional health (restorative justice, trauma-informed practices, mindfulness, social & emotional wellness) in order to nurture positive relationships and repair harm for any person." If this grant is awarded to ECS, we will be able to begin to lay the ground work for this priority to be achieved.	Year 1 (2019-20 school year), 20 stipends for RJ Champions @\$800.... \$16,000 Center for Community Justice (CCJ) 4 day training..... \$ 7,300 CCJ Ongoing Consultation (including 4 quarterly 2 hour meetings)..... \$ 1,700 Year 1 TOTAL..... \$25,000 Year 2 (2020-21 school year) CCJ: multiple 4 day trainings for school RJ teams (including subs)..... \$25,000	3/22/2019
Bullying Prevention	Safe Fleet	Student Services	Todd Kelly	\$5,000	Todd Kelly will oversee the management of the grant. Funds will be used to support the Move2Stand Bullying Prevention programs in all of our secondary schools. Specifically, we would like to send 6 students to the International Bullying Prevention Association conference to attend along with their adult sponsors. Student leaders will present at the conference.	Our Superintendent, in the "Healthy Schools, Healthy Elkhart" list of priorities, listed the first priority as "Assess and implement practices to promote individual and institutional health (restorative justice, trauma-informed practices, mindfulness, social & emotional wellness) in order to nurture positive relationships and repair harm for any person." Our bullying prevention clubs promote all of these practices by implementing student led initiatives through Move2Stand clubs that promote kindness in our schools.	If the trip to the International Bullying Prevention Association is approved, these funds will be used for transportation, food and housing for 6 student leaders who will present at the conference. (Expenses for adult leaders are covered through another grant.) Airfare \$410 per flight X 6 students.....\$2460 Hotel (double occupancy) \$200 X 3 nights X 3 rooms....\$1800 Food \$40 per day for 3 days X 6 students..... \$ 720 TOTAL..... \$4980 If the trip is not approved next school year, funds will go into the bullying prevention fund to support our bullying prevention clubs in other ways.	3/31/2019

**ELKHART COMMUNITY SCHOOLS
OVERNIGHT TRIP REQUEST**

School: EACC

Class/Group: Ag/Motorcycle/Outdoor Power Tech

Number of Students: 4

Date/Time Departing: 4/24/2019 3:00pm

Date/Time Returning: 4/27/2019 4:00pm

Destination: Bowling Green/ Indianapolis KY/IN
City State

Overnight facility: Drury INN, Bowling Green and Holiday Inn and Suites, Greenwood IN

Mode of Transportation: SUV

Reason for trip: Hot Rodders STEM/FFA State Contest

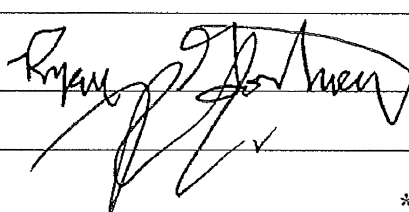
Names of chaperones: Ryan Gortney
Angee Gortney

Cost per student: 0

Describe Plans for Raising Funds or Funding Source: Hot Rodders will cover cost


Plans to defray costs for needy students: _____

Are needy students made aware of plans? Yes

Signature of Teacher/Sponsor: 

Signature of Principal: _____ Date: 3/28/19

Send to Assistant Superintendent for Instruction for approval and for submission to Board of School Trustees

Approval of Assistant Superintendent:  Date: 3/28/19

Approval by Board: _____

(All overnight trips require prior approval by Board Policy IICA.)

ELKHART COMMUNITY SCHOOLS

Elkhart, Indiana

DATE: March 29, 2019
 TO: Dr. Steve Thalheimer
 FROM: Dr. William E. Kovach *W. Kovach*
 RE: **Conference Leave Requests Paid Under Carl D. Perkins Grant
 April 9, 2019 - Board of School Trustees Meeting**

2018- 2019 CONFERENCES	EXPENSES	SUBSTITUTE
<p>Hot Rodders Jr. Engine STEM Our State qualifying students will be working with 80-100 of the top students of the STEM program from 4th-7th grade as part of the greater Bowling Green District.</p> <p>Bowling Green, KY April 25, 2019 Ryan Gortney (7-12) Program/Industry Specific CTE Conference</p>	\$0.00	\$0.00
<p>FFA State Contest We will have 2 teams of students competing at the State contest for FFA winning scholarships and awards.</p> <p>Indianapolis, IN April 26, 2019 Ryan Gortney (8-13) Career & Technical Student Organization Competitions</p>	\$300.00	\$0.00
TOTAL	\$300.00	\$0.00
2018-19 YEAR-TO-DATE PERKINS FUNDS	\$21,449.07	
GRAND TOTAL	\$21,749.07	\$0.00

ELKHART COMMUNITY SCHOOLS

Elkhart, Indiana

DATE: April 4, 2019
 TO: Dr. Steve Thalheimer, Superintendent
 FROM: Dr. Bradley Sheppard *Bradley Sheppard*
 RE: **Conference Leave Requests**
April 9, 2019 - Board of School Trustees Meeting

The following requests for excused absences are recommended for approval:

2018 - 2019 CONFERENCES	EXPENSES	SUBSTITUTE
NATIONAL SCIENCE TEACHER'S ASSOCIATION CONFERENCE This conference will provide information so I can integrate hands-on, inquiry-based, STEM focused lessons into my curriculum. St. Louis, MO April 10 - 12, 2019 (3 day's absence) HOLLY O'CONNELL - PINWOOD (2-5)	\$635.00	\$285.00
	<i>OTHER FUND</i>	<i>OTHER FUND</i>
SKILLS USA INDIANA STATE CONFERENCE State contest for SkillsUSA. Indianapolis, IN April 19, 2019 (1 day's absence) ROBERT BAILEY - EACC (0-0) RAY COLLINS - EACC (0-0) BRANDON EAKINS - EACC (0-0) BARBARA GINGERICH - EACC (0-0) ANGEE GORTNEY - EACC (0-0) RYAN GORTNEY - EACC (0-0) ANTHONY GOUIN - EACC (0-0) D. MICHELLE HOSTETLER - EACC (0-0) MARTIN HOSTETLER - EACC (0-0) AMBER KOSAR - EACC (0-0) DAVID KRIEGEL - EACC (0-0) PETE LESTINSKY - EACC (0-0) MIKE MALONEY - EACC (0-0) MARGARITA MCCLAIN - EACC (0-0) TRACI PANKRATZ - EACC (0-0) TRACY PLANK-TEEGARDEN - EACC (0-0) WARREN SEEGERS - EACC (0-0) JAIME STITH - EACC (0-0) AMY STUTZMAN - EACC (0-0) MICHELE ZACHARY - EACC (0-0)	\$2,522.00	\$1,805.00
	<i>OTHER FUND</i>	<i>OTHER FUND</i>
INNOVATE INTEGRATE MOTIVATE This conference will touch on the topics of mental health, CTE, and student led IEP's. Indianapolis, IN April 23, 2019 (1 day's absence)	\$130.00	\$0.00

CHARLENE TROTTER - MEMORIAL (8-11)	<i>GENERAL FUND</i>	<i>GENERAL FUND</i>
IDOE TITLE CON 2019 Dawn McGrath and Beth Williams will be presenting the topic: District Level Comprehensive Needs Assessment (CNA): Learning and Growing. Indianapolis, IN April 23 - 24, 2019 (2 day's absence) DAWN MCGRATH - ESC (5-11) BETH WILLIAMS - ESC (2-7)	\$1,202.76 <i>GENERAL FUND \$278.76</i> <i>OTHER FUND \$924.00</i>	\$0.00 <i>GENERAL FUND \$0.00</i> <i>OTHER FUND \$0.00</i>
2019 ENGLISH LEARNER SUMMER ROADSHOW This conference will provide information about Inclusive School Leadership and Promoting Cultural Proficiency and Awareness. Lafayette, IN June 20, 2019 (1 day's absence) DAWN MCGRATH - ESC (6-13)	\$152.98 <i>GENERAL FUND</i>	\$0.00 <i>GENERAL FUND</i>
	\$4,642.74	\$2,090.00
2018 YEAR-TO-DATE GENERAL FUNDS	\$28,538.81	\$2,470.00
2019 YEAR-TO-DATE GENERAL FUNDS	\$10,594.58	\$760.00
2018 YEAR-TO-DATE OTHER FUNDS	\$257,553.25	\$14,345.00
2018 YEAR-TO-DATE ADJUSTMENTS	\$0.00	\$0.00
2019 YEAR-TO-DATE OTHER FUNDS	\$53,751.92	\$12,445.00
2019 YEAR-TO-DATE ADJUSTMENTS	\$0.00	\$0.00
GRAND TOTAL	\$350,438.56	\$30,020.00

(Figures in parentheses are the number of conferences & the number of absence days previously approved for the current school year.)