

1. Program Facts: The WPS 2015 Summer School sessions ran from June 29th 2015 through August 14th, 2015. The following describes the sessions per program categories:

- Elementary Summer Academy: from July 6th through July 29th, 2015 (18 days)
- Secondary Academic Support programs:
 - College Community Connections: From June 29th to July 17th, 2015
 - Claremont Academy and UPCS Transition programs: July 21st to August 8th, 2015
- Special Education programs: Session I: June 29th to July 17th, 2015; Session II: July 27th to August 14th, 2015.

2. Participation and Attendance: Student participation and attendance rates are described in the attached tables.

- In the Elementary Summer Academy, 75.4% of the student enrollment attended at least 71% of the total program.
- In the secondary programs, 55.1% of the student enrollment attended at least 71% of the program.

3. Curriculum materials and highlights:

- The Summer Academy curriculum focused on English Language Arts and was anchored in Science. The overall theme was "The Ocean," which was also aligned with the Worcester Parks and Recreation programs and the Worcester Public Library. The full e-manual of the Summer Academy is attached, including the curriculum.
- The Secondary College Community Connections programs ran successfully at 11 sites including, WCCA TV13, Quinsigamond Community College, Clark University, MASS College of Pharmacy, Regatta at Lake Quinsigamond, Radius Healthcare/Worcester Senior Center, Worcester Youth Center/Greater Worcester Landtrust, UMASS Medical School, Plumley Village, College Community Connection Videographers, and Restore/Habitat for Humanity. The flyer for the final banquet and celebration is attached.
- The students from the New Citizens Center participated successfully in a Swimming Program at Assumption College (5th year) and as day-campers for a full week at the Heifer Farm in Rutland (2nd year in a row).

WPS Summer School, 2014-15

Student attendance by level:

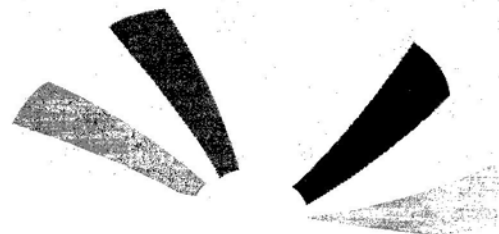
	All Grades (N=1244)	Elementary (PK-6) (N=1186)	Secondary (7-9) (N=58)
Average Percent Days Attended:	78.7	79.5	62.3

Distribution of student attendance rates by level:

Percent of Days Attended	All Grades (N=1244) %	Elementary (PK-6) (N=1186) %	Secondary (7-9) (N=58) %
0-10%	1.9	0.9	22.4
11-20%	0.5	0.4	1.7
21-30%	1.2	1.0	5.2
31-40%	2.4	2.4	1.7
41-50%	5.1	5.1	5.2
51-60%	3.9	4.1	0.0
61-70%	10.5	10.5	8.6
71-80%	18.2	18.7	6.9
81-90%	21.8	22.3	10.3
91-100%	34.6	34.4	37.9

WPS Summer School, 2014-15: Comparison of participating vs. non-participating students by level

	All Grades (PK-9)		Elementary (PK-6)		Secondary (7-9)	
	Participants %	Non-Participants %	Participants %	Non-Participants %	Participants %	Non-Participants %
Gender:						
Male	50.2	51.6	50.8	52.1	37.9	50.5
Female	49.8	48.4	49.2	47.9	62.1	49.5
Race/Ethnicity:						
American Indian or Alaskan Native	0.3	0.2	0.3	0.1	0.0	0.2
Asian	10.9	6.9	11.3	6.4	1.7	8.4
Black or African American	24.0	13.9	22.8	13.5	48.3	15.1
Hispanic	39.5	40.0	40.1	39.6	27.6	41.0
Multi-Racial, Not Hispanic	3.4	4.7	3.4	5.0	3.4	3.9
White	21.9	34.3	22.0	35.4	19.0	31.4
Special Populations:						
SPED	15.8	19.4	16.3	18.6	6.9	21.6
Low Income	87.9	77.3	87.8	77.1	89.7	77.8
Limited English Proficient	58.8	39.1	59.4	42.1	46.6	31.0
Number of Students	1,244	19,027	1,186	13,846	58	5,181



College Community Connection Banquet

Our CCC site students will be making presentations about their experiences over the summer and will be receiving certificates for their participation in the CCC program. Our sites include:

- WCCA TV 13
- Habitat for Humanity Restore
- Greater Worcester Landtrust @ North
- Quinsigamond Community College
- Girls Inc & Worcester Senior Center
- UMASS Medical School
- Worcester State University
- CCC Videographers @ Worcester Technical High School
- Clark University
- MASS College of Pharmacy

**Also, be there for the premier
of the summer school video put together by our own
CCC videographers!**

July 24, 2015, 10:30 a.m. to 12 p.m.

Worcester Technical High School Conference Room,
1 Skyline Drive, Worcester

**For any questions please call Stephanie Stockwell at (508)816-0777
or email stockwell@worc.k12.ma.us**



We hope to see you there!

WORCESTER PUBLIC SCHOOLS

Office of Supplemental Support Services



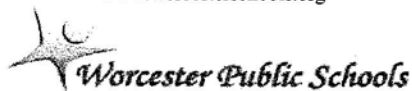
Summer Programs 2015



Dr. Bertha Elena Rojas, Manager of English Language Learners and Supplemental Support Services
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Brightest Stars

By PETER H. REYNOLDS

Teachers are among
the brightest stars in our constellation.

They guide us,
Inspire us.

They light the way,
They help us see patterns in the stars.

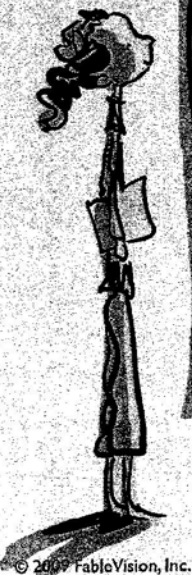
They are there even when the clouds roll in,
Teachers are around us, their spirit surrounds us,
twenty four hours a day.

They help us find true North.

They help us navigate our way
to our true potential.

They are stars.

They are among the brightest stars
in our constellation.



WORCESTER PUBLIC SCHOOLS

YUISA PÉREZ CHIONCHIO
DIRECTOR
SUPPLEMENTAL ACADEMIC
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May 28th, 2015

Dear WPS Summer Staff,

Welcome to our 2015 WPS Summer Academy! Your dedication and efforts will help our students achieve their academic goals.

Thank you to all of you who participated in last year's staff survey. I hope you will find many of your suggestions in this year's programming. You all play a major role in not only our students' lives but in the development of our summer programming.

We are all here because we understand that summer months are a critical time for all our students. Research indicates "the average low-income student starts their educational career behind the average middle-income student and will continue to fall behind every summer. By the 5th grade, the educational gap between a low-income student and a middle-income student is 2 ½ years – 3 years. (Alexander et al, 2007)." More important summer learning loss facts can be found on www.summerlearning.org

There will be many opportunities for you to provide valuable feedback to our programming needs for our students. Please take the time to fill out our evaluations at our summer meetings as well as a staff survey towards the end of the summer programs.

As always, you are all welcome to contact me via email or by phone to give me feedback on how we can strengthen our programming for our students.

I am hopeful to meet you all during our visits.

Thank you for all of your hard work!

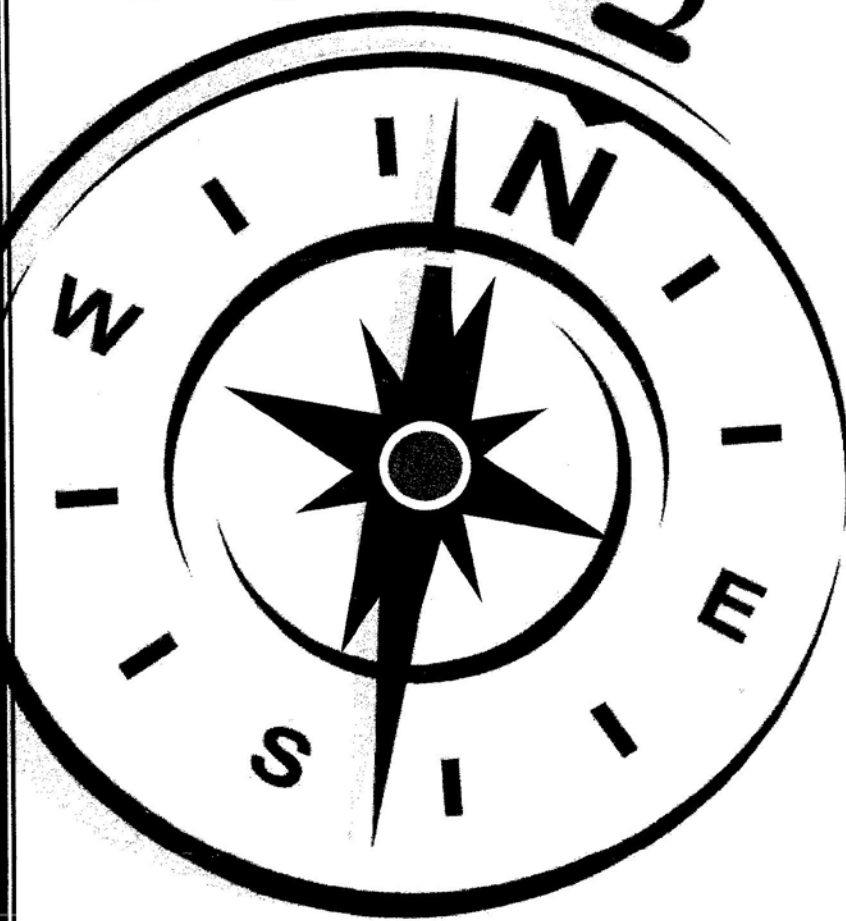
Sincerely,

A handwritten signature in black ink that reads "Yuisa Pérez Chionchio". The signature is written in a cursive style.

Yuisa Pérez Chionchio
Director
Supplemental Academic Programs and Services

Worcester Public Schools

WPS COMPASS



The WPS COMPACT

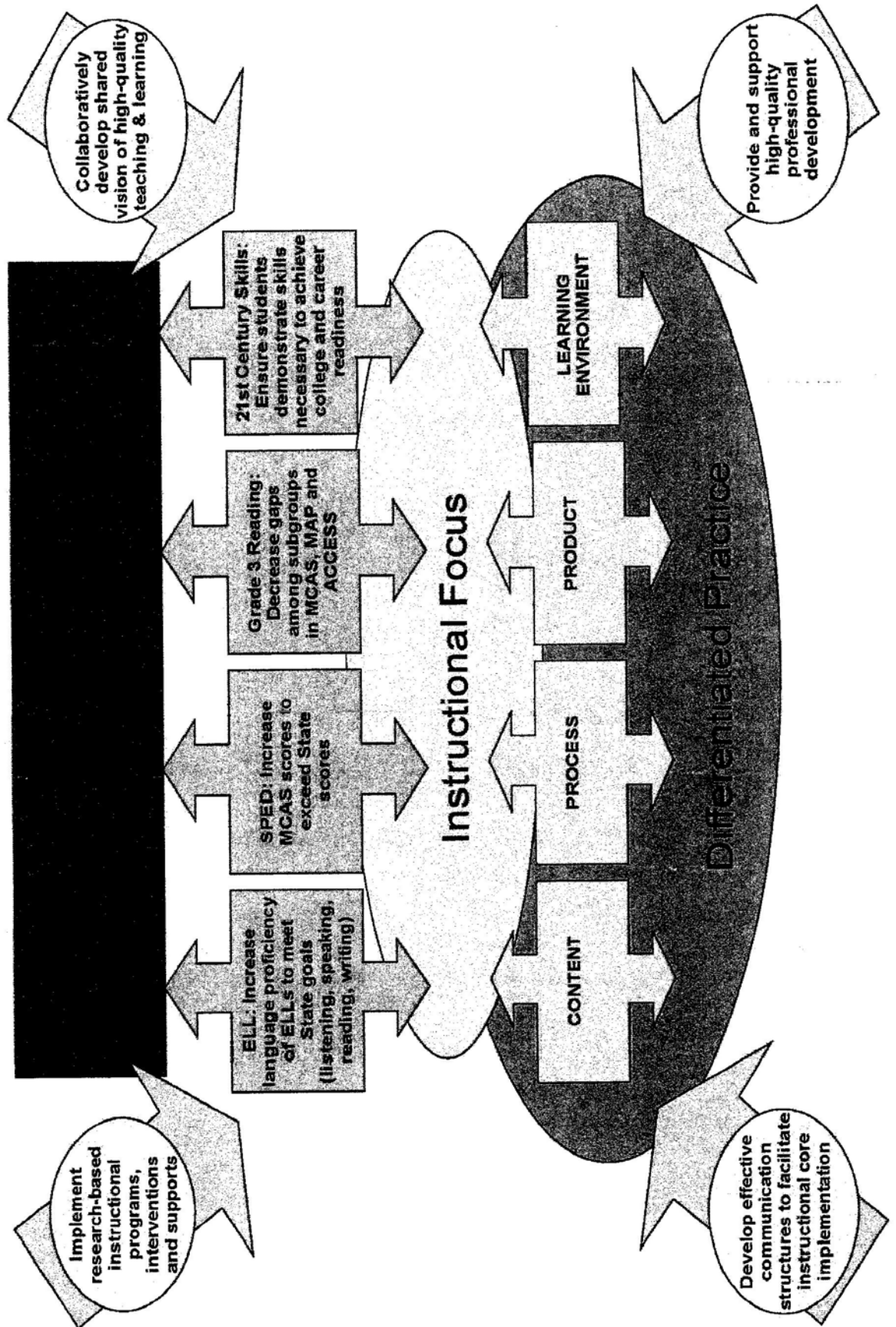
Delivering on High Expectations and Outstanding Results for All Students

- ◆ 100 percent of students will be guaranteed a rigorous core curriculum resulting in measurable gains in student learning

Milestones for College and Career Readiness

- ◆ A 50 percent reduction in the proficiency gap in English Language Arts, Mathematics and Science & Technology/Engineering by 2016-17
 - ◆ In ELA, a CPI of 88.1 by 2016-17
 - ◆ In Mathematics, a CPI of 83.7 by 2016-17
 - ◆ In Science & Technology/Engineering, a CPI of 80.8 by 2016-17
- ◆ Increase the WPS graduation rate to 90 percent over 4 years or 95 percent over 5 years by 2016-17
- ◆ A 50 percent reduction in the annual dropout rate to 1.9 percent by 2016-17
- ◆ 100 percent of graduates will successfully complete high school coursework that prepares them for both college and career

Worcester Public Schools Improvement Strategy



Worcester Public Schools



District Instructional Focus

All personnel in the Worcester Public Schools will align efforts to have all students show growth in their ability to read fluently, comprehend deeply, think critically and respond effectively. This will be accomplished through the implementation of rigorous evidence-based instructional practices and a standards-based curriculum across all content areas. Multiple measures including formative and summative assessments will be used to monitor our progress, refine our practice and improve our capacity to ensure all students reach and exceed grade level expectations and graduate college and career ready.

All Worcester Public Schools students will regularly engage in listening, speaking, reading, and writing to become highly literate, creative collaborators, strategic problem solvers and effective communicators. Our students will be self-directed learners who critically examine varied points of view and carefully weigh and manage complex information presented through multiple media. Our students will also demonstrate respect and understanding of their position as contributing members in their local and global community.

Framework of High Quality Teaching and Learning

High Quality Teaching & Learning is content rich, student - centered, measurable and exists in a culture of high expectations for all students Pre K - 12. High quality teaching and learning classrooms are sensitive to students' needs, interests, strengths, abilities, modes of contribution, social/cultural backgrounds, and address three essential elements: organization of the classroom; instructional design and delivery and student ownership of learning.

Organization of the Classroom Teachers

Construct learning climate by respectful interactions, routines, tones, and discourse

Post, discuss and revisit content objectives throughout the lesson

Post discuss and revisit language objectives throughout the lesson.

Effectively manage time to maximize student learning

Use classroom walls and environment as a learning tool

Instructional Design and Delivery Teachers

Activate Prior Knowledge

Align instructional material with student needs

Scaffold for content & language development

Demonstrate deep content knowledge throughout the presentation of the lesson

Instruct using a range of techniques

Pose questions that require students to engage in a process of application, analysis, synthesis and evaluation

Pace lessons to ensure that all students are actively engaged

Use timely formative assessments to check for understanding to inform instruction & celebrate growth

Provide specific feedback to students to inform revision

Maximize use of human capital to support student learning

Student Ownership of Learning Students

Explain how routines, procedures and processes are helping their thinking and learning

Express, in their own words, what they are learning and why

Articulate the connection between what they are learning and the school wide instructional focus

Utilize methods/ strategies, models, and materials independently and/or collaborate to support their own learning

Articulate personal data, goals, growth and benchmark expectations

Ask questions to deepen their understanding of process and content

Worcester Public Schools Organization of the Classroom

Teachers

Construct learning climate by respectful interactions, routines, tones, and discourse

- Establish rules and routines, encourage students to use materials purposely and respectfully
- Facilitate discussion and compromise as students work with peers
- Demonstrate positive interactions as a model for students in student-to-student and teacher-to-student communication
- Maximize the amount of time-on-creating experiences and procedures for communication and behavior focused on achieving classroom goals

Post, discuss and revisit content objectives throughout the lesson

- Use MA Framework and district curriculum to develop content objectives
- Build connections between standards and exemplary products as models to support student learning goals
- Connect content learning objectives to real-life examples and relevant application
- Post objective in clear student friendly language
- Focus students attention on what they should know and be able to do as a result of the lesson

Post discuss and revisit language objectives throughout the lesson

- Use content-based language when presenting information and asking questions to build students' academic language
- Orchestrate varied learning opportunities so that students reinforce continual language development through peer interaction, classroom participation and other modes of differentiated instruction
- Scaffold language development of students toward academic language proficiencies
- Ensure that the four domains of language development are employed (Listening, Speaking, Reading, Writing)
- Post language objective in clear student friendly language

Effectively manage time to maximize student learning

- Orchestrate learning opportunities that address various learning styles, to ensure high student engagement
- Providing scaffolded support as students become self-directed and skilled at transitioning from one learning experience to another
- Use a variety of strategies to provide optimal levels of learning challenges as well as adequate support to address the diverse learning profiles of all their students

Use classroom walls and environment as a learning tool

- Organize learning materials and physical space to provide adequate and equitable engagement in productive tasks
- Modify the learning environment to facilitate appropriate behavior and learning for students with diverse learning characteristics
- The learning environment continually adjust to match learning objectives and student needs to ensure engagement

Worcester Public Schools Instructional Design and Delivery

Teachers

Activate Prior Knowledge

- Connect instruction to prior classroom learning
- Use instruction and materials to access students background knowledge, linguistic/cultural experience and previously learned content

Align instructional material with student needs

- Use varied instructional modalities to optimize student strengths (i.e. use of visuals, multimedia, peer modeling, physical demonstrations, verbal explanation)
- Select Texts based on students independent level to scaffold reading development
- Explicitly teach, discuss and reinforce key content vocabulary and provide opportunities for meaningful application
- Presents content in a manner which is appropriate for age, grade and language and proficiency level of students

Scaffold for content & language development

- Assist all students developing key vocabulary strategies necessary for understanding and applying content
- Use Academic vocabulary and complex language structures, scaffolding as necessary, during interaction related to lesson objectives and content
- Model thinking, academic language, and comprehension strategies (i.e. think-aloud, ask and/or listen to a peer, narrated trial and error)
- Appropriately match leveled texts to student needs

Demonstrate deep content knowledge throughout the presentation of the lesson

- Use of technologies related to their content area to deepen students understanding
- Ensure that students are engaged with current and relevant information
- Use multiple relevant instructional approaches to scaffold students attainment of standards

Instruct using a range of techniques

- Provide opportunities to practice and receive feedback in all language domains: listening, speaking, reading and writing
- Employ techniques that facilitate comprehension throughout the lessons
- Frame questions to engage all students of different proficiency levels and skills
- Provide appropriate wait time to brainstorm, collect thinking, practice responses, collaborate with a peer, and/or write before responding

Worcester Public Schools Instructional Design and Delivery

Teachers

Pose questions that require students to engage in a process of application, analysis, synthesis and evaluation

- Ask probing questions that challenge students to explore concepts/big ideas
- Pose both oral & written questions to stretch student thinking beyond grade level standards and to generate connections to related content from across disciplines
- Frequently queries the students or prompts students to explain thinking and rationale for responses and actions
- Ask many open-ended questions

Pace lessons to ensure that all students are actively engaged

- Utilize wait time in order to allow students to collect thinking and respond to questions
- Use time effectively to allow all students meaningful participation
- Facilitate classroom discourse to engage all students

Use timely formative assessments to check for understanding to inform instruction & celebrate growth

- Align assessment with instructional goals
- Seek information about students' backgrounds to improve their own teaching
- Establish routines to systematically monitor what each student knows and is able to do

Provide specific feedback to students to inform revision

- Confer with individuals or small groups to develop & support understanding and record notes from the session
- Offer feedback that is constructive and specific
- Encourage students to evaluate their progress

Maximize use of human capital to support student learning

- Provide student access to the lesson through direct support from him or her self or other adults in the classroom
- Promote positive respectful relationships (i.e. teacher to student, student to teacher)
- Structure the classroom in a manner that provides students with access to more competent partners

Worcester Public Schools Student Ownership of Learning

Students

<p>Explain how routines, procedures and processes are helping their thinking and learning</p>	<p>Express, in their own words, what they are learning and why</p>	<p>Articulate the connection between what they are learning and the school wide instructional focus</p>	<p>Utilize methods/ strategies, models, and materials independently and/or collaboratively to support their own learning</p>	<p>Articulate personal data, goals, growth and benchmark expectations</p>	<p>Ask questions to deepen their understanding of process and content</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Follow classroom routines well enough that minimal time is spent on listening to instructions and organizational details <input type="checkbox"/> Are self-directed and transition smoothly from one learning experience to another, maximizing learning time <input type="checkbox"/> Identify and correct their own misconceptions through exploration and discussion <input type="checkbox"/> Question, contribute, and collaborate throughout the lesson <input type="checkbox"/> Demonstrate an understanding of the big ideas by drawing inferences, making predictions, and defending hypotheses through discourse and through work they produce <input type="checkbox"/> Are engaged in sustained verbal interactions, often in small groups, in order to complete carefully designed academic tasks that include speaking, listening, reading, and writing <input type="checkbox"/> Utilize rubrics, and/or exemplary work to define what constitutes a high-quality product 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulate the relevance of what they are learning, make real-world connections, and apply their learning <input type="checkbox"/> In response to questions, students express opinions and defend their reasoning with evidence while using appropriate content language <input type="checkbox"/> Formulate answers that are conceptual and well thought out <input type="checkbox"/> Use appropriate vocabulary to express their ideas and understandings <input type="checkbox"/> Make connections to prior learning and activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Make interdisciplinary connections <input type="checkbox"/> Articulate the school focus and explain why it is important to their learning <input type="checkbox"/> Explain how what they are learning is connected to the focus 	<ul style="list-style-type: none"> <input type="checkbox"/> Access or generate support materials that address their individual learning needs <input type="checkbox"/> Choose appropriately challenging activities and assignments <input type="checkbox"/> Engage in activities which are appropriate in terms of complexity and pacing for their current level of knowledge and skill, but which challenge them to move forward <input type="checkbox"/> Independently utilize methods, strategies, and models <input type="checkbox"/> Use various means, verbally or in writing, to develop, record, and represent their ideas and thinking <input type="checkbox"/> Process one another's thinking by actively listening, rephrasing, disagreeing and providing reasons why 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the posted data celebrating growth and progress and articulate what they are doing to improve their learning <input type="checkbox"/> Evaluate their own work in relation to rubric and standards based models of proficiency (exemplars) <input type="checkbox"/> Chart their performance and set goals for what they need to learn to move to the next level(s) of proficiency <input type="checkbox"/> Can describe the standards they have mastered and what requires additional work <input type="checkbox"/> Know and can explain how their work/performance reflects their level of mastery in relation to the standards(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask questions and contribute throughout the lesson <input type="checkbox"/> Responds direct discussions and set the context for teachable moments <input type="checkbox"/> Ask clarifying, probing, and open-ended questions of their teacher and of one another to examine their thinking and develop a deeper understanding of content <input type="checkbox"/> Use oral and written questions to push thinking beyond grade-level standards and generate connections to related content from across disciplines <input type="checkbox"/> Monitor their own understanding and ask for assistance when they need it

Working Definitions of High Quality Reading, Writing and Discourse

READING

When teachers ...

systematically support the match of text readability to student reading performance, explicitly key students into text structure, and frame the assigned reading with a question, teachers effectively use reading to support improved learning outcomes.

When students ...

read text with clear connections to the student and learning standards, read to develop their skills and content knowledge, and read to deepen their thinking, writing and disclosure in the content areas, students effectively read to support improved learning outcomes.

WRITING

When teachers ...

frame writing as a performance task that defines outcomes for skill and content development, scaffold skill and content development to ensure students meet performance expectations, and Explicitly teach students to use patterns of thinking consistent with the structure of content areas, teachers effectively use writing to support improved learning outcomes.

When students ...

write text to reflect content-specific thinking and framed by a specific structure, write to develop their skills and content knowledge, and write with evidence connected to multiple sources and prior knowledge, students effectively write to support improved learning outcomes.

DISCOURSE

When teachers ...

use academic language to frame discourse to prompt deeper thinking about content, use discourse to promote the exchange of knowledge and evidence, and expect discourse to reflect the conventions of thinking reflected in a specific content area, teachers effectively use discourse to support improved learning outcomes.

When students ...

speak with others to exchange ideas, knowledge, and thinking, speak with others to create new knowledge, and speak with others using conventions of thinking reflected in a specific content area, students effectively engage in discourse to support improved learning outcomes.

Worcester Public Schools



Leadership Expectations

A. Identify and Implement a School-wide Instructional Focus

There is obvious evidence that the school is living the school-wide Instructional Focus through its words, actions, and deeds.

B. Deepen Professional Collaboration Teams to Improve Teaching and Learning

Using protocols and strategies, teacher teams meet regularly to talk about student work, teacher assignments, effective teaching and learning practices and data that demonstrate progress towards eliminating achievement gaps. The principal participates in these meetings. These meetings drive improvements in teaching and learning.

C. Share Leadership with an Instructional Leadership Team

The Instructional Leadership Team meets at least twice a month and is providing strong, shared leadership and support around the instructional focus and the implementation of the Leadership Expectations.

D. Identify, Learn, and Use Evidence-based Teaching Practices and Develop a Targeted Professional Development Plan that Builds Expertise in Selected Evidence-based Practices

The school's Professional Development Plan supports the school-wide instructional focus and the narrow list (3-5) of evidence based teaching practices. The targeted Professional Development Plan focuses on building teacher and staff expertise, ensuring change in practice, and promoting high expectations for all. Teachers and staff are held increasingly accountable for implementation of the focus and the evidence based teaching practices.

E. Create and Monitor an Internal Accountability System Growing Out of Student Learning Goals that Promote Measurable Student Gains in Learning for Every Student and Eliminate Achievement Gaps

The school and grade level/department teams have made at least two school-wide SMARTe goals. One is around a statewide measure and one is around a local, internal measure of student performance. Results are easily available and publicly posted. The data is part of an internal accountability system and is used by ILT and teacher teams as a lens for decision making. Students are setting personal learning goals and can talk about their plan to achieve these goals.

CONTINUED ...

Worcester Public Schools



Leadership Expectations

F. *Realign Resources (Time, People, and Money) to Support the Instructional Focus*

The school can demonstrate clear evidence that it is making decisions around aligning its resources to support the school-wide instructional focus. Specific attention is given to ensuring that tiered intervention support is being offered to students.

G. *Engage Families and the Community in Supporting the School-wide Instructional Focus*

The school has a targeted plan for engaging families. The plan involves creating opportunities for families to be engaged in learning opportunities which will help them to better support the instructional focus and District and School wide expectations.

H. *Principal as Instructional Leader*

The principal is meeting the goal of spending at least 50% of the instructional day in classrooms and in conversations with teachers around their teaching and learning practices. Time is also spent meeting with teacher teams to review student work and data, assisting in delivering professional development and providing follow up support.

I. *Central Services and Wider Community Support is Evident*

Central Office continues to realign their work to support schools around the WPS Leadership Expectations by providing leadership, coaching, support, supervision, resources, and creative problem-solving to ensure schools dramatic and sustained growth in student achievement.

THE ACHIEVEMENT GAP

The achievement gap between children from high- and low-income families is roughly **30 TO 40 PERCENT LARGER** among children born in 2001 than among those born twenty-five years earlier.¹



"...EDUCATION IS A WAY OUT OF POVERTY — BUT POVERTY IS ALSO A HINDRANCE TO EDUCATION."²



Parents with the means invest more time and money than ever before in their children while lower-income families, which are now more likely to be headed by a single parent, are increasingly stretched for time and resources.³

LOW-INCOME YOUTH LACK OPTIONS IN THE SUMMER, and sometimes come to the library because it's air conditioned.⁴



FOR EVERY ONE LINE OF PRINT READ BY LOW-INCOME CHILDREN, MIDDLE-INCOME CHILDREN READ THREE.⁵

What Happens to Children DURING THE SUMMER?



During the summer months, disadvantaged children tread water at best or even fall behind. It's what we call

"SUMMER SLIDE"

while better off children build their skills steadily over the summer months.



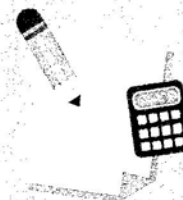
SUMMER LEARNING LOSS

accounts for about two-thirds of the ninth grade achievement gap in reading.⁷

How Summer Learning Can Help CLOSE the Achievement Gap.

SUMMER LEARNING PROGRAMS TARGETED TO LOW-INCOME STUDENTS

can help close the achievement gap that has been attributed, at least in part, to cumulative learning loss during the summers and that has been shown to be steeper for low-income students than for others.



Longitudinal studies indicate that the effects of summer learning programs endure for at least two years after participation.⁶

^{1,2} New York Times, Feb 9, 2012, Education Gap Grows Between Rich and Poor, Studies Say, Sean F. Reardon, Stanford University, Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children. ³ Peter Edelman, Professor of Law, Georgetown Law Center, Huffington Post, *Reinvigorating the American Dream: A Broader Bold Approach to Tackling the Achievement Gap*. ^{4,5} Gains and Gaps: Changing Inequality in U.S. College Entry and Completion, Martha J. Bailey, Susan M. Dynarski. ⁶ *Making Summer Count: How Summer Programs Can Boost Children's Learning*, RAND Corporation 2011. ⁷ *Lasting Consequences of the Summer Learning Gap*, Karl L. Alexander, Daris R. Entwisle, and Linda Steffel Olson, American Sociological Review 2007. Additional Sources: The Achievement Gap, Education Week, Aug 3, 2004. Annie E. Casey Foundation 2011.



Think Globally



“It is important to locate yourself on a world map, but it is not until you can locate others that you have begun to apply for membership in the global community.”

- David Smith

David Smith is the creator of *Mapping the World by Heart*,™ our innovative geography curriculum. Check out the program at: www.fablevisionlearning.com/mappingtheworldbyheart

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 FableVision
LEARNING

**Summer School
2015
Quinsigamond & Vernon Hill
@ Quinsigamond School**

Bus # 1

AM

7:42 8 Upland Gardens Dr
7:45 Greenwood St/Spofford Rd
7:50 Endicott St/Ward St
7:55 Quinsigamond Ave/Ashmont Ave
8:00 Quinsigamond School

PM

12:00 Quinsigamond School
Greenwood Park
8 Upland Gardens
Greenwood St/Spofford Rd
Quinsigamond Ave/Ashmont Ave
Endicott St/Ward St

**Summer School
2015
Roosevelt & Lake View
@ Roosevelt**

Bus # 1

AM

8:20 501 Plantation St
8:27 Country Club Blvd/Pleasant Valley Dr
8:30 Lincoln St/Wakefield St
8:32 Lincoln St/Orne St
8:35 Laurel St/Summer St
8:40 Vernon St/Dorchester St
8:43 Granite St/Jones
8:45 Dorchester St/Vale St
8:47 Grafton St/Fairmont Ave
8:49 Grafton St/Bangor St
8:50 Angelo St/Lepanto St
8:53 Hamilton St/Coburn Ave
8:57 Grafton St/Nathaniel St
9:00 Roosevelt

**Summer School
2015
Roosevelt & Lake View
@ Roosevelt**

Bus # 1

PM

1:00 Roosevelt

Grafton St/Nathaniel St

Lake Park

Hamilton St/Coburn Ave

Angelo St/Lepanto St

Grafton St/Bangor St

Grafton St/Fairmont Ave

Dorchester St/Vale St

Granite St/Jones

Vernon St/Dorchester St

Laurel St/Summer St

Lincoln St/Orne St

Lincoln St/Wakefield St

Country Club Blvd/Pleasant Valley Dr

501 Plantation St

**Summer School
2015
Heard St, & Gates Ln
@ Gates Ln**

Bus # 2

AM

7:27 Tacoma St/Freedom Way
7:37 Downing St/Florence St
7:40 Cambridge St/Haynes St
7:42 Cambridge St/S. Cambridge St
7:45 Providence St/Dorchester St
7:51 Southbridge St/Boyden St
7:52 Southbridge St/Hope Ave
7:55 Heard St School
8:00 Gates Ln

PM

12:00 Gates Ln
Downing St/Florence St
Heard St School
Southbridge St/Hope Ave
Southbridge St/Boyden St
Cambridge St/Haynes St
Cambridge St/S. Cambridge St
Vernon Hill Park
Providence St/Dorchester St
Tacoma St/Freedom Way

**Summer School
2015
Jacob Hiatt School, Chandler Elementary School
@ Chandler Elementary School**

Bus # 2

AM

8:22 Chandler St/June St
8:26 Lovell St/Lakeside Ave
8:27 Lovell St/Minthorne St
8:29 May St/Mayfield St
8:33 May St/Florence St
8:35 May St/Woodland St
8:38 Main St/Maywood St
8:40 Main St/Hancock St
8:44 Main St/Benefit St
8:48 Southbridge St/Colton St
8:49 Cambridge St/S. Cambridge St
8:52 Bigelow St/Layfayette St
8:55 Green St/Harrison St
9:00 Chandler Elementary School

**Summer School
2015
Jacob Hiatt School, Chandler Elementary School
@ Chandler Elementary School**

Bus # 2

PM

1:00 Chandler Elementary School
Green St/Harrison St
Bigelow St/Layfayette St
Cambridge St/S. Cambridge St
Southbridge St/Colton St
Main St/Benefit St
May St/Woodland St
May St/Florence St
University Park
Main St/Hancock St
Main St/Maywood St
Lovell St/Lakeside Ave
Lovell St/Minthorne St
May St/Mayfield St
Chandler St/June St

Summer School
2015
Norrback, Thorndyke Rd & McGrath
@ Norrback

Bus # 3

AM

7:14 Laurel St/Summer St
7:17 Lincoln St/Green Hill Pkwy
7:19 Lincoln St/Duxbury Rd
7:21 Burncoat St/Kenwood Ave
7:24 Thorndyke Rd School
7:27 Burncoat St/Clark St
7:30 Clark St/Osceola Ave
7:33 Worcester Arts Magnet School
7:34 Country Club Blvd/Pleasant Valley Dr
7:37 Boylston St/Chino Ave
7:40 Tacoma St/Constitution Ave
7:44 Mountain Village
7:46 Burncoat St/Rollinson Rd
7:49 W. Boylston St @ Stop & Shop
7:53 Burncoat St/Santoro Rd
7:57 W. Boylston St/Kennebec St
8:00 Norrback

Summer School
2015
Norrback, Thorndyke Rd & Worcester
Arts Magnet @ Norrback

Bus #3

PM

12:00 Norrback

W. Boylston St @ Stop & Shop

Burncoat St/Santoro Rd

W. Boylston St/Kennebec St

Burncoat Playground

Burncoat St/Rollinson Rd

Mountain Village

Tacoma St/Constitution Ave

Boylston St/Chino Ave

Country Club Blvd/Pleasant Valley Dr

Worcester Arts Magnet School

Clark St/Osceola Ave

Burncoat St/Clark St

Thorndyke Rd School

Burncoat St/Kenwood Ave

Lincoln St/Duxbury Rd

Lincoln St/Green Hill Pkwy

Laurel St/Summer St

**Summer School
2015
Clark St & WAM
@ Worcester Arts Magnet**

Bus # 3

AM

8:25 Hamilton St/Plantation
8:35 Lincoln St/Orme St
8:41 Burncoat St/Marland St
8:44 Mountain Village
8:53 Tacoma St/ Carlson Way
8:55 Tacoma St/ Constitution Ave
9:00 Worcester Arts Magnet

PM

1:00 Worcester Arts Magnet
Tacoma St/ Constitution Ave
Tacoma St/ Carlson Way
Mountain Village
Burncoat Playground
Burncoat St/Marland St
Lincoln St/Orme St
Hamilton St/Plantation

**Summer School
2015
Gates Ln & Heard St
@ Gates Ln**

Bus # 4

AM

- 7:40 Wildwood Ave/Crest Cir
- 7:43 Goddard Memorial Dr/Parsons Hill Dr (upper)
- 7:44 Ledgecrest Dr/Nutmeg Dr
- 7:48 Main St/Armandale St
- 7:50 Ludlow St/W. Bauer St
- 7:52 Stafford St/Cuba Rd
- 7:53 Stafford St/Victor Ave
- 7:54 Stafford St/ Blaine Ave
- 8:00 Gates Lane School

PM

- 12:00 Gates Lane School
- Wildwood Ave/Crest Cir
- Goddard Memorial Dr/Parsons Hill Dr (upper)
- Ledgecrest Dr/Nutmeg Dr
- Main St/Armandale St
- Ludlow St/W.Bauer St
- Stafford St/Cuba Rd
- Stafford St/Victor Ave
- Stafford St/ Blaine Ave
- Logan Field

Summer School
2015
Tatnuck Magnet & May Street School
@ Tatnuck Magnet School

Bus # 4

AM

8:30 May St/Woodland St
8:36 Mill St/Gates Ln
8:40 Mill St/Merriwether St
8:41 Outlook Dr/Williamsburg Dr
8:43 Mill Swan School
8:47 June St/Glendale St
8:51 May Street School
8:53 May St/Deerfield St
8:54 May St/Mayfield St
9:00 Tatnuck Magent

PM

1:00 Tatnuck Magent
Logan Field
May St/Woodland St
Mill St/Gates Ln
Mill St/Merriwether St
Outlook Dr/Williamsburg Dr
Mill Swan School
June St/Glendale St
May Street School
May St/Deerfield St
May St/Mayfield St

**Summer School
2015
City View & Belmont St
@ City View**

Bus # 5

AM

7:28 Cambridge St/Richards St
7:30 Main St/Hitchcock St
7:32 Main St/Claremont St
7:36 Pleasant St/Russell St
7:40 Grove St/North St
7:47 Tacoma St/Constitution St
7:51 Lincoln St/Harlow St
7:53 Lincoln St/Henchman St
7:56 16 Laurel St (Tower)
8:00 City View School

PM

12:00 City View School
16 Laurel St (Tower)
Lincoln St/Henchman St
Lincoln St/Harlow St
Tacoma St/Constitution St
Grove St/North St
Pleasant St/Russell St
University Park
Main St/Hitchcock St
Main St/Claremont St

**Summer School
2015
Midland St School & Elm Park
@ Midland St School**

Bus # 5

AM

8:31 Elm Park School
8:36 Chandler St/Abbott St
8:42 Chandler St/Lovell St
8:45 Hadwin Rd/Havelock Rd
8:49 Pleasant St/Moore Ave
8:54 Moreland Green Dr/Ledgewood Ln
9:00 Midland Street School

PM

1:00 Midland Street School
Moreland Green Dr/Ledgewood Ln
Pleasant St/Moore Ave
Hadwin Rd/Havelock Rd
Chandler St/Lovell St
Beaver Brook Park
Chandler St/Abbott St
Elm Park School

Summer School
2015
Goddard, Columbus Park
@ Canterbury St School

Bus # 6

PM

2:30 Canterbury St School
Columbus Park
King St/Chandler St
Pleasant St/Russell St
Cambridge St/McKeon Rd

**Summer School
2015
Goddard, Columbus Park
@ Canterbury St School**

Bus # 6

AM

7:32 Pleasant St/Russell St
7:34 King St/Chandler St
7:41 Columbus Park
7:48 Goddard School (Richard St Side)
7:56 Cambridge St/McKeon Rd
8:00 Canterbury St School

PM

12:00 Canterbury St School
Goddard School (Richard St Side)
University Park
Columbus Park
King St/Chandler St
Pleasant St/Russell St
Cambridge St/McKeon Rd
Vernon Hill Park

Summer School
2015
Roosevelt & Lake View
@ Roosevelt.

Bus # 6

AM

8:10 Providence St/Upsala St
8:11 Vernon St/Esther St
8:14 Endicott St/Ward St
8:17 Providence St/Dorchester St
8:20 Granite St/Jones St
8:23 Grafton St/Fairmont Ave
8:25 Hamilton St/Standish St
8:28 Boston Ave/Modoc St
8:29 Angelo St/Lepanto St
8:32 Coburn Ave/Wigwam Ave
8:34 Hamilton St/Palisades St
8:34 Hamilton St/Jonathan Circle
8:40 Grafton St/Bangor St
8:43 Massasoit Rd/Fenwood Rd
8:45 Massasoit Rd/Blithewood Ave
8:47 Grafton St/Beverly Cove
8:51 Westborough St/Pioneer Rd
8:58 Sunderland Rd/Arcadia St
9:00 Roosevelt

Summer School
2015
Roosevelt & Lake View
@ Roosevelt

Bus # 6

PM

1:00 Roosevelt

Sunderland Rd/Arcadia St

Westborough St/Pioneer Rd

Grafton St/Beverly Cove

Massasoit Rd/Blithewood Ave

Massasoit Rd/Fenwood Rd

Grafton St/Bangor St

Angelo St/Lepanto St

Boston Ave/Modoc St

Coburn Ave/Wigwam Ave

Hamilton St/Jonathan Circle

Hamilton St/Palisades St

Hamilton St/Standish St

Grafton St/Fairmont Ave

Granite St/Jones St

Providence St/Dorchester St

Endicott St/Ward St

Vernon St/Esther St

Providence St/Upsala St

Vernon Hill Park

**Summer School
2015
City View & Belmont St
@ City View**

Bus # 7

AM

7:41 Green St/Pond St
7:43 Providence St/South St
7:47 Grafton St/Ingleside Ave
7:48 Grafton St/Warner Ave
7:51 Hamilton St/Fairmont St
7:54 Shrewsbury St/Aitchison St
7:55 Adams St/Creston St
8:00 City View

PM

12:00 City View
Adams St/Creston St
Shrewsbury St/Aitchison St
Hamilton St/Fairmont St
Grafton St/Warner Ave
Grafton St/Ingleside Ave
Green St/Pond St
Vernon Hill Park
Providence St/South St

**Summer School
2015
Rice Sq, Union Hill, Grafton St
@ Rice Sq**

Bus # 7

AM

8:40 Massasoit Rd/Ivy St
8:41 Massasoit Rd/Miscoe Rd
8:44 115 Blithewood Ave
8:49 Hamilton St/Fairmont St
8:52 Grafton St School
8:55 Union Hill
9:00 Rice Sq

PM

1:00 Rice Sq
Union Hill
Grafton St School
Hamilton St/Fairmont St
115 Blithewood Ave
Massasoit Rd/Miscoe Rd
Massasoit Rd/Ivy St
Greenwood Park
Vernon Hill Park

Summer School
2015
Quinsigamond & Vernon Hill
@ Quinsigamond School

Bus # 8

AM

7:33 Main St/Gates Ln
7:40 Cambridge St/Camp St
7:50 Millbury St/Lochwan Ave
7:55 Vernon Hill School
8:00 Quinsigamond School

PM

12:00 Quinsigamond School
Millbury St/Lochwan Ave
Vernon Hill School
Vernon Hill Park
Cambridge St/Camp St
Main St/Gates Ln

**Summer School
2015
Rice Sq, Union Hill, Grafton St
@ Rice Sq**

Bus # 8

AM

8:30 Lovell St/Lakeside Ave
8:37 Piedmont St/Jaques Ave
8:38 Chandler St/Newbury St
8:44 Belmont St/Eastern Ave
8:49 Vernon St/Esther St
8:50 Vernon St/Harlem St
8:55 Granite St/Jones St
9:00 Rice Sq

PM

1:00 Rice Sq
Granite St/Jones St
Union Hill School
Vernon Hill Park
Vernon St/Esther St
Vernon St/Harlem St
Belmont St/Eastern Ave
Chandler St/Newbury St
Piedmont St/Jaques Ave
Lovell St/Lakeside Ave

**Summer School
2015
Chandler Magnet School**

Bus # 9

AM

7:15 CVS on Grafton St
7:18 Franklin St/Norfolk St
7:23 Vernon St/Providence
7:24 Vernon St/Dorchester St
7:28 Millbury St/Lafayette St
7:30 Endicott/Bigelow St
7:34 Cambridge St/Camp St
7:39 Main St/Maywood St
7:42 Lovell St/Lakeside Ave
7:47 Stafford St/Varnum St
7:55 Mill St/Williamsburg Dr
8:00 Chandler Magnet

**Summer School
2015
Chandler Magnet School**

Bus # 9

PM

12:00 Chandler Magnet

Mill St/Williamsburg Dr

Lovell St/Lakeside Ave

Main St/Maywood St

Cambridge St/Camp St

Endicott/Bigelow St

Millbury St/Lafayette St

Vernon Hill Park

Vernon St/Providence

Vernon St/Dorchester St

CVS on Grafton St

Franklin St/Norfolk St

**Summer School
2015
Assumption College**

Bus # 9

AM

8:10 Grafton St/Sunderland Rd
8:15 Hamilton St/Delmont Ave
8:17 Plantation St/Clarendon St
8:19 Grafton St/Wall St
8:20 Providence St/Harrison St
8:22 Millbury St/Lafayette St
8:24 Vernon St/Upsala St
8:30 Upland Gardens
8:38 Cambridge St/Camp St
8:46 May St/Florence St
8:49 Chandler St/Coolidge Rd
9:00 Assumption College

**Summer School
2015
Assumption College**

Bus # 9

PM

1:00 Assumption College
Chandler St/Coolidge Rd
May St/Florence St
Cambridge St/Camp St
Upland Gardens
Vernon St/Upsala St
Millbury St/Lafayette St
Providence St/Harrison St
Grafton St/Wall St
Plantation St/Clarendon St
Hamilton St/Delmont Ave
Grafton St/Sunderland Rd

Summer School
2015
Norrback, Thorndyke Rd & McGrath
@ Norrback

Bus # 10

AM

7:05 Pleasant St/Chamberlin Pkwy
7:10 Salisbury St/Valley Hill Dr
7:18 Jasmine Dr/Hisbiscus Dr
7:20 Chester St/Chester Terr
7:25 Grove St/Rosemont Rd
7:32 North St/Prescott St
7:38 W. Boylston St/Scrimgeour Rd
7:43 Bourne St/Barber Ave
7:45 W. Boylston St/Kendrick Ave
7:49 Ararat St/Brooks St
7:50 Ararat St/Westinghouse Pkwy
7:52 Holden St/Brattle St
7:57 Mountain St/Lanesboro Rd
8:00 Norrback

Summer School
2015
Norrback, Thorndyke Rd & Mcgrath
@ Norrback

Bus # 10

PM

12:00 Norrback

Mountain St/Lanesboro Rd

Maranook Rd/Marivista Rd

Holden St/Brattle St

Ararat St/Westinghouse Pkwy

Ararat St/Brooks St

Kendrick Field

W. Boylston St/Kendrick Ave

Bourne St/Barber Ave

W. Boylston St/Scrimgeour Rd

North St/Prescott

Grove St/Rosemont

Chester St/Chester Terr

Jasmine Dr/Hisbiscus Dr

Salisbury St/Valley Hill Dr

Pleasant St/Chamberlin Pkwy

Summer School
2015
Burncoat Prep, Wawecus & Lincoln Street
@ Lincoln Street School

Bus # 10

AM

8:42 Tacoma St/Carlson Way
8:43 Tacoma St/Constitution Ave
8:47 Burncoat Prep School
8:50 W. Boylston St/Summerhill Ave
8:51 Barber Ave/Ericsson St
8:53 Wawecus Rd School
8:57 Lincoln St/Goldthwaite Rd
9:00 Lincoln Street School

PM

1:00 Lincoln Street School
Tacoma St/Carlson Way
Tacoma St/Constitution Ave
Burncoat Playground @ Burncoat Prep
W. Boylston St/Summerhill Ave
Barber Ave/Ericsson St
Wawecus Rd School
Lincoln St/Goldthwaite Rd

**Summer School
2015
New Citizens Center
@ Quinsigamond School**

Bus # 11

AM

7:25 16 Laurel St (Tower)
7:30 Pleasant St/Russell St
7:33 Chandler St/Piedmont St
7:37 May St/Florence St
7:40 Main St/Oberlin St
7:48 Providence St/Aetna St
7:51 Grafton St/Wall St
8:00 Quinsigamond School

PM

12:00 Quinsigamond School
Vernon Hill Park
Providence St/Aetna St
Grafton St/Wall St
Main St/Oberlin St
May St/Florence St
Chandler St/Piedmont St
Pleasant St/Russell St
16 Laurel St (Tower)

Summer School
2015
Burncoat Prep, Wawecus & Lincoln Street
@ Lincoln Street School

Bus # 11

AM

8:37 Main St/Stoneland Rd
8:39 Main St/Grand St
8:44 Millbury St/Lafayette St
8:51 Highland St/N Ashland St
8:56 Lincoln St/Orne St
8:57 Lincoln St/Harlow St
9:00 Lincoln Street School

PM

1:00 Lincoln Street School
Lincoln St/Harlow St
Lincoln St/Orne St
Highland St/N Ashland St
Millbury St/Lafayette St
Main St/Grand St
University Park
Main St/Stoneland Rd

**Summer School
2015
South High School
6/29/15 – 7/29/15 Monday - Thursday**

AM

Bus # 12

7:22	Vernon St/Stockton St
7:23	Vernon St/Svea St
7:24	Vernon St/Millbury St
7:27	Upland St/Upland Gardens Dr
7:30	Greenwood St/Spofford Rd @ Helen's Bakery
7:31	Millbury St @ St. Catherine's Church
7:34	Blackstone River Rd/McKeon Rd
7:37	McKeon Rd/Cambridge St
7:38	Cambridge St/Southbridge St
7:40	Southbridge St/Hope Av
7:42	Hope Av/Webster St
7:43	Webster St/Fremont St
7:44	Cambridge St/Fremont St
7:45	Webster St/Cambridge St
7:47	Main St @ McDonald's
7:48	Main St/Clark University
7:50	May St/Main St
7:52	Park Ave/Maywood St
7:53	Park Ave/Lovell St
7:55	Park Ave/Main St
8:00	South High School

Summer School
2015
South High School
6/29/14 – 7/17/14 Monday - Thursday

PM

Bus # 12

12:00

South High School
Park Ave/Main St
Main St /Clark University
Main St@ McDonald's
Main St/May St
Park Ave/Maywood St
Park Ave/Lovell St
Webster St/Cambridge St
Cambridge St/Fremont St
Webster St/Fremont St
Hope Ave/Webster St
Southbridge St/Hope Av
Southbridge St/Cambridge St
Cambridge St/McKeon Rd
McKeon Rd/Blackstone River Rd
Millbury St @ St. Catherine's Church
Millbury St/Spofford Rd @ Helen's Bakery
Upland St/Upland Gardens Dr
Vernon St/Millbury St
Vernon St/Svea St
Vernon St/Stockton St

**Summer School
2015
Chandler Magnet**

Bus # 13

AM

7:15 Venus Dr/Otter Trail
7:20 Tacoma St/Chino Ave
7:21 Tacoma/Constitution Ave
7:22 Tacoma St/Pasadena PKWY
7:29 Belmont St/Eastern Ave
7:32 Laurel St/Summer St
7:37 Pleasant St/Russell St
7:40 Chandler St/Dewey St
7:41 Chandler Piedmont St
7:45 Main St/Wellington St
7:46 Main St/Benefit St
7:49 May St/Woodland St
7:53 Park Ave/Downing St
7:56 May/Mayfield St
8:00 Chandler Magnet

**Summer School
2015
Chandler Magnet**

Bus # 13

PM

12:00 Chandler Magnet

May/Mayfield St

Park Ave/Downing St

May St/Woodland St

Main St/Benefit St

Main St/Wellington St

Chandler Piedmont St

Chandler St/Dewey St

Pleasant St/Russell St

Laurel St/Summer St

Belmont St/Eastern Ave

Tacoma St/Pasadena PKWY

Tacoma/Constitution Ave

Tacoma St/Chino Ave

Burncoat Playground

**Summer School
2015
Sullivan Middle School**

Bus # 13

AM

8:15 AM 7 Upland Gardens
8:24 AM Whipple St/Steele St
8:22 AM Blackstone River Rd/Whipple St.
8:25 AM Millbury/Lockwan
8:28 AM Vernon/Upsala
8:31 AM Vernon / Suffield
8:42 AM Cambridge/Sheridan
8:45 AM Cambridge St/Camp
8:52 AM Canterbury / Grand
9:00 AM Sullivan Middle

PM

3:00PM Sullivan Middle School
Canterbury / Grand
Cambridge St/Camp
Cambridge/Sheridan
Vernon / Suffield
Vernon/Upsala
Millbury/Lockwan
Blackstone River Rd/Whipple St
Whipple St/Steele St
7 Upland Gardens

Summer School
2015
Norrback, Thorndyke Rd & McGrath
@ Norrback

Bus # 14

AM

7:15 Hope Ave/Southbridge St
7:25 361 Lake Ave
7:30 Plantation St/Montgomery Ave
7:35 Providence St/Dorchester St
7:38 Granite St/Jones St
7:41 Blackstone River Rd/Whipple St
8:00 Norrback

PM

12:00 Norrback

Blackstone River Rd/Whipple St

Vernon Hill Park

Granite St/Jones St

Providence St/Dorchester St

Plantation St/Montgomery Ave

361 Lake Ave

Hope Ave/Southbridge St

**Summer School
2015
Assumption College**

Bus # 14

AM

8:15 W. Boylston/Randall St
8:21 Tacoma St/Constitution Ave
8:31 Plantation St/Aitchison St
8:33 Belmont St/Eastern Ave
8:36 16 Laurel St (Tower)
8:42 Highland St/N. Ashland St
8:46 Pleasant St/Russell St
8:50 Chandler St/Piedmont St
9:00 Assumption College

PM

1:00 Assumption College
Chandler St/Piedmont St
Pleasant St/Russell St
Highland St/N. Ashland St
16 Laurel St (Tower)
Belmont St/Eastern Ave
Plantation St/Aitchison St
Tacoma St/Constitution Ave
W. Boylston/Randall St

Summer School
2015
Sullivan Middle School

Bus #15

AM

8:20 AM	Main/Marble
8:23 AM	Main /Gates
8:28 AM	Main/ King
8:33 AM	Murray/Piedmont
8:38 AM	May/Dewey
8:44 AM	Fairfield/Park
8:49 AM	Lakeside/Park
8:54 AM	Gates Lane/Main
9:00 AM	Sullivan Middle School

PM

3:00PM	Sullivan Middle School
	Gates Lane/Main
	Lakeside/Park
	Fairfield/Park
	May/Dewey
	Murray/Piedmont
	Main/ King
	Main /Gates
	Main/Marble

Bus # 15

**Summer School
2015
Burncoat High School
6/29/15 – 7/29/15 Monday-Thursday**

AM

7:20 Mountain Village/East Mountain Street
7:24 Constitution Av/Tacoma St
7:26 Chino Av/Tacoma St
7:30 Pleasant Valley Dr/Country Club Blvd
7:35 Burncoat High School

8:15 60 Foster St

8:20 Plumley Village
16 Laurel Street

8:25 Worcester Technical High School
1 Skyline Drive

8:35 UMASS Medical School
55 Lake Avenue

8:40 Regatta at Lake Quinsigamond

PM

11:30 Burncoat High School

11:35 Pleasant Valley Dr/Country Club Blvd
11:39 Chino Av/Tacoma St
11:41 Constitution Av/Tacoma St
11:45 Mountain Village/East Mountain Street

**Summer School
2015
New Citizens Center
@ Quinsigamond School
7/20-7/24 Heifer Project**

AM

8:00 Quinsigamond School Pick Up

9:00 Heifer Project Drop Off

PM

4:00 Heifer Project Pick Up

Drop Off:

Providence St/Aetna St

Grafton St/Wall St

Main St/Oberlin St

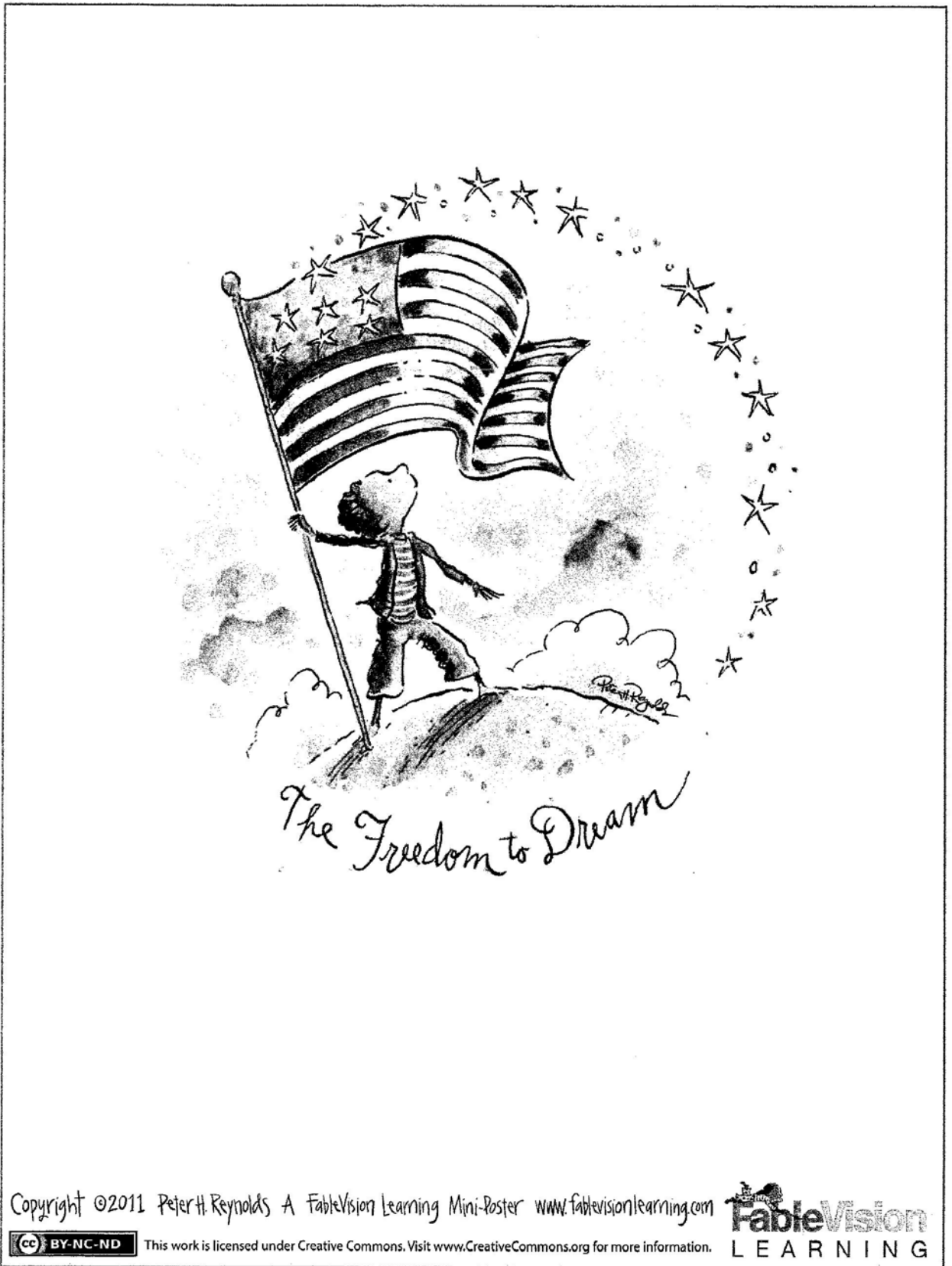
May St/Florence St

Chandler St/Piedmont St

Pleasant St/Russell St

16 Laurel St (Tower)

(Revised 6/24/15)



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LEARNING

Summer Programs 2015

Site Admin	Cell Phone	Host	Building Phone	Schedule	School
Robert Pezella	[REDACTED]	School Safety Liaison	508-799-3472		District
Mark Berthiaume	[REDACTED]	Quadrant Office	508-799-3499		District
Yuisa Pérez	[REDACTED]	Director Supplemental Academic Programs and Services	508-799-3110		District
Stephanie Stockwell	[REDACTED]	Academic Support Coordinator	508-799-1570		District
Elizabeth Merchant	[REDACTED]	SAFE HAVEN	508-799-3548	Monday - Friday July 6th - July 29th 8:00 am - 2:30 pm	Canterbury Street
Don Lombarto / Michael Dunphy	[REDACTED]	July 30-Aug 14	508-799-3488		GATES LANE / SAIL
Durham School Bus	[REDACTED]	Durham	508-757-1463		District

Summer Programs 2015

Site Admin	Cell Phone	Host	Building Phone	Schedule	School
Maria Santos	[REDACTED]	School Adjustment Counselor		June 29th - July 23rd Monday - Thursday 8:00 am - 2:30 pm	District
Elaine Irizarry-Kline	[REDACTED]	School Adjustment Counselor	Personal [REDACTED]	July 6th - July 29th Monday - Friday 8:00 am - 1:00 pm	District
Cynthia Cramer	[REDACTED]	School Adjustment Counselor		July 6th - July 29th Monday - Friday 8:00 am - 1:00 pm	District
Martha Kohli	[REDACTED]	ELL Programs		July 6th - July 29th Monday - Friday 8:00 am - 1:00 pm	District
Fran Weeks	[REDACTED]	Burncoat	508-799-3300	June 29th - July 23rd Monday - Thursday 8:00 am - 12:00 pm	Burncoat MCAS Night Life
Deirdre Carlison	[REDACTED]	Claremont	508-799-3077	June 29th - July 23rd Monday - Thursday 8:00 am - 12:00 pm	Claremont
John O'Malley	[REDACTED]	Doherty	508-799-3270	June 29th - July 23rd Monday - Thursday 8:00 am - 12:00 pm	Doherty

Summer Programs 2015

Site Admin	Cell Phone	Host	Building Phone	Schedule	School
Juliamy Saraiva	[REDACTED]	NORTH	508-799-3370	June 29th - July 23rd Monday - Thursday 8:00 am - 12:00 pm	North MCAS
Greg Yanovich	[REDACTED]				Life Skills COAST
Brenda Diggs	[REDACTED]	South	508-799-3325	June 29th - July 23rd Monday - Thursday 8:00 am - 12:00 pm	South
John Healey	[REDACTED]	Worcester Tech	508-799-1940	June 29th - July 23rd Monday - Thursday 8:00 am - 12:00 pm	Worcester Tech
Pat Pherix Bob Mahoney	[REDACTED]			June 29th - July 23rd Monday - Thursday 8:00 am - 2:30 pm	College Community Connection
George Muñoz	[REDACTED]	SULLIVAN	508-799-3350	July 6th - July 31st Monday - Friday 9:00 am - 3:00 pm	21st CENTURY SULLIVAN
	[REDACTED]				

Summer Programs 2015

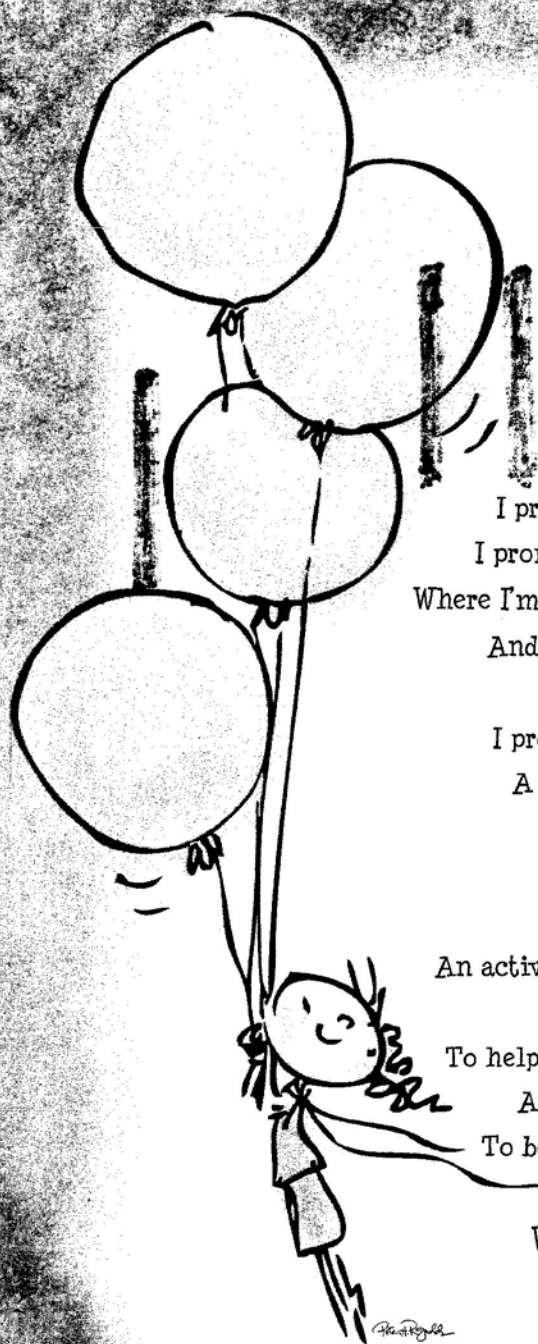
Site Admin	Cell Phone	Host	Building Phone	Schedule	School
Cheryl Ortiz	[REDACTED]	City View	508-799-3670	Monday - Friday July 6th - July 29th 8:00 am - 12:00 pm	Belmont
				City View	
Michael Lyons	[REDACTED]	Chandler Elementary	508-799-3572	Monday - Friday July 6th - July 29th 8:00 am - 12:00 pm	Canterbury Street
Christina Guertin	[REDACTED]	Chandler Magnet	508-799-3452	Monday - Friday July 6th - July 29th 8:00 am - 12:00 pm	Chandler Elementary
Lynette Diaz	[REDACTED]	Woodland Academy	508-799-3557	Monday - Friday July 6th - July 29th 8:00 am - 2:00 pm	Woodland Academy
				8:00 am - 12:00 pm	Young Voices
Jean Paul Galicia	[REDACTED]	Midland Street	508-799-3548	Monday - Friday July 6th - July 29th 9:00 am - 1:00 pm	Elm Park
				Midland Street	

Summer Programs 2015

Site Admin	Cell Phone	Host	Building Phone	Schedule	School
Erin McMahon	[REDACTED]	Gates Lane	508-799-3488	Monday - Friday July 6th - July 29th 8:00 - 12:00 pm	Gates Lane
Don Lomberto / Michael Dunphy	[REDACTED]				Heard Street
					SAIL/SPED
Ann Marie Walsh- Pierozzi	[REDACTED]	Tatnuck Magnet	508-799-3554	Monday - Friday July 6th - July 29th 9:00 am - 1:00 pm	Tatnuck Magnet
					May Street
					Burncoat Prep
Paula Harrity	[REDACTED]	Lincoln St.	508-799-3504	Monday - Friday July 6th - July 29th 9:00 am - 1:00 pm	Lincoln St.
					Wawecus
Kathy Beshai	[REDACTED]	Norrback	508-799-3500	Monday - Friday July 6th - July 29th 8:00 am - 12:00 pm	Norrback
					Thornadyke
					McGrath
					Quinsigamond
Carmen Diaz	[REDACTED]	Quinsigamond	508-799-3502	Monday - Friday July 6th - July 29th 8:00 am - 12:00 pm	NCC
					Vernon Hill

Summer Programs 2015

Site Admin	Cell Phone	Host	Building Phone	Schedule	School
Jenna Landry	[REDACTED]	Roosevelt	508-799-3482	Monday - Friday July 6th - July 29th 9:00 am - 1:00 pm	Lake View Roosevelt Elementary Life Skills
Peg Shugrue	[REDACTED]				
Susan Donahue	[REDACTED]	Rice Square	508-799-3556	Monday - Friday July 6th - July 29th 9:00 - 1:00 pm	Grafton Street Rice Square Union Hill
Susan O'Neil	[REDACTED] p.	Worcester Arts Magnet	508-799-3557	Monday - Friday July 6th - July 29th 9:00 am - 1:00 pm	Woodland Academy Clark Street
Lynne Handelman	[REDACTED]			Monday - Friday July 6th - July 29th 8:00 am - 12:00 am	Chandler Magnet ACT
Megan Brunelle	[REDACTED] 6	Channel 13			
Claire Usher	[REDACTED]	WTHS/Habitat for Humanity North/GWLT			
Dan Stern	[REDACTED]	QCC			
James Kett	[REDACTED]	UMASS Medical School			
Kirwin Matthews	[REDACTED]	Worcester State University			
Jesse Smith	[REDACTED]	WTHS Video			
Frank Kavanaugh	[REDACTED]	Clark University			
Phil Spellane	[REDACTED]	Mass College of Pharmacy			
Dan Case	[REDACTED]				
Jennie Caplan	[REDACTED]	Girls Inc			
		College Community Connection		Monday - Thursday 8:00 am - 2:30 pm June 28th - July 23rd	



I Believe in ME!

by Peter H. Reynolds

I believe in me.

I promise to remember who I am.

I promise to think about where I am,

Where I'm going, and where I want to be going,

And what I need to do to get there.

I promise to be a creative thinker,

A constructive problem solver,

A curious explorer,

A real listener,

A caring person,

An active citizen. I promise to help others.

To help others discover their own dreams

And be proud of who they are.

To believe that with time, patience,

And positive energy,

We can move the world to a

Better place.

Summer Academy

2015

English Language Arts Standards

Science Standards

1st Grade

○ **Grade 1: Life Science 1-LS1 From Molecules to Organisms: Structures and Processes**

1-LS1-1. Use evidence to explain that: a. different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air; and b. plants have roots, stems, leaves, flowers and fruits that are used to take in nutrients, water and air, produce food (sugar), and make new plants. [Assessment Boundary: Descriptions are not expected to include mechanisms.]

1-LS1-2. Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive. [Clarification Statement: Examples of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]

1-LS3 Heredity: Inheritance and Variation of Traits

1-LS3-1. Use information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind. [Clarification Statement: Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size.] [Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.]

Reading Foundational Skills

- RF.1.1 Demonstrate understanding of the organization and basic features of print (features of a sentence including first word, capitalization, ending punctuation).
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.4. Fluency: read with sufficient accuracy and fluency to support comprehension.

Writing

W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Speaking and Listening

SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media

SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

Language

L.1.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.

2nd Grade

o Grade 2 Science Standards Overview

Wholes and Parts As students grow in their ability to speak, read, write and reason mathematically, they also grow in their ability to grapple with larger systems and the parts that make them up. In grade 2, students start to look beyond the structures of individual plants and animals to looking at the environment in which the plants and animals live as a provider of the food, water, and shelter that the organisms need. They learn that water is found everywhere on Earth and takes different forms and shapes. They map landforms and bodies of water and observe that flowing water and wind shapes these landforms. Grade 2 students use their observation skills gained in earlier grades to classify materials based on similar properties and functions. They gain experience testing different materials to collect and then analyze data for the purpose of determining which materials are the best for a specific function. They construct large objects from smaller pieces and, conversely, learn that when materials are cut into the smallest possible pieces, they still exist as the same material that has weight. These investigations of how parts relate to the whole provide a key basis for understanding systems in later grades.

o Grade 2 Life Science Standards

2-LS2 Ecosystems: Interactions, Energy, and Dynamics

2-LS2-3(MA). Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live. [Clarification Statement: Animals need food, water, air, shelter, and favorable temperature; plants need sufficient light, water, minerals, favorable temperature, and animals or other mechanisms to disperse seeds.] [Note: 2-LS2-1 is included in other standards, including K-LS1-1 and 2-LS2-3(MA).] [Note: 2-LS2-2 from NGSS are not included.] 2-LS4 **Biological Evolution: Unity and Diversity**

2-LS4-1. Use texts and media to compare: a. different kinds of living things in an area, and b. differences in the kinds of living things living in different types of areas. [Clarification Statement: Examples of areas to compare might include temperate forest, desert, tropical rain forest, grassland, arctic, and aquatic.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific areas.]

Reading Foundational Skills

RF. 2.1. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.

- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding.

Writing

W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure.

Speaking and Listening

SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.5

Create audio recordings of stories or poems (*Flip Cameras)

Language

L.2.4

Ask and answer questions about the meaning of new words and phrases introduced through books, activities and play.

- a. With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad)

3rd Grade

o Grade 3 Life Science Standards

3-LS3 Heredity: Inheritance and Variation of Traits

3-LS3-1. Provide evidence, including through the analysis of data, that plants and animals have traits inherited from parents and that variation of these traits exist in a group of similar organisms. [Clarification Statement: Examples of inherited traits that vary can include the color of fur, shape of leaves, length of legs, and size of flowers.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance nor prediction of traits. Assessment is limited to non-human examples.]

3-LS3-2. Distinguish between inherited characteristics and those characteristics that result from a direct interaction with the environment. Give examples of characteristics of living organisms that are influenced by both inheritance and the environment. [Clarification Statement: Examples of the environment affecting a characteristic could include normally tall plants grown with insufficient water or light are stunted; a lizard missing a tail due to a predator; and, a pet dog that is given too much food and little exercise may become overweight.]

3-LS4 Biological Evolution: Unity and Diversity

3-LS4-1. Use fossils to describe types of organisms and their environments that existed long ago and compare those to living organisms and their environments. Recognize that most kinds of plants and animals that once lived on Earth are no longer found anywhere. [Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Comparisons are limited to physical or observable features; not to include dynamic processes or genetics.]

3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals within the same species may provide advantages to these individuals in their survival and reproduction. [Clarification Statement: Examples might include rose bushes of the same species, one with slightly longer thorns than the other which may prevent its predation by deer; and color variation within a species that may provide advantages so one organism may be more likely to survive and therefore more likely to leave offspring such as rock pocket mice. Examples of evidence could include needs and characteristics of the organisms and habitats involved.]

3-LS4-3. Construct an argument with evidence that in a particular environment some organisms can survive well, some survive less well, and some cannot survive. [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved.] 3-LS4-4. Analyze and interpret data about changes in the environment in an area and describe how the changes may affect the ability of organisms that live in that area to survive and reproduce. [Clarification Statement: Environmental changes should include changes to landforms, distribution of water, climate, and availability of resources. Changes in the environment could range in time from a season to decades. Data should be provided.] [Assessment Boundary: Assessment is limited to a single environmental change, however, it is understood that environmental changes are complex.] 3-LS4-5(MA). Provide evidence to support a claim that the survival of a population is dependent upon reproduction.

Reading Literature

RL.3.4 Determine the **meaning of words and phrases** as they are used in a text, distinguishing literal from non-literal language.

- Students will be able to determine the meaning of new words through context clues such as and, but, or, nor, yet, so.
- Students will be able to understand the difference between denotative and connotative meanings of grade appropriate vocabulary.

Reading Informational Texts

RI.3.8 Describe the logical **connections** between particular sentences and paragraphs in a text and CC.2.RI.3 between a series of historical events or ideas.

- Students will be able to identify main ideas (topic sentences) and supporting details and the language that connects them.
- Students will be able to note how language such as next, also, in addition, then connects events or ideas in text.

RI.3.9 **Compare and contrast** the most important points and key details presented by two texts on the same topic.

- Students will be able to identify similarities and differences between two narratives with the same theme or a narrative and an informational text on the same topic.

Writing

W.3.1 **Write informational and opinion pieces** on topics or texts **supporting a point of view with reasons** (also use **linking words and phrases** like because, since, for example to connect opinion and reasons). (two major writing pieces)

Language

L.3.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies (context clues, roots, affixes, dictionaries)

4th Grade

Grade 4 Overview

Matter and Energy In grade 4, students observe and interpret patterns related to the transfer of matter and energy on earth, in physical interactions, and in organisms. Students learn about energy—its motion, transfer, and conversion—in different physical contexts. Grade 4 students interpret patterns of changes over time as it relates to the deposition and erosion in landscape formation. They study today's landscapes to provide evidence for past processes. Students learn about a broader set of animal internal and external structures that support life, growth, behavior, and reproduction. They work through the engineering design process, focusing on developing solutions by building, testing, and redesigning prototypes to fit a specific purpose. Each domain relates to the use of matter and energy over time and for specific purposes.

Grade 4 Life Standards

4-LS1 From Molecules to Organisms: Structures and Processes

4-LS1-1. Construct an argument that animals and plants have internal and external structures that support their survival, growth, behavior, and reproduction. [Clarification Statement: External animal structures might include legs, wings, feathers, trunks, claws, horns and antennae. Animal organs might include eyes, ears, nose, heart, stomach, lung, brain, and skin. Plant structures might include leaves, roots, stems, bark, branches, and flowers.] [Assessment Boundary: Assessment is limited to macroscopic structures.] [Note: 4-LS2-1 from NGSS is not included]

Reading Literature

RL.4.4 Determine the **meaning of words and phrases** as they are used in a text including those that allude to significant characters found in mythology like Herculean.

- Students will be able to determine the meaning of new words through context clues signifying synonyms and antonyms, cause and effect and chronology.
- Students will be able to understand the difference between denotative and connotative meanings of grade appropriate vocabulary.

Reading Informational Texts

RI.4.8 Explain how an author **uses reasons and evidence** to support particular points in a text.

RI.4.6 **Compare and contrast** two points of view on the same topic.

- Students will be able to identify similarities and differences between two narratives with the same theme or a narrative and an informational text on the same topic.

Writing

W.4.1 Write informational and opinion pieces on topics or texts, supporting a point of view with reasons and information including a clearly stated opinion, reasons supported by facts and details, linking words such as for instance, in order to and in addition. (2 major writing pieces)

Language

L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies (context clues, roots, affixes, reference materials).

5th Grade

Grade 5 Overview from the new Massachusetts Science Standards

Grade 5: Overview Connections and Relationships in Systems In grade 5, students model, provide evidence to support arguments, and obtain and display data about relationships and interactions among observable components of different systems. By studying systems grade 5 students learn that objects and organisms do not exist in isolation and that animals, plants and their environments are connected to, interact with, and are influenced by each other. They study the relationships between Earth and other nearby objects in the solar system and the impact of those relationships on patterns of events as seen from Earth. They learn about the relationship among elements of Earth's systems through the cycling of water and human practices and processes with Earth's resources. They also learn that matter and energy cycle through plants and animals, and the ecosystems within which they live. An ability to describe, analyze and model observable components of different systems is key to understanding the natural and designed world

Grade 5: Life Science

5-LS1 From Molecules to Organisms: Structures and Processes

5-LS1-1. Support an argument with evidence that plants get the materials they need for growth and reproduction chiefly through a process in which they use air, water, and energy from the sun to produce sugars and plant materials . [Assessment Boundary: The chemical formula or details about the process of photosynthesis is not expected.] **5-LS2** Ecosystems: Interactions, Energy, and Dynamics

5-LS2-1. Develop a model of a food web to describe the movement of matter among producers, primary and secondary consumers, decomposers, and the air and soil in the environment: a. show that plants produce sugars and plant materials; b. show that some animals eat plants for food and other animals eat the animals that eat plants; and c. show that some organisms, including fungi and bacteria, break down dead organisms and recycle some materials back to the air and soil. [Clarification Statement: Emphasis is on matter moving throughout the ecosystem. Waste includes matter in the form of gasses (such as

air), liquids (such as water), or solids (such as minerals or nutrients).] [Assessment Boundary: Assessment does not include molecular explanations.]

5-LS2-2(MA). Compare at least two designs for a composteur to determine which is most likely to encourage decomposition of materials.* [Assessment Boundary: Assessment is limited to qualitative descriptions or comparisons of decomposition.]

Reading Literature

RL.5.4 Determine the **meaning of words and phrases** as they are used in a text, including figurative language such as metaphors and similes.

- Students will be able to determine the meaning of new words through context clues signifying synonyms and antonyms, cause and effect, chronology and rhetorical devices.
- Students will be able to understand the difference between denotative and connotative meanings of grade appropriate vocabulary.

Reading Informational Texts

RI.5.8 Explain how an author **uses reasons and evidence** to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.5 **Compare and contrast** the overall structure (chronology, cause/effect, problem/solution) or events, ideas, concepts or information, main ideas and points of view.

Writing

W.5.1 **Write informational and opinion pieces** on topics or texts supporting a point of view with reasons and information including a clearly stated opinion, logical organization, ordered reasons supported by facts and details, linking words like consequently and specifically and a concluding statement. (2 major writing pieces)

Language

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies (context clues, roots, affixes, reference materials).

6th Grade

- Grade 6: Overview Structure and Function In Grade 6 students inquire about the structure and function of the world around them. The integration of earth, life, and physical sciences with technology/engineering gives students relevant and engaging opportunities with natural phenomena and design problems that provide the foundation for more abstract and complex topics through grade 7 and 8. Grade 6 students start with a framework that relates structure and function of the macro and microscopic world and introduces scale and time in all science and technology/engineering domains. Students use models and provide evidence to make claims and explanations about structure-function relationships in different science and technology/engineering domains.

○ **Grade 6: Life Science Grade 6 (New Massachusetts Standards)**

MS-LS1 From Molecules to Organisms: Structures and Processes

MS-LS1-1. Provide evidence that organisms (unicellular and multicellular) are made of cells. [Clarification Statement: Evidence can be drawn from multiple types of organisms, such as plants, animals and bacteria.]

MS-LS1-2. Develop and use a model to describe the ways parts of cells contribute to key cellular functions of obtaining nutrients and water from its environment, disposing of waste, and producing energy: a. the nucleus contains genetic information (DNA) which regulates a cell's activities; b. chloroplasts are the site of photosynthesis which produces necessary glucose and oxygen; c. mitochondria facilitate cellular respiration (energy production); d. vacuoles store materials, including water, nutrients and waste; e. the cell membrane is a protective barrier that enables nutrients to enter the cell and wastes to be expelled; and f. the cell wall provides structural support to some types of cells. [Clarification Statement: Functions should focus on basic survival needs.] [Assessment Boundary: Assessment does not include specific biochemical steps or chemical processes, ATP, or active transport through the cell membrane.] [Note: MS-LS1-3, MS-LS1-4, MS-LS1-5, and MS-LS1-7 are found in Grade 7. MS-LS1-6 and MS-LS1-8 from NGSS are not included.]

Grade 6 **MS-LS4** Biological Evolution: Unity and Diversity **MS-LS4-1.** Analyze and interpret evidence from the fossil record to infer patterns of environmental change resulting in extinction and changes to life forms throughout the history of the Earth. [Clarification Statement: Examples of evidence include sets of fossils that indicate an environment, anatomical structures that indicate the function of an organism in the environment, and fossilized tracks that indicate behavior of organisms.] [Assessment Boundary: Assessment does not include the names of individual species, geological eras in the fossil record, nor mechanisms for extinction or speciation.]

MS-LS4-2. Construct an argument using anatomical structures to support evolutionary relationships among and between fossil organisms and modern organisms. Include evidence showing that: a. some organisms have similar traits with similar functions because they were inherited from a common ancestor, b. some organisms have similar traits that serve similar functions because they live in similar environments, and c. some organisms have traits inherited from common ancestors that no longer serve their original function because over time, their environments have changed.

○ **MS-ESS2** Earth's Systems

MS-ESS2-3. Analyze and interpret maps showing the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence that Earth's plates have moved great distances, collided, and spread apart.

Reading Literature

RL.6.4 Determine the **meaning of words and phrases** as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

- Students will be able to use context clues, roots, affixes, to determine meaning and then check dictionaries and thesauruses for accuracy.

Reading Informational Texts

RI.6.6 Determine an author's **point of view or purpose** in a text and **explain how it is conveyed in the text.**

- Students will identify the writer's bias and purpose in regard to the topic.
- Students will be able to identify how the writer uses language to convey this point of view.

RI.6.3 Analyze how a key individual, event or idea is **introduced, illustrated and elaborated** in a text (for example, an anecdote, examples, case study, etc.)

Writing

W.6.1 Write **informational and opinion pieces** on topics that are well structured, supported and elaborated including a clearly stated opinion, logical organization, sufficient elaboration, ordered reasons supported by facts and details, grade appropriate linking words and a concluding statement. (2 major writing pieces)

Language

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies (context clues, roots, affixes, reference materials).

Student Name: _____

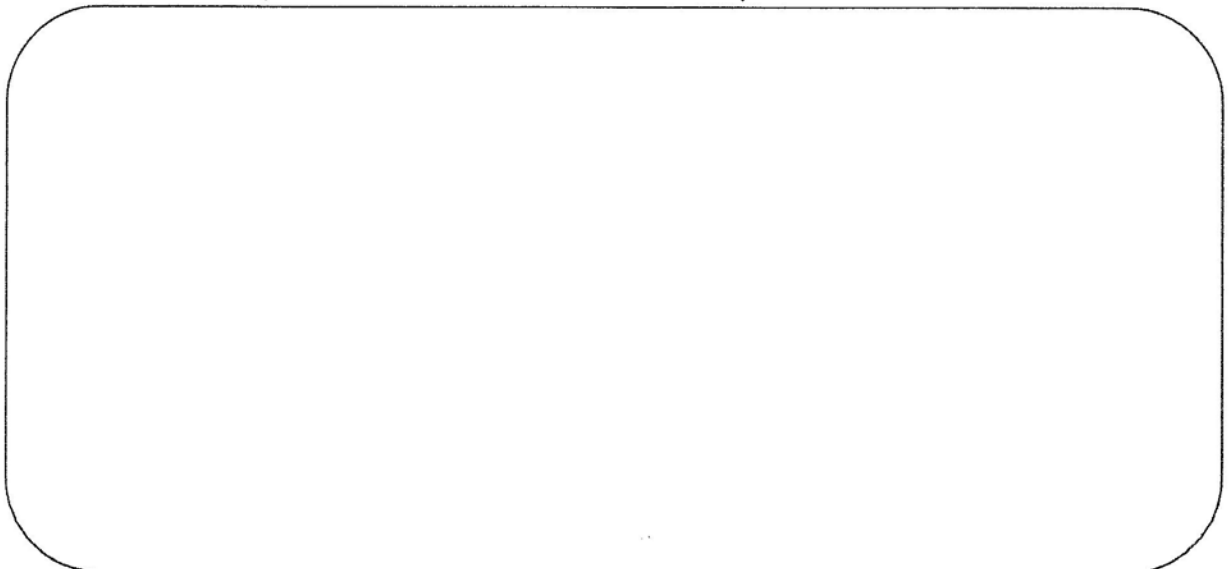
Reading Log: DUE July 10th, July 17th, July 24th and July 29th

Directions: Fill in the chart each time you read and your name will be included in the end of the week raffle. You can read a book more than once. Remember to read at least 20 minutes every day.

Date:	Book:	Time:	Question #'s I worked on
		I read for ____ minutes	
		I read for ____ minutes	
		I read for ____ minutes	
		I read for ____ minutes	
		I read for ____ minutes	

What book was your favorite book this week? _____

Draw a picture of your favorite scene, character, or place from the book.



Questions:

When your child reads even the simplest books, it is important that they are thinking about what they are reading. Here is a list of some questions you could ask your child before, during, and/or after they have read. Please record the question #'s that you review with your child on the Reading log.

Before Reading (BR):

1. Read the title. What do you think the book is about?
2. What do you already know about this topic?
3. What kind of book is this: fiction or non-fiction? How do you know?
4. Take a picture walk. What did you learn from your picture walk?

During Reading (DR):

5. Can you make a connection to what you are reading?
6. What do you see in the pictures that can help you figure out the difficult words?
7. Does what you read sound right?
8. Does what you read make sense?
9. What is the problem in the story? How do you think the characters will solve the problem?

After Reading (AR):

10. Can you retell the story or summarize the book?
11. What was your favorite part of the book? Why?
12. What would be another good title for this book? Why?
13. What event was the most important? Why?
14. Why do you think the author wrote this book?
15. How do you think you are like on the characters?



Dear Families,

This is your child's Summer Reading Log.

This Reading Log will keep track of books he or she reads at home. Please help your child, as needed, to complete the Reading Log when you share a book together and when your child reads independently. Each week your child should record **5** at home reading times in the Reading Log, at least 20 minutes per night.

Reading with your child at home can be an enjoyable way to spend time together. It will also help your child strengthen skills in reading. Through reading, children also learn about writing and the ways authors connect ideas to tell stories or share information. Reading together is also a good way to help your child build a foundation for understanding grammar and mechanics. The more children read the better readers and writers they become!

Summer time is an excellent time to take more reading adventures! When you read together, be sure to take a few minutes to talk about an interesting part of the story, a new word, a favorite character, or something the story reminds you of. Making these kinds of connections can help improve your child's understanding.








I hope that reading together is a rewarding experience for both you and your child

Thank you for your continued support!

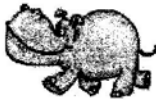
The most important 20 minutes of the day. . .Read to/with your child.

Stuck on a tricky word?

NAME: _____

 Eagle Eye	Look at the Picture <ul style="list-style-type: none"> Look at the picture for clues.
 Lips the Fish	Get your Lips Ready <ul style="list-style-type: none"> Say the first few sounds. Read to the end of the sentence and say it again.
 Stretchy Snake	Stretch it Out <ul style="list-style-type: none"> Stretch the word out slowly. Put the sounds together.
 Chunky Monkey	Chunk the Word <ul style="list-style-type: none"> Look for chunk (-at, -an). Look for a word part (-th, -ed).
 Skippy Frog	Skip It, Hop Back <ul style="list-style-type: none"> Skip the word. Read to the end of the sentence. Hop back and read it again.
 Flip the Dolphin	Flip the Vowel <ul style="list-style-type: none"> Try the short vowel sound. Try the long vowel sound.
 Trying Lion	Try it Again <ul style="list-style-type: none"> Try to reread the sentence. Try a word that makes sense. Try to switch b & d.

The most important 20 minutes of the day. . .Read to/with your child.

 <p>Helpful Hippo</p>	<p>Ask for Help</p> <ul style="list-style-type: none">• Ask for help after you have tried all of the other strategies
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The most important 20 minutes of the day. . .Read to/with your child.

Student Name: _____

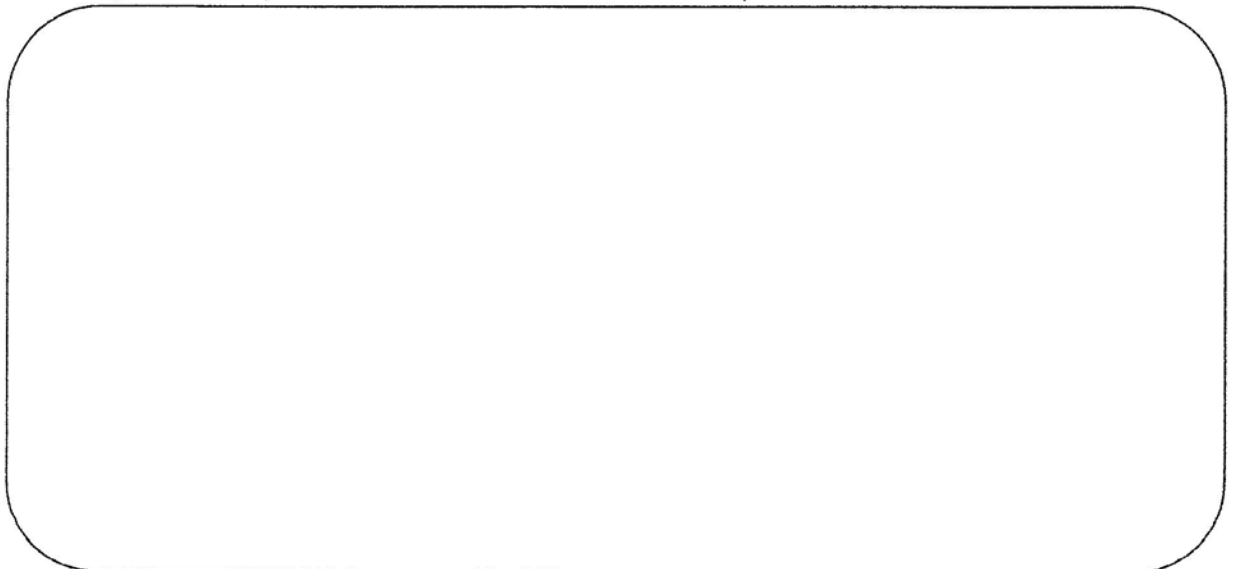
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8. Does what you read make sense?
9. What is the problem in the story? How do you think the characters will solve the problem?

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13. What event was the most important? Why?
14. Why do you think the author wrote this book?
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Dear Families,

This is your child's Summer Reading Log.

This Reading Log will keep track of books he or she reads at home. Please help your child, as needed, to complete the Reading Log when you share a book together and when your child reads independently. Each week your child should record **5** at home reading times in the Reading Log, at least 20 minutes per night.

Reading with your child at home can be an enjoyable way to spend time together. It will also help your child strengthen skills in reading. Through reading, children also learn about writing and the ways authors connect ideas to tell stories or share information. Reading together is also a good way to help your child build a foundation for understanding grammar and mechanics. The more children read the better readers and writers they become!

Summer time is an excellent time to take more reading adventures! When you read together, be sure to take a few minutes to talk about an interesting part of the story, a new word, a favorite character, or something the story reminds you of. Making these kinds of connections can help improve your child's understanding.

I hope that reading together is a rewarding experience for both you and your child

Thank you for your continued support!

The most important 20 minutes of the day. . .Read to/with your child.

Stuck on a tricky word?

Look at the Picture <ul style="list-style-type: none">• Look at the picture for clues.
Get your Lips Ready <ul style="list-style-type: none">• Say the first few sounds.• Read to the end of the sentence and say it again.
Stretch it Out <ul style="list-style-type: none">• Stretch the word out slowly.• Put the sounds together.
Chunk the Word <ul style="list-style-type: none">• Look for chunk (-at, -an).• Look for a word part (-th, -ed).
Skip It, Hop Back <ul style="list-style-type: none">• Skip the word.• Read to the end of the sentence.• Hop back and read it again.
Flip the Vowel <ul style="list-style-type: none">• Try the short vowel sound.• Try the long vowel sound.
Try it Again <ul style="list-style-type: none">• Try to reread the sentence.• Try a word that makes sense.• Try to switch b & d.
Ask for Help <ul style="list-style-type: none">• Ask for help after you have tried all of the other strategies

Title	Author	Grade Level	RA*/IR*
1 Dolphin Baby	Nicolas Davies	1	RA
2 Here Come the Humpbacks	April Pully Sayre	1	RA
3 Ocean of Animals- Habitats around the World	Janine Scott	1	IR
4 Sea Turtles	Laura Marsh	1	IR
5 Big Al	Andrew Clements	2	IR
6 Coral Reefs	Gail Gibbons	2	RA
7 Read and Wonder - One Tiny Turtle	Nicola Davies	2	RA
8 Swimmy	Leo Lionni	2	IR
9 A Symphony of Whales	Steve Schuch	3	RA
10 Dark Day in the Deep Sea	Mary Pope Osborne	3	IR
11 Dolphins	Kevin J. Holmes	3	IA
12 Gulls...Gulls...Gulls...	Gail Gibbons	3	RA
13 Call It Courage	Armstrong Sperry	4	IR
14 Tales from the Odyssey Part 1	Mary Pope Osborne	4	IR
15 Water Signs Blue Ocean Poems	Kate Coombs	4	RA
16 Whales	Seymour Simon	4	RA
17 Eight Dolphins of Katrina	Janet Wyman Coleman	5	RA
18 Life in the Ocean: The story of an Oceanographer	Sylvia Earle	5	RA
19 Giant Squid Searching for a Sea Monster	Mary Cerrullo	5	IR
20 Coral Reefs	Seymour Simon	5	IR
21 Saving Animals from oil spills	Stephen Person	6	RA
22 Far from Shore - Chronicles of an Open Oceans	Sophie Webb	6	RA
23 One White Dolphin	Gill Lewis	6	IR

*RA - Reading Aloud (Must be returned to DAB)

*IR - Independent Reading (Can be given to students to take home as a 'gift')

What kind of life do you want? Your choice: take the "conveyor belt ride," or have...

a thinking journey

Have a plan.
Vision your own timeline.

Think about what kind of learner
you are & tailor how you learn
to what you want to learn.

Be compassionate &
kind. Think of others as
you journey.

Learn from
your mistakes.
Don't give up.

20 TIPS FOR A CREATIVE THINKING JOURNEY

Believe in yourself.
Take criticism with
a grain of salt.

Be curious.

Be aware of
opportunities.

Environment matters.
Find your element.

Inventory your talents,
goals, skills and dreams.
Map out your constellation.

Read. Write.
Thinkers do a lot of both.

What's your mission?

Create expeditions that are
inspired by your
"North Star constellation."

Don't wait to start!

Do it differently.

Find kindred spirits.

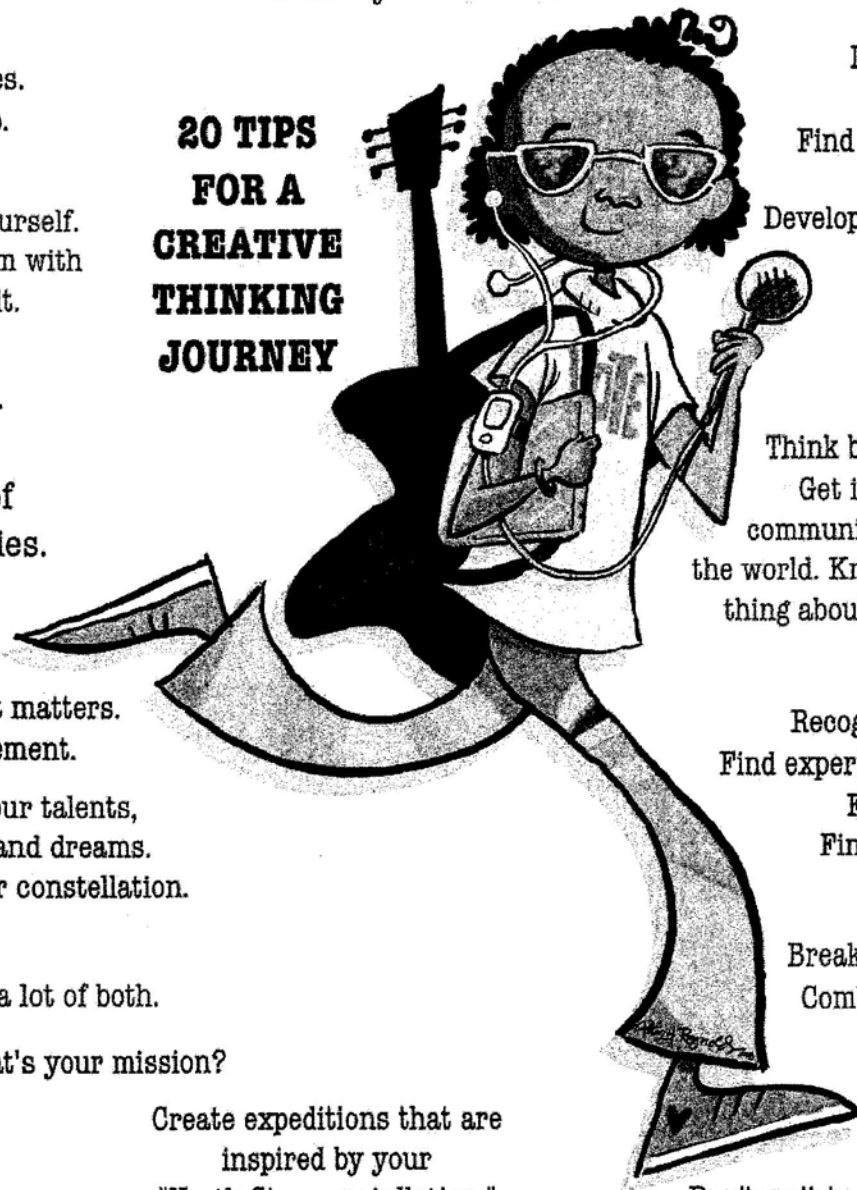
Develop your instincts,
your "gut feel."

Broadcast
your interests.

Think beyond yourself.
Get involved in your
community. Learn about
the world. Know at least one
thing about every country
in the world.

Recognize resources.
Find expertise to help you.
Find your coach.
Find your inspirer.

Defy the labels.
Break down the silos.
Combine interests —
for ex., could
you combine
jazz and
math?





Kids love big words

Nurture that love with *Discussions4Learning*

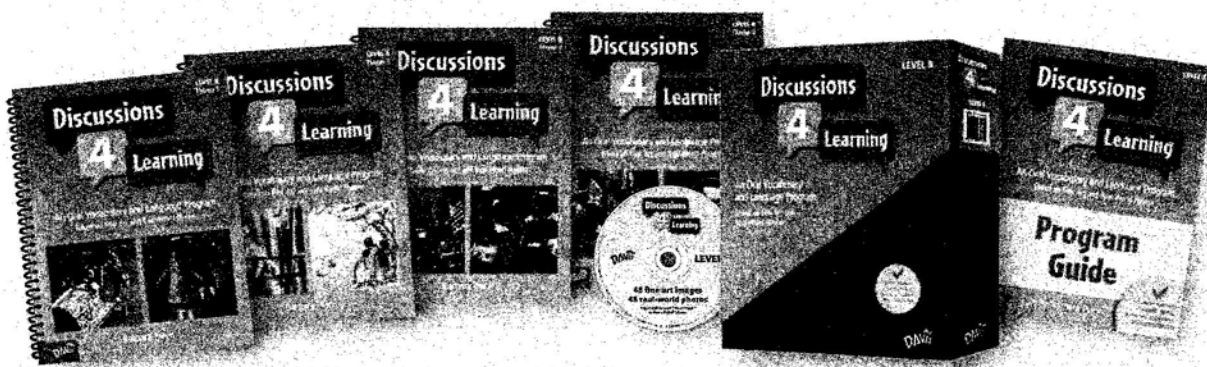
Introduce a wealth of rich, academic, oral vocabulary through fast-paced lessons based on engaging discussions about dazzling fine art and real-world photos.

No worksheets or drills. Just ten to twenty minutes a day, for just two to four days a week, and you will see improved vocabulary and comprehension in *all* of your students regardless of their decoding skills!



Organization

Discussions4Learning was made with the busy teacher in mind. The fast-paced, two-page lessons can be taught with little to no preparation. Just pick up and teach.



Flexibility

This flexible program is designed to meet your individual school and classroom needs. You can use the program from two to four days a week, for ten to twenty minutes a day.

- Use during **story time**, alternating stories with *Discussions4Learning*.
- Use as a whole-group activity during discussion time at the **beginning of the day**.
- Use as a **bridge** from one subject area or activity to another.

Components

Each level of *Discussions4Learning* comes in a convenient storage box containing:

- Four spiral-bound Teacher's Guides, one for each theme
- A CD-ROM with 96 fine art images and real-world photos
- A Program Guide with support for teaching the program

Levels A–D

Discussions4Learning includes four levels, A–D.

The levels can be used as early as grades K–3. The vocabulary and images, however, are sophisticated enough to use the program at the intermediate or middle school levels depending on the vocabulary level of your students.

- Each theme includes six weeks of lessons.
- Each week includes four twenty-minute lessons.
- Each lesson focuses on one image.

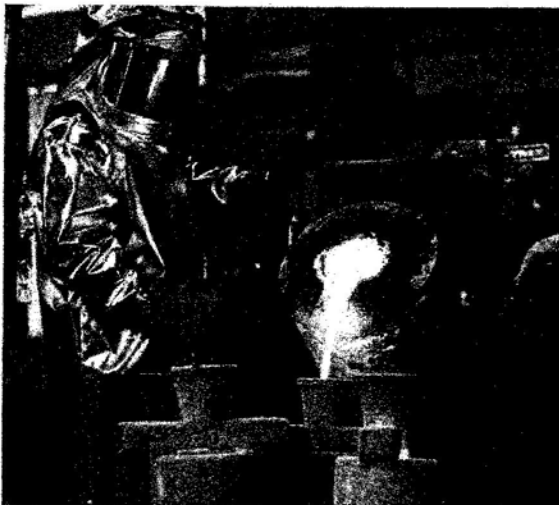
Themes

The program themes across the four levels are:

- **Things We See and Use**
- **Our Living World**
- **Places and Spaces**
- **Our Changing World**

The themes have been designed to capitalize on students' curiosity about the world around them, and to allow teachers to make connections to core curriculum content in language arts, math, science, and social studies.

Program Themes



A worker in a steelworks. ©Ocean/Corbis.

Theme One: Things We See and Use

Things We See and Use connects to the study of objects and matter and the properties of various types of materials. In this photo students discuss how steel objects are made using molds, along with steel in its solid and liquid forms. The photo is paired with the steel sculpture *Clothespin* by Claes Oldenburg, displayed in Centre Square Plaza in Philadelphia.



Baboons. Leipzig Zoo, Leipzig, Germany. ©Waltraud Grubitzsch/lepa/Corbis.

Theme Two: Our Living World

Dazzling photos of animals and natural environments from around the world provide springboards for a discussion on the living world. This photo of baboons is paired with the painting *The Equatorial Jungle* by Henri Rousseau.

Theme Three: Places and Spaces

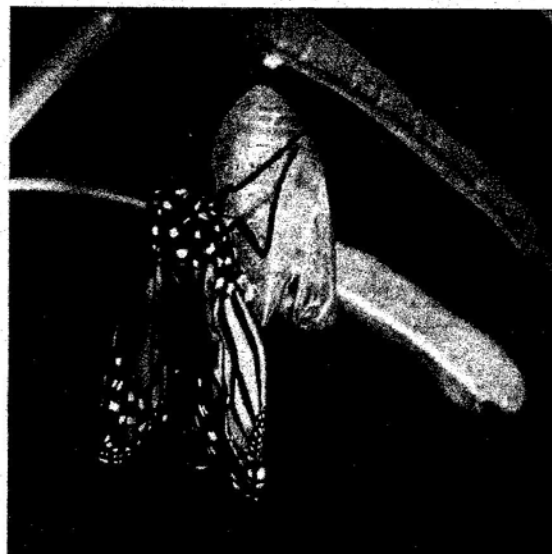
Places and Spaces connects to the study of homes, neighborhoods, communities, habitats, and biomes. The theme includes dramatic images of habitats of people, flora, and fauna from around the world. This photo of salt marshes at high tide in France is paired with a photo of the Kaufman House, also known as Fallingwater, by Frank Lloyd Wright.



Salt marshes at high tide near Croisic, France. ©Marc Garanger/Corbis.

Theme Four: Our Changing World

Our Changing World includes changing weather and seasons, changing communities, and changes in plants and animals. This photo of a monarch butterfly emerging from its chrysalis is paired with *Grandma's Garden*, a mixed media assemblage by Betye Saar.



Monarch butterfly emerging from a chrysalis. ©George D. Leppi/CORBIS.

Vocabulary Is Learned Through

Challenging, academic vocabulary is introduced and reinforced through engaging discussions about brilliant fine art images and real-world photos.

Each lesson introduces new vocabulary through the discussion of one image. Each level includes 96 brilliant images—48 fine art images and 48 real-world photos.

Fine Art

The fine art includes images from around the world and across time. The painting below by John Singer Sargent provides a meaningful, authentic context for students to learn the words *exterior*, *impression*, *palette*, *vegetation*, *observe*, and *observant*.

Previously learned vocabulary is revisited in subsequent lessons through carefully crafted scripts that provide teachers with concrete, authentic, relevant opportunities for revisiting vocabulary from previous lessons. The painting below, for example, provides a meaningful opportunity to review the words: *portrait*, *familiar*, *represent*, *scene*, *interior*, *gaze*, *examine*, *realistic*, *abstract*, *device*, *serene*, *bustling*, *precise*, and *impression*.



John Singer Sargent, *An Out-of-Doors Study (Paul Helleu Sketching with His Wife)*, 1889. Oil on canvas, 66 x 82 cm. ©Brooklyn Museum of Art, Brooklyn, New York.



Rainbow Bridge National Monument, Utah. ©David Muench/Corbis.

Photos from Across the US

Real-world photos include iconic images of the United States, including Battery Park in Manhattan, the Golden Gate Bridge, and Miami Beach, as well as images of workers and craftspeople, sculptures and architecture, leisure activities, and natural settings from across the country.

The above photo of Rainbow Bridge National Monument in Utah provides an authentic, engaging context for students to learn and use the words *erosion*, *span*, *erode*, *scour*, *abrasive*, and *isolated*.

Meaningful Discussions



A Boy Holding a Paper Plane. Jinshanling Great Wall, Beijing, China. ©Martin Puddy/Corbis.

Photos from Around the World

The contemporary real-world photographs span the globe, including such diverse countries as Indonesia, Iceland, South Africa, Polynesia, Australia, England, France, Italy, Spain, Botswana, Zambia, Mongolia, China, Germany, Bangladesh, Sweden, Mexico, India, Canada, Croatia, and Estonia.

The above photo of a boy seated on the Great Wall of China provides a meaningful springboard for students to learn and use the words *barrier*, *elevation*, *exist*, *ancient*, *contemporary*, and *mountainous*.

Cross-Curricular Photos

The photos naturally connect to science and social studies, with images of different animals and habitats and people living and working in rural and urban settings.

Students learn about camouflage as they discuss this image of a chameleon, and learn the words *camouflage*, *reflection*, *assume*, and *grasp*.



A Chameleon on a Tree Branch. ©Tom Brakefield/Corbis.

How It Works

The Teacher Planner allows the teacher to quickly assess the unit theme, lesson and images, objectives, and vocabulary for each week.

The Unit Theme

Four unit themes capitalize on students' curiosity about the world around them and allow teachers to make connections to core curriculum in other content areas.

Lessons

Each week's lessons and their fine art and real-world photos are listed for easy reference.

The Week's Images

Thumbnails of two vibrant fine art images and two real-world photos that illustrate the week's theme are an easy reference for the teacher.

Information for the Teacher

About the Artist summaries offer relevant artist information and provide a contextual background for the artists and their works.

Sample Teacher Planner

THEME 3 PLACES AND SPACES
Week 16 Overview – Teacher Planner

Lessons Each lesson about 20 minutes

- 1. Image 3-13, Fine Art, Mabel Dwight, *Queer Fish*, page 154
- 2. Image 3-14, Real-World Photo, *Tourists at an Aquarium*, page 155
- 3. Image 3-15, Fine Art, Romare Bearden, *Autumn of the Rooster*, page 156
- 4. Image 3-16, Real-World Photo, *Pigs: The New House Pet*, page 158

Lesson Objectives

Students will:

- Orally use and understand the vocabulary listed below.
- Talk about two lithographs and two photographs.
- Talk about the places where people and aquatic animals interact.
- Talk about spaces where people and domestic animals interact.

Cumulative Oral Vocabulary

Note that these words will be repeated many times in subsequent lessons and in different contexts, so that children will eventually internalize them. Children are not expected to know or discuss the parts of speech.

Lesson 1	Lesson 2	Lesson 3	Lesson 4
aquatic	autumn	autumn	autumn
aquarium	domes	furniture	muscle
bathtub	inhabitant	setting	piglet
traces	visits	short	snout
quilt	grills	streak	collie
lean	mermaid	streak	express
peer	advertiser	streak	collective
	aquatic	streak	domestic
		streak	
		streak	
		streak	

Week 16 Images

3-13: Fine Art
 Mabel Dwight, *Queer Fish*, 1936. Lithograph, 12 1/2" x 10". Spencer Museum of Art, University of Kansas, Lawrence, KS. Museum purchase, 00003337 01011. Estate of Mabel Dwight.

3-14: Real-World Photo
 Tourists at an Aquarium. Pudding, Shanghai, China, ©Shane Deegan/Corbis.

3-15: Fine Art
 Romare Bearden, *Autumn of the Rooster*, 1963. Color lithograph, 23 1/2" x 23 1/2". Brooklyn Museum of Art, Brooklyn, NY. ©1991 Romare Bearden Foundation. Acquired by VM&A, New York, NY, 8172.

3-16: Real-World Photo
 Pigs: The New House Pet, 2011. Tokyo, Japan. ©Nagasaki Shimagishi Corbis.

Information for the Teacher

About the Artists

Mabel Dwight
 Although she was involved in the arts from an early age, Mabel Dwight's first lithograph was created after the age of 52 when she traveled to Paris and learned the printing technique. As an African American, much of Dwight's work focuses on a critical and humanized eye on everyday life. *Autumn of the Rooster* (1963) drew its inspiration from the South. He grew up in a household rich in the arts. In total life, he and his wife moved to the Caribbean island of St. Martin. Many of Bearden's works reflect African-American and African-Caribbean culture and experiences. (Africanarts 2011-2088)

Romare Bearden
 A lithograph print is made by drawing with greasy crayons on a stone, paper, or metal plate. The plate is then inked with a chemical that causes ink to be attracted to the greasy areas and repelled by the nonprinting areas. The ink is then rolled onto the plate. Finally, paper is pressed onto the inked surface and the resulting lithograph is then printed out.

Level B 152

Theme 3 Places and Spaces

Week 16 Overview

Level B 153

Lesson Objectives

The core objective is for students to orally use and understand new vocabulary. Additional objectives serve as a springboard for students to use vocabulary and language in authentic contexts.

Cumulative Oral Vocabulary

New vocabulary terms for the lesson in which they are introduced and by parts of speech. Levels B–D introduce six new terms in each lesson. Level A introduces four new terms.

About...

Additional information on artists, artworks, or related topics extends and enhances the lessons' content.

Images on CD-ROM

96 fine art images and real-world photos from each level appear in full color on the accompanying CD.

Lessons are scripted to ensure that they are fast-paced and include natural opportunities for reviewing previously learned vocabulary.

Students Repeat

Boldfaced text designates sentences that students are encouraged to repeat each time a new target word is introduced. This repetition ensures that all students have the opportunity to use new words in a complete sentence, and to practice using increasingly more complex sentences.

Ongoing Vocabulary Review

Review words are naturally included in the carefully crafted scripts. **In this one lesson, there are 21 review words** including *inhabitant, illuminate, billow, and formally.*

Vocabulary Words

New oral vocabulary terms are highlighted in yellow where they are introduced for teachers' easy reference.

Teacher Support

Blue text designates teacher support for facilitating meaningful discussions, providing theme-related context, and activating students' prior knowledge.



3-15. Remmie Hayden, *Autumn of the Rooster* (see page 177).

Guided Discussion Tip #1
As children make suggestions, encourage them to give reasons for their opinions. "Give me a reason why you think that." Encourage children to trust each other's ideas and reasons.

Vocabulary: *formally*
Discuss the subtle differences among the vocabulary words: *gentle, quiet, and give*. Explain that they are all ways of looking, but to give implies looking intently at something, but not as close as *gentle* or *quiet*. You can also encourage children to use the different senses of *give* in a variety of contexts. Have them act out each of the three words as you say them aloud. You can also encourage children to use the different senses of *give* in a variety of contexts. Have them act out each of the three words as you say them aloud. You can also encourage children to use the different senses of *give* in a variety of contexts. Have them act out each of the three words as you say them aloud.

Lesson 3 Autumn of the Rooster (Level 3, 150 min.)

Introduce Image 3-15

"Have you seen pictures of animals that inhabit an aquarium? Today, we will see an animal that inhabits a surprising place."

Observe and Discuss the Image

- Who can describe this painting? Allow students to describe the scene. **What do you see?** (A diagonal ray of yellow light is coming in the window.) **What do you think?** (A shaft of sunlight illuminates the table. Can you see that with me? When I say a shaft of sunlight, what do I mean? (a ray of sunlight) What else does the shaft of sunlight fall on in this artwork? (The man and woman, the tablecloth.)
- Look at the foreground of the artwork. Who is peering out at us from behind the tablecloth? (A chicken or rooster) Why might a rooster be inside? (The man and woman thought the rooster was cute and kept him as a pet, or he might have been brought from the market.) **Guided Discussion Tip #1**
- What are the two figures doing? (standing beside the window; looking at each other) **What do you think?** (The man and the woman gaze into each other's eyes. Who can say that? When you gaze at someone or something, you look intently at that person or thing. (I say that I gaze at the stars, what do I mean? (You look only at the stars.)
- Do the two people look at each other with fearsome expressions, or do they look at each other with love? (They look at each other with love.) **What do you think?** (The man and woman gaze at each other lovingly. Can you all say that? Sometimes I gaze at my puppy lovingly. Do you ever gaze lovingly at anyone? Who might that be? Allow students to describe children they gazed at lovingly, such as a sibling, a pet, or a friend.)

Connecting to the Theme: Places and Spaces

- Let's look through the window at the landscape in the background. What kind of place does the artist show? Allow students to describe the scene. (A place with some trees and a garden. Does it look cold or warm outside? (warm) **What do you think?** (The setting of this artwork looks bright and warm. Who can say that? When I talk about an artwork's setting, what am I talking about? (the place that the artist shows in his artwork. We've already seen an artwork and a photograph that have their settings in aquariums.)
- Now let's look at the foreground. You can find out a lot about people by looking at what they put in their homes. Do the chair, the table, and the pitcher look simple, or fancy? (simple) **What do you think?** (This man and woman have furnished their home in a simple way. Who can say that? **Formally:** Tip: When you furnish your home, you put things in it that you can use, like furniture and dishes.)
- Who can name some useful things that you have in your home? (A chair, a table, a pitcher, a lamp, a clock, a radio, a TV, a computer, etc.) **What do you think?** (This couple has only a few simple furnishings in their kitchen. Can you say that? Their furnishings include a table and a chair, a multicolored tablecloth, and a pitcher.)
- Now, let's look at the whole artwork. Do you think that the setting of this artwork is a place that makes the couple happy? Why or why not? Do you think the rooster is happy? (Allow students to describe the scene. See Guided Discussion Tip #1.)

Quick Question Review

- Melissa got a new bed for her bedroom. What did she change her furnishings, or her inhabitants? (her furnishings)
- The cat looks out the window at the birds. Does it gaze at the bird, or does it gaze the birds? (it gazes at the birds.)
- Let's read a story that happens on the planet Mars. Is Mars the setting of the story, or the carving of the story? (the setting of the story)
- A ray of light came from my flashlight. What would you call it: a billow of light, or a shaft of light? (a shaft of light)
- Mrs. Morales hugged her children. Did she treat them formally, or did she treat them lovingly? (she treated them lovingly.)
- Benji put some pillows in his tree house. Did he furnish it, or furnish (he furnished it.)

Formally: Tip: If children have difficulty recalling and repeating the exact sentence, lead by saying the way: "This man and woman have furnished their home in a simple way." This sentence is a good example of a simple sentence. Adding the prepositional phrase in a second part may make the sentence more complex.

Guided Discussion Tip #2
Encourage children to trust each other's ideas and reasons. Encourage children to use the different senses of *give* in a variety of contexts. Have them act out each of the three words as you say them aloud. You can also encourage children to use the different senses of *give* in a variety of contexts. Have them act out each of the three words as you say them aloud.

Vocabulary: *formally*
Discuss the subtle differences among the vocabulary words: *gentle, quiet, and give*. Explain that they are all ways of looking, but to give implies looking intently at something, but not as close as *gentle* or *quiet*. You can also encourage children to use the different senses of *give* in a variety of contexts. Have them act out each of the three words as you say them aloud. You can also encourage children to use the different senses of *give* in a variety of contexts. Have them act out each of the three words as you say them aloud.

Formally: Tip: If children have difficulty recalling and repeating the exact sentence, lead by saying the way: "This man and woman have furnished their home in a simple way." This sentence is a good example of a simple sentence. Adding the prepositional phrase in a second part may make the sentence more complex.

150 Level 3

Theme 3: Places and Spaces

Week 15: Lesson 3

Level 3 150

Sample Lesson

Vocabulary Tips

These tips provide suggestions for teachers to expand vocabulary beyond the core lessons.

Guided Discussion Tips

Research-based routines encourage equitable student participation in meaningful discussions.

Ongoing Informal Assessment

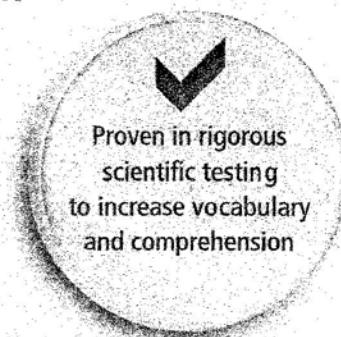
Each lesson concludes with a fast-paced Quick Question Review, designed for Every Pupil Response, to help teachers assess students' understanding of new vocabulary. The six questions correspond to the target vocabulary words presented in each lesson.

Multi-Tiered Questioning

Each lesson includes open-ended discussion to engage and challenge your more advanced students, while also including simple either-or questions that allow all students to experience success.

The Difference

- ✓ **High-level, academic vocabulary to improve comprehension**
Discussions4Learning enriches the print-based curriculum of the primary grades with the high-level vocabulary critical to comprehension.
- ✓ **Explicit review of previously learned vocabulary**
Words are deliberately revisited in context in subsequent weeks as students discuss thought-provoking images.
- ✓ **Authentic, engaging contexts for language development**
Dazzling images from around the globe and across time serve as authentic, engaging contexts for language learning.
- ✓ **Fine art and cross-curricular connections.**
You can easily infuse fine art while reinforcing key concepts across the curriculum through brilliant, compelling images.



Contact Davis Publications for more information or to sample the program. Go to **Discussions4Learning.com**.

Pricing

Level A*	978-1-61528-070-4	\$359.00
Level B*	978-1-61528-071-1	\$359.00
Level C*	978-1-61528-072-8	\$359.00
Level D*	978-1-61528-073-5	\$359.00
A-D sets	978-1-61528-1017	\$1,300.00 Save over \$130

*Because the images are all appropriate for any grade level, and the vocabulary is challenging, the grade levels can vary depending on your school needs. It is possible to use levels A-D for Kindergarten through 3rd grade or 4th grade through 7th grade.

Each level, A–D, includes:

- storage box
- four spiral-bound Teacher's Guides, one for each theme
- Program Guide
- CD-ROM with 48 fine art images and 48 real-world photos used in the lessons.



and the Six Main Essential Elements of the Common Core State Standards

Addressing the Reading Standards Without Books?

Discussions4Learning focuses on the most important elements of the Common Core reading standards through targeted discussions of fine art images and real-world photography from around the globe. High-level academic vocabulary is taught and revisited in authentic contexts so that it is comprehensible, memorable, and challenging to all students.

1 Shift to Informational Text

Discussions4Learning provides the foundation for shifting to informational text by providing students with opportunities to engage in discussions that are **the oral equivalent of informational text**. It's using language to inform – not to tell, or listen to, a story. **Students practice the language and vocabulary of informational text in each lesson** as they discuss the images and use the vocabulary and syntax necessary to describe and debate what they see in each image.

In a scientific test comparing students using the program with similar students not using the program, there was a **significant increase in students' comprehension of informational text**. This is particularly significant since the only difference in curriculum between the students who made significant gains and those who did not was 20 minutes a day, three days a week, of *Discussions4Learning*.

2 Build Vocabulary

Discussions4Learning includes **more than 40% of the Coxhead Vocabulary List**. The words are **high-level vocabulary, generative in nature, and taught in authentic, meaningful contexts**. Students are engaged with the images, as they learn vocabulary that serves to help them explore and discuss each image. The lessons are sequential, with **ongoing, explicit review of previously learned words** so that students have continuing, frequent opportunities to use new vocabulary in varied contexts and over time.

Scientific testing demonstrated that students using *Discussions4Learning* not only had high retention of the target vocabulary, but they also scored higher on overall vocabulary knowledge as compared to control students who did not use the program.

3 Close Reading of Primary Sources

"Close reading is rereading – inviting students back into that text several times – with purpose." **In *Discussions4Learning*, students practice close "reading" of images by going back to view the image from several vantage points**. As in close reading strategies, students encounter the image for the first time with minimal frontloading. Students are asked to view the image and discuss what they see.

Students are then asked to go back and view the image, **noting specific details**. Students discuss what the artist might be trying to communicate, and share their position with their peers - agreeing, disagreeing, asking for evidence, providing evidence, and offering counter claims.

Additionally, *Discussions4Learning* includes **important primary sources from cultures around the world and across time**, from ancient Egypt to 21st-century Japan.

4 Deeper Evidence-Based Research

Discussions4Learning provides **opportunities for students to learn how to cite evidence to support a claim or idea**. Students are asked throughout the program to support their positions with evidence. Students are encouraged to agree or disagree with their classmates, citing evidence for their positions and offering counter claims.

This oral practice in supporting a position using evidence found in a visual image provides a strong foundation in the skills students need to conduct independent research based on written texts.

5 Increased Text Complexity

Discussions4Learning prepares students for increased text complexity with **increasingly complex context sentences across the four levels, A–D**. Each new target word is introduced in a context sentence, which students are encouraged to repeat. This oral practice with complex language supports students as they read increasingly complex texts.

6 Identify and Analyze Point of View

In *Discussions4Learning* **students learn to identify and analyze point of view by focusing on the artist's point of view**. This allows all students – even those who are still struggling with reading fluency – to learn to identify and analyze point of view. Like authors, artists have a point of view and have a variety of purposes for their compositions.

Scope and Sequence

Theme 1: Things We See and Use

Week 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about familiar household objects. • Talk about craftsmanship. 	<p>Image 1-1 Fine Art: Janet Fish, <i>After Leslie Left</i>, United States, 1983–1984</p> <p>Vocabulary NOUNS artist, artwork, pitcher, stack VERBS pour, scatter</p>	<p>Image 1-2 Real-World Photo: <i>Glassblowing Demonstration</i>, Sweden</p> <p>Vocabulary NOUNS container, rod VERBS heat, shape, spin ADJECTIVE delicate</p>	<p>Image 1-3 Fine Art: Jacob Lawrence, <i>A Family</i>, United States, 1943</p> <p>Vocabulary NOUNS interior, scene VERBS join, prepare ADJECTIVES circular, rectangular</p>	<p>Image 1-4 Real-World Photo: <i>Making Brooms at Berea College</i>, Berea, Kentucky</p> <p>Vocabulary NOUNS fiber, material VERBS grasp, sweep ADJECTIVES decorative, useful</p>
Week 2	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about why and how people make things. • Talk about human traditions and events. 	<p>Image 1-5 Fine Art: <i>Mask with Seal or Sea Otter Spirit</i>, Alaska (Yup'ik Culture), late 19th century</p> <p>Vocabulary NOUNS carving, mask, tradition VERBS carve, describe ADJECTIVE similar</p>	<p>Image 1-6 Real-World Photo: <i>Carving a Wooden Figure</i>, Mexico</p> <p>Vocabulary NOUN figure VERBS form, represent, shave ADJECTIVES handmade, traditional</p>	<p>Image 1-7 Fine Art: <i>Procession of Offering Bearers</i>, Ancient Egypt (Middle Kingdom), 2040–1926 BCE (Dynasty XI or XII)</p> <p>Vocabulary NOUNS posture, procession, sculpture VERBS bear, offer ADJECTIVE formal</p>	<p>Image 1-8 Real-World Photo: <i>Indian Woman Bearing a Load on Her Head</i>, India</p> <p>Vocabulary NOUNS load, terrain VERBS balance, steady ADJECTIVE/ADVERB balanced, steadily</p>
Week 3	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about making something whole out of smaller parts. • Talk about materials artists use. 	<p>Image 1-9 Fine Art: Antoni Gaudí, <i>Guell Park, Plaza over Colonnade Benches</i>, Spain, 1900–1914</p> <p>Vocabulary NOUNS mosaic, tile VERBS attach, glaze ADJECTIVES geometric, glazed</p>	<p>Image 1-10 Real-World Photo: <i>School Children Making a Mosaic</i>, Lancaster, Pennsylvania</p> <p>Vocabulary NOUNS cooperation, design VERBS cooperate, design, improve ADJECTIVE elaborate</p>	<p>Image 1-11 Fine Art: Jessica Stockholder, <i>#253</i>, United States, 1995</p> <p>Vocabulary NOUNS fabric, wicker, wood VERBS assemble, create ADJECTIVE mobile</p>	<p>Image 1-12 Real-World Photo: <i>Craftsman Making Bamboo Housewares</i>, China</p> <p>Vocabulary NOUNS bamboo, strip VERBS concentrate, weave ADJECTIVES horizontal, vertical</p>

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Week 4	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about making beautiful things. • Talk about reusing materials. 	<p>Image 1-13 Fine Art: Kitagawa Utamaro, <i>Three Seated Women with Lanterns</i>, Japan, 18th century (Edo Period)</p> <p>Vocabulary NOUNS decoration, lantern, stringed instrument VERBS demonstrate, gesture ADJECTIVE ornate</p>	<p>Image 1-14 Real-World Photo: <i>Geronimo Amerzcua Makes a Guitar</i>, Mexico</p> <p>Vocabulary NOUNS craftsman, custom, guitar VERBS construct, craft ADJECTIVE skilled</p>	<p>Image 1-15 Fine Art: Jacque Parsley, <i>Charm of Color</i>, United States, 1987</p> <p>Vocabulary NOUNS border, collage, combination, repetition VERBS apply, repeat</p>	<p>Image 1-16 Real-World Photo: <i>A Bucket Loader Moves Paper and Cardboard at a Recycling Plant</i>, Portland, Maine</p> <p>Vocabulary NOUNS cardboard, disposal, waste VERBS dispose, recycle ADJECTIVE recyclable</p>
Week 5	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about creating an everyday object that has meaning. • Talk about ways artists work with clay and fiber. 	<p>Image 1-17 Fine Art: <i>Ajax Before Priam</i>, Ancient Greece (Archaic Period), 520–510 BCE</p> <p>Vocabulary NOUNS base, pattern, vase VERBS decorate, store ADJECTIVE hollow</p>	<p>Image 1-18 Real-World Photo: <i>Shaping a Clay Pot on a Potter’s Wheel</i>, India</p> <p>Vocabulary NOUNS pottery, vessel VERBS handle, moisten ADJECTIVES ceramic, moist</p>	<p>Image 1-19 Fine Art: <i>Ceremonial Garment</i>, Pacific Northwest Coast (Tlingit Culture), late 19th century</p> <p>Vocabulary NOUNS bark, fringe VERBS glare, observe ADJECTIVES ceremonial, functional</p>	<p>Image 1-20 Real-World Photo: <i>Woman Weaving on a Backstrap Loom</i></p> <p>Vocabulary NOUNS close-up, craftswoman, loom VERBS develop, view ADJECTIVE meticulous</p>
Week 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about everyday objects and activities. • Talk about objects and activities that are for fun. 	<p>Image 1-21 Fine Art: Rufino Tamayo, <i>Women of Tehuantepec</i>, Mexico, 1939</p> <p>Vocabulary NOUNS background, bouquet, foreground VERBS braid, perch ADJECTIVE braided</p>	<p>Image 1-22 Real-World Photo: <i>Woman Cutting Vegetables</i></p> <p>Vocabulary NOUNS cutting board, pepper VERBS slice, tilt ADJECTIVES shiny, spotless</p>	<p>Image 1-23 Fine Art: William Glackens, <i>Children Rollerskating</i>, United States, ca. 1910</p> <p>Vocabulary NOUNS overcoat, shadow VERBS fasten, skate ADJECTIVES brisk, outstretched</p>	<p>Image 1-24 Real-World Photo: <i>Boys with a Go-Cart</i></p> <p>Vocabulary NOUNS autumn, grin VERBS beam, grin, rotate ADJECTIVE beaming</p>

Theme 2: Our Living World

Week 7	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about plant and animal habitats. • Talk about gardens. 	<p>Image 2-1 Fine Art: Henri-Julien Félix Rousseau, <i>The Equatorial Jungle</i>, France, 1909</p> <p>Vocabulary NOUNS blossom, foliage, jungle VERBS conceal, droop ADJECTIVE dense</p>	<p>Image 2-2 Real-World Photo: <i>Baboons</i>, Germany</p> <p>Vocabulary NOUNS effort, pole VERBS attempt, clutch ADJECTIVE/ADVERB patient/patiently</p>	<p>Image 2-3 Fine Art: Paul Klee, <i>Flower Garden</i>, Switzerland, 1924</p> <p>Vocabulary NOUNS imagination, spiral VERBS imagine, recur ADJECTIVES diagonal, fanciful</p>	<p>Image 2-4 Real-World Photo: <i>Woman Planting Seeds</i></p> <p>Vocabulary NOUNS furrow, seed, soil VERBS nurture, sow ADJECTIVE plaid</p>
Week 8	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about farm animals. • Talk about flamingos. 	<p>Image 2-5 Fine Art: Deborah Butterfield, <i>Horses (group of 3)</i>, United States, 1977</p> <p>Vocabulary NOUNS assemblage, branch, texture, twig VERBS combine, relax</p>	<p>Image 2-6 Real-World Photo: <i>Young Boy Feeding Farm Animals</i>, Northern California</p> <p>Vocabulary NOUNS pasture, ray, shelter VERBS enclose, graze ADJECTIVE enclosed</p>	<p>Image 2-7 Fine Art: Alexander Calder, <i>Flamingo</i>, United States, 1974</p> <p>Vocabulary NOUNS arch, flamingo, reflection VERB reflect ADJECTIVES abstract, realistic</p>	<p>Image 2-8 Real-World Photo: <i>Geysers, Hot Springs, and Thousands of Lesser Flamingos</i>, Kenya</p> <p>Vocabulary NOUNS flock, mist, ripple VERBS gather, rise ADJECTIVE shallow</p>
Week 9	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about elephants. • Talk about greenhouses. 	<p>Image 2-9 Fine Art: <i>Bang Pa-In Summer Palace Gardens</i>, Thailand, 1873–1910</p> <p>Vocabulary NOUNS calf, shrub, trunk, vegetation VERBS prune, trim</p>	<p>Image 2-10 Real-World Photo: <i>African Elephants in the Okavango Delta</i>, Botswana</p> <p>Vocabulary NOUNS hide, tusk VERBS flap, imitate ADJECTIVES flexible, wrinkled</p>	<p>Image 2-11 Fine Art: Horace Clifford Westermann, <i>Wet Flower</i>, United States, 1868</p> <p>Vocabulary NOUNS case, droplet, platform VERBS encase, trickle ADJECTIVE transparent</p>	<p>Image 2-12 Real-World Photo: <i>Grandfather and Grandson in the Greenhouse</i></p> <p>Vocabulary NOUNS compartment, greenhouse, seedling, variety VERBS label, sprout</p>

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Week 10	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about beautiful animal displays. • Talk about observing ocean life. 	<p>Image 2-13 Fine Art: Helen Hyde, <i>White Peacock</i>, United States, 1914</p> <p>Vocabulary NOUNS pair, peacock VERBS dazzle, display, huddle ADJECTIVE dazzling</p>	<p>Image 2-14 Real-World Photo: <i>Tagged Monarch Butterfly</i>, Grapevine, Texas</p> <p>Vocabulary NOUNS barrier, wingspan VERBS block, blur, flutter ADJECTIVE blurry</p>	<p>Image 2-15 Fine Art: Ellen Lanyon, <i>Stilt Seabox</i>, United States, 1976</p> <p>Vocabulary NOUNS arrangement, collection, keyhole VERBS arrange, drape ADJECTIVE arranged</p>	<p>Image 2-16 Real-World Photo: <i>A Hermit Crab Perches on Coral</i>, Indonesia</p> <p>Vocabulary NOUNS creature, scavenger VERBS creep, retract ADJECTIVES marine, portable</p>
Week 11	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about landscapes. • Talk about characteristics of a leopard. 	<p>Image 2-17 Fine Art: <i>Women's Kimono</i>, Japan (Meiji Period), late 19th century</p> <p>Vocabulary NOUNS hem, landscape, stream VERBS meander, stroll ADJECTIVE meandering</p>	<p>Image 2-18 Real-World Photo: <i>Meandering River</i></p> <p>Vocabulary NOUNS bird's-eye view, farmland, view VERBS line, wind ADJECTIVE winding</p>	<p>Image 2-19 Fine Art: <i>Leopard Stool (Royal Seat)</i>, Côte d'Ivoire (Baule People), 20th century</p> <p>Vocabulary NOUNS hippopotamus, leopard, stool, structure VERBS clench, support</p>	<p>Image 2-20 Real-World Photo: <i>Leopard with Cub</i>, Kenya</p> <p>Vocabulary NOUNS coat, cub VERBS frolic, pester ADJECTIVES speckled, watchful</p>
Week 12	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about fish and fishing. • Talk about feeding a pet. 	<p>Image 2-21 Fine Art: Amelia Paláez del Casal, <i>Fishes</i>, Cuba, 1943</p> <p>Vocabulary NOUNS pound sign, section VERBS crisscross, overlap ADJECTIVES brilliant, vibrant</p>	<p>Image 2-22 Real-World Photo: <i>A Fisherman Throws His Net into a River</i>, Cambodia</p> <p>Vocabulary NOUNS fishnet, shoreline, silhouette VERBS billow, cast ADJECTIVE hazy</p>	<p>Image 2-23 Fine Art: Paul Gauguin, <i>Still Life with Three Puppies</i>, France, 1888</p> <p>Vocabulary NOUNS goblet, stem, tablecloth VERBS lap up, wag ADJECTIVE frisky</p>	<p>Image 2-24 Real-World Photo: <i>Elizabeth and Her Guinea Pig</i>, United States</p> <p>Vocabulary NOUNS responsibility, tank VERBS care for, nibble, sip ADJECTIVE responsible</p>

Theme 3: Places and Spaces

Week 13	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about places for outdoor celebration. • Talk about how the landscape affects the way people live. 	<p>Image 3-1 Fine Art: Heitor dos Prazeres, <i>Saint John's Day</i>, Brazil, 1942</p> <p>Vocabulary NOUNS couple, finery, pennants VERBS entertain, perform, surround</p>	<p>Image 3-2 Real-World Photo: <i>Kite-Flying Festival in Vancouver</i>, 1995</p> <p>Vocabulary NOUNS demonstration, festival VERBS hover, soar, tether ADJECTIVE multicolored</p>	<p>Image 3-3 Fine Art: Ando (or Utagawa) Hiroshige, <i>Suruga-chō</i>, Japan, 1856</p> <p>Vocabulary NOUNS bustle, cluster, peak, volcano VERBS bustle, saunter</p>	<p>Image 3-4 Real-World Photo: <i>Skiers on a Mountain</i></p> <p>Vocabulary NOUNS accumulation, descent, slope VERBS accumulate, descend ADVERB downhill</p>
Week 14	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about technology in a space. • Talk about places for people to gather. 	<p>Image 3-5 Fine Art: Nam June Paik, <i>TV Garden</i>, Korea, 1974</p> <p>Vocabulary NOUNS dial, position VERBS glow, juxtapose ADJECTIVES curious, identical</p>	<p>Image 3-6 Real-World Photo: <i>Times Square at Dusk</i>, Manhattan, New York</p> <p>Vocabulary NOUNS advertisement, cityscape, skyscraper VERBS attract, illuminate ADVERB hastily</p>	<p>Image 3-7 Fine Art: Alberto Giacometti, <i>City Square</i>, Switzerland, 1948</p> <p>Vocabulary NOUNS contours, physique, slab VERBS congregate, converge ADJECTIVE lanky</p>	<p>Image 3-8 Real-World Photo: <i>Piazza della Cisterna</i>, Italy</p> <p>Vocabulary NOUNS exterior, façade, masonry, square VERBS amble, pave</p>
Week 15	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about home as a place. • Talk about making a place unique. 	<p>Image 3-9 Fine Art: Do-Ho Suh, <i>Seoul Home/L.A. Home</i>, South Korea, 1999</p> <p>Vocabulary NOUNS framework, model VERBS dangle, suspend ADJECTIVES lightweight, sheer</p>	<p>Image 3-10 Real-World Photo: <i>Long Houseboat on the Backwaters</i>, India</p> <p>Vocabulary NOUNS bow, dwelling, houseboat, stern VERBS cruise, dwell</p>	<p>Image 3-11 Fine Art: Pirro Ligorio, <i>Giant Rock Mouth and Face</i>, Italy, ca. 1570</p> <p>Vocabulary NOUNS expression, groove VERBS chisel, gape, startle ADJECTIVE fearsome</p>	<p>Image 3-12 Real-World Photo: <i>Marble Sculptor at Work</i>, Croatia</p> <p>Vocabulary NOUNS chisel, sculptor VERBS adorn, engrave, sculpt ADJECTIVE intricate</p>

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Week 16	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about the places where people and aquatic animals interact. • Talk about spaces where people and domestic animals interact. 	<p>Image 3-13 Fine Art: Mabel Dwight, <i>Queer Fish</i>, United States, 1936</p> <p>Vocabulary NOUNS aquarium, lattice VERBS glide, inhabit, lean, peer</p>	<p>Image 3-14 Real-World Photo: <i>Tourists at an Aquarium</i>, China</p> <p>Vocabulary NOUNS dome, inhabitant VERBS glitter, marvel, shimmer ADJECTIVE aquatic</p>	<p>Image 3-15 Fine Art: Romare Bearden, <i>Autumn of the Rooster</i>, United States, 1983</p> <p>Vocabulary NOUNS furnishings, setting, shaft VERBS furnish, gaze ADVERB lovingly</p>	<p>Image 3-16 Real-World Photo: <i>Pigs: The New House Pet</i>, Japan</p> <p>Vocabulary NOUNS muzzle, piglet, snout VERBS cuddle, express ADJECTIVE domestic</p>
Week 17	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about objects that create a space. • Talk about objects that define a space. 	<p>Image 3-17 Fine Art: Shiro Kuramata (designer) and Vitra (maker), <i>How High the Moon Armchair</i>, Japan/Switzerland, 1986</p> <p>Vocabulary NOUNS armchair, function, mesh VERBS mesh, slope ADJECTIVE rigid</p>	<p>Image 3-18 Real-World Photo: <i>Man Upholstering a Chair</i></p> <p>Vocabulary NOUNS padding, upholstery VERBS tack, upholster ADJECTIVES padded, upholstered</p>	<p>Image 3-19 Fine Art: <i>Coromandel Screen</i>, China (Qing Dynasty), 1690</p> <p>Vocabulary NOUNS accomplishment, craftsmanship, lacquer, panel VERBS accomplish, labor</p>	<p>Image 3-20 Real-World Photo: <i>Voting in the New Hampshire Primary</i>, Derry, New Hampshire</p> <p>Vocabulary NOUNS booth, cubicle, partition, privacy VERBS partition, vote</p>
Week 18	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about spaces for physical activity. • Talk about places that are connected by a bridge. 	<p>Image 3-21 Fine Art: Pierre-Auguste Renoir, <i>Acrobats at the Cirque Fernando (Francisca and Angelina Wartenberg)</i>, France, 1879</p> <p>Vocabulary NOUNS acrobat, audience, performance VERBS delight, execute ADJECTIVE nimble</p>	<p>Image 3-22 Real-World Photo: <i>Students Helping Each Other in Gymnastics Class</i>, Winston-Salem, North Carolina</p> <p>Vocabulary NOUNS gymnast, gymnastics VERBS assist, flip ADJECTIVES challenging, demanding</p>	<p>Image 3-23 Fine Art: André Derain, <i>Bridge over the Riou</i>, France, 1906</p> <p>Vocabulary NOUNS scenery, treetop VERBS span, sway ADJECTIVES energetic, intense</p>	<p>Image 3-24 Real-World Photo: <i>Golden Gate Bridge and the Marin Headlands</i>, San Francisco, California</p> <p>Vocabulary NOUNS cable, foothills, suspension VERBS extend, secure ADJECTIVE sturdy</p>

Theme 4: Our Changing World

Week 19	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about traveling by train. • Talk about changes in a doctor's profession. 	<p>Image 4-1 Fine Art: Jacob Lawrence, <i>The Migration of the Negro Series, Panel No. 45</i>, United States, 1940–1941</p> <p>Vocabulary NOUNS exhaust, industry, soot, transportation VERBS convey, transport</p>	<p>Image 4-2 Real-World Photo: <i>High-Speed Train</i>, Taiwan</p> <p>Vocabulary NOUNS overpass, railcar VERBS accelerate, bolt, hurtle ADJECTIVE sleek</p>	<p>Image 4-3 Fine Art: Horace Pippin, <i>Country Doctor (Night Call)</i>, United States, 1935</p> <p>Vocabulary NOUNS grove, harness, spoke VERBS ford, plod ADJECTIVE harsh</p>	<p>Image 4-4 Real-World Photo: <i>A Doctor Shakes a Patient's Hand</i></p> <p>Vocabulary NOUNS diagram, physician, stethoscope VERBS consult, emphasize, greet</p>
Week 20	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about how and why people change their appearance. • Talk about timing something. 	<p>Image 4-5 Fine Art: <i>Mask (Ges)</i>, New Ireland (Melanesia), 19th century</p> <p>Vocabulary NOUNS pigment, representation, strands VERBS communicate, symbolize ADJECTIVE scraggly</p>	<p>Image 4-6 Real-World Photo: <i>Beauty School</i>, Poway, California</p> <p>Vocabulary NOUNS application, apprentice, concentration VERBS beautify, supervise ADJECTIVE professional</p>	<p>Image 4-7 Fine Art: Seward Johnson, <i>Time's Up</i>, United States, ca. 1985</p> <p>Vocabulary NOUNS citation, vehicle VERBS enforce, inspect, issue ADJECTIVE lifelike</p>	<p>Image 4-8 Real-World Photo: <i>Cyclists Racing in a Velodrome</i>, Canada</p> <p>Vocabulary NOUNS competition, endurance, incline VERBS overtake, strive ADJECTIVE thrilling</p>
Week 21	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about change in nature. • Talk about people's relationship to the sun. 	<p>Image 4-9 Fine Art: Betye Saar, <i>Grandma's Garden</i>, United States, 1972</p> <p>Vocabulary NOUNS keepsake, remembrance VERBS preserve, recollect, reminisce ADJECTIVE cherished</p>	<p>Image 4-10 Real-World Photo: <i>Monarch Butterfly Emerging from a Chrysalis</i>, Orange County, California</p> <p>Vocabulary NOUNS chrysalis, monarch, transformation VERBS emerge, experience, transform</p>	<p>Image 4-11 Fine Art: <i>Temple of the Sun</i>, Ancient Americas (Maya Culture), 642–692 CE</p> <p>Vocabulary NOUNS ruins, terraces VERBS honor, terrace, worship ADJECTIVE ancient</p>	<p>Image 4-12 Real-World Photo: <i>Solar Panel Installation at Arizona State University</i>, Tempe, Arizona</p> <p>Vocabulary NOUNS caution, installation VERBS focus, install ADJECTIVES solar, contemporary</p>

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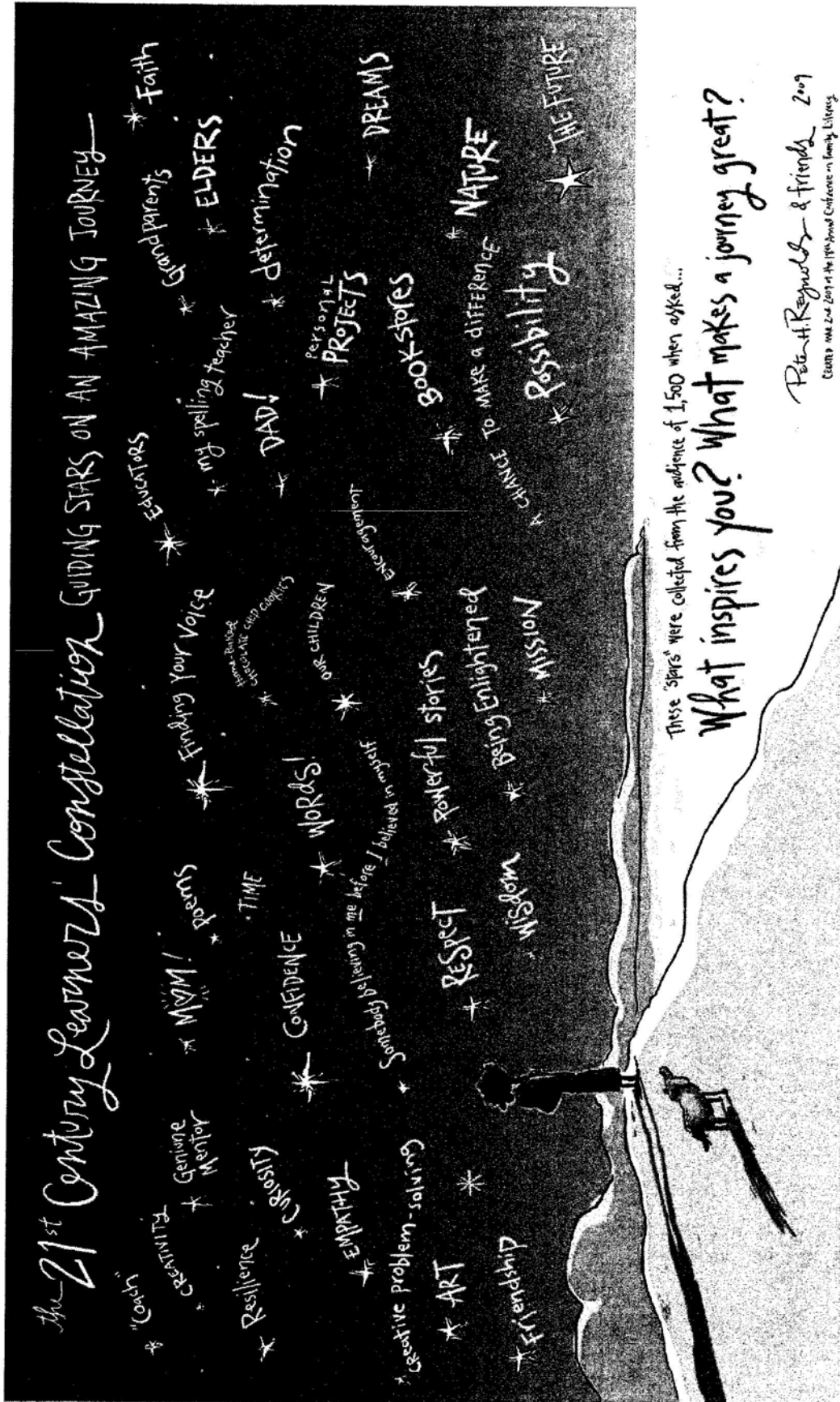
Week 22	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about the appearance of the moon. • Talk about purposes for dolls. 	<p>Image 4-13 Fine Art: Miriam Schapiro, <i>Moonscreen</i>, Canada/United States, 1974</p> <p>Vocabulary NOUNS composition, watercolor VERBS dilute, seep ADJECTIVES dainty, floral</p>	<p>Image 4-14 Real-World Photo: <i>Wind Turbines with the Moon</i></p> <p>Vocabulary NOUNS appearance, dusk, turbine VERBS appear, revolve ADJECTIVE massive</p>	<p>Image 4-15 Fine Art: Mary Lou Big Day, <i>Crow Culture Female Doll</i>, United States, 2008</p> <p>Vocabulary NOUNS beadwork, rawhide, stitching, techniques VERBS cinch, influence</p>	<p>Image 4-16 Real-World Photo: <i>Woman Making a Pinocchio Doll in a Shop</i>, Italy</p> <p>Vocabulary NOUNS joints, puppet, puppeteer VERBS brace, manipulate ADJECTIVE elongated</p>
Week 23	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about how artists can transform metal into beautiful objects. • Talk about how decorative beading can transform an object. 	<p>Image 4-17 Fine Art: <i>Chest Plaque from Sitio Conte</i>, Ancient Americas (Panama), 400–900 CE</p> <p>Vocabulary NOUNS fangs, grimace VERBS snarl, terrify ADJECTIVES ferocious, symmetrical</p>	<p>Image 4-18 Real-World Photo: <i>Craftsman Hammering Copper at Al-Safafer Market</i>, Iraq</p> <p>Vocabulary NOUNS copper, coppersmith VERBS pound, strike, tool ADJECTIVE painstaking</p>	<p>Image 4-19 Fine Art: <i>Awl Case</i>, North American Indian (possibly Kiowa Culture), ca. 1890</p> <p>Vocabulary NOUNS implement, interaction, receptacle, trade VERBS barter, interact</p>	<p>Image 4-20 Real-World Photo: <i>Tools and Colored Beads for Making Jewelry</i></p> <p>Vocabulary NOUNS assortment, possession, value VERBS grip, prize ADJECTIVE precise</p>
Week 24	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Objectives</p> <ul style="list-style-type: none"> • Talk about how children’s clothing and toys have changed over time. • Talk about the changing weather. 	<p>Image 4-21 Fine Art: William Matthew Prior, <i>Boy with Toy Horse and Wagon</i>, United States, ca. 1845</p> <p>Vocabulary NOUNS drapery, portrait VERBS portray, pose ADJECTIVES calm, tranquil</p>	<p>Image 4-22 Real-World Photo: <i>A Father Playing with His Son</i></p> <p>Vocabulary NOUNS amusement, pastime VERBS amuse, occupy ADJECTIVES immaculate, paternal</p>	<p>Image 4-23 Fine Art: <i>The Storm</i>, India, ca. 1760–1770</p> <p>NOUNS gust, refuge, shawl VERBS flee, seek ADJECTIVE ominous</p>	<p>Image 4-24 Real-World Photo: <i>A Rainbow over Miami Beach</i>, Miami Beach, Florida</p> <p>Vocabulary NOUNS coastline, downpour, precipitation, rainbow VERBS arc, precipitate</p>

Vocabulary

abstract	billow	competition	develop	figure	gymnast
accelerate	bird's-eye view	composition	diagonal	finery	gymnastics
accomplish	block	conceal	diagram	fishnet	
accomplishment	blossom	concentrate	dial	flamingo	handle
accumulate	blur	concentration	dilute	flap	handmade
accumulation	blurry	congregate	display	flee	harness
acrobat	bolt	construct	disposal	flexible	harsh
adorn	booth	consult	dispose	flip	hastily
advertisement	border	container	dome	flock	hazy
amble	bouquet	contemporary	domestic	floral	heat
amuse	bow	contours	downhill	flutter	hem
amusement	brace	converge	downpour	focus	hide
ancient	braid	convey	drape	foliage	hippopotamus
appear	braided	cooperate	drapery	foothills	hollow
appearance	branch	cooperation	droop	ford	honor
application	brilliant	copper	droplet	foreground	horizontal
apply	brisk	coppersmith	dusk	form	houseboat
apprentice	bustle	couple	dwell	formal	hover
aquarium		craft	dwelling	framework	huddle
aquatic	cable	craftsman		fringe	hurtle
arc	calf	craftsmanship	effort	frisky	
arch	calm	craftswoman	elaborate	frolic	identical
armchair	cardboard	create	elongated	function	illuminate
arrange	care for	creature	emerge	functional	imagination
arranged	carve	creep	emphasize	furnish	imagine
arrangement	carving	crisscross	encase	furnishings	imitate
artist	case	cruise	enclose	furrow	immaculate
artwork	cast	cub	enclosed		implement
assemblage	caution	cubicle	endurance	gape	improve
assemble	ceramic	cuddle	energetic	gather	incline
assist	ceremonial	curious	enforce	gaze	industry
assortment	challenging	custom	engrave	geometric	influence
attach	cherished	cutting board	entertain	gesture	inhabit
attempt	chisel		execute	glare	inhabitant
attract	chrysalis	dainty	exhaust	glaze	inspect
audience	cinch	dangle	experience	glazed	install
autumn	circular	dazzle	express	glide	installation
	citation	dazzling	expression	glitter	intense
background	cityscape	decorate	extend	glow	interact
balance	clench	decoration	exterior	goblet	interaction
balanced	close-up	decorative		grasp	interior
bamboo	cluster	delicate	fabric	graze	intricate
bark	clutch	delight	façade	greenhouse	issue
barrier	coastline	demanding	fanciful	greet	
barter	coat	demonstrate	fangs	grimace	join
base	collage	demonstration	farmland	grin	joints
beadwork	collection	dense	fasten	grip	jungle
beam	combination	descend	fearsome	groove	juxtapose
beaming	combine	descent	ferocious	grove	
bear	communicate	describe	festival	guitar	keepsake
beautify	compartment	design	fiber	gust	keyhole

label	outstretched	precipitation	scenery	square	tranquil
labor	overcoat	precise	scraggly	stack	transform
lacquer	overlap	prepare	sculpt	startle	transformation
landscape	overpass	preserve	sculptor	steadily	transparent
lanky	overtake	privacy	sculpture	steady	transport
lantern		prize	section	stem	transportation
lap up	padded	procession	secure	stern	treetop
lattice	padding	professional	seed	stethoscope	trickle
lean	painstaking	prune	seedling	stitching	trim
leopard	pair	puppet	seek	stool	trunk
lifelike	panel	puppeteer	seep	store	turbine
lightweight	partition		setting	strands	tusk
line	pastime	railcar	shadow	stream	twig
load	pasture	rainbow	shaft	strike	
loom	paternal	rawhide	shallow	stringed	upholster
lovingly	patient/patiently	ray	shape	instrument	upholstered
	pattern	realistic	shave	strip	upholstery
	pave	receptacle	shawl	strive	useful
manipulate	peacock	recollect	sheer	stroll	
marine	peak	rectangular	shelter	structure	value
marvel	peer	recur	shimmer	sturdy	variety
mask	pennants	recyclable	shiny	supervise	vase
masonry	pepper	recycle	shoreline	support	vegetation
massive	perch	reflect	shrub	surround	vehicle
material	perform	reflection	silhouette	suspend	vertical
meander	performance	refuge	similar	suspension	vessel
meandering	pester	relax	sip	sway	vibrant
mesh	physician	remembrance	skate	sweep	view
meticulous	physique	reminisce	skilled	symbolize	volcano
mist	piglet	repeat	skyscraper	symmetrical	vote
mobile	pigment	repetition	slab		
model	pitcher	represent	sleek	tablecloth	wag
moist	plaid	representation	slice	tack	waste
moisten	platform	responsibility	slope	tank	watchful
monarch	plod	responsible	snarl	techniques	watercolor
mosaic	pole	retract	snout	terrace	weave
multicolored	portable	revolve	soar	terraces	wicker
muzzle	portrait	rigid	soil	terrain	wind
	portray	ripple	solar	terrify	winding
nibble	pose	rise	soot	tether	wingspan
nimble	position	rod	sow	texture	wood
nurture	possession	rotate	span	thrilling	worship
	posture	ruins	speckled	tile	wrinkled
observe	pottery		spin	tilt	
occupy	pound	saunter	spiral	tool	
offer	pound sign	scatter	spoke	trade	
ominous	pour	scavenger	spotless	tradition	
ornate	precipitate	scene	sprout	traditional	

The blue words on this list are on the Coxhead Academic Word List.



Peter H. Reynolds & friends 2009
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EMERGENCY GUIDE

August 13, 2014

Summary of Changes

- **P10 (Evacuation Procedure)**
- **P11 (Fire/Explosion)**
- **P13 (Hazardous Material)**
- **P16 (Full Scale Lockdown Procedure)**
- **P17 (Light Scale Lockdown Procedure)**
- **P20 (NOAA Weather Alert Receiver)**
- **List of Addendums**

Table of Contents

BIOLOGICAL AGENTS	5
BLOOD BORNE PATHOGENS	6
AND BODY FLUIDS.....	6
BOMB THREAT.....	7
DEATH ON CAMPUS	8
DEATH OFF CAMPUS.....	8
DRUGS AND ALCOHOL.....	9
EVACUATION PROCEDURE.....	10
FIRE / EXPLOSION	11
GANG AWARENESS / GROUP VIOLENCE	12
HAZARDOUS MATERIALS	13
HOSTAGE SITUATION.....	14
INTRUDER IN BUILDING.....	15
FULL SCALE LOCKDOWN PROCEDURE	16
LIGHT SCALE LOCKDOWN PROCEDURE	17
OUT OF CONTROL STUDENT.....	18
PHYSICAL RESTRAINT	18
WEAPONS.....	19
NOAA WEATHER ALERT RECEIVER	20
*FOR ASSISTANCE ON OPERATION OF THE WEATHER ALERT RECEIVER, PLEASE CONTACT THE WPS SCHOOL SAFETY LIAISON.....	20
SPECIAL ACKNOWLEDGEMENTS.....	21

Addendums

1. Unsafe Conditions Related to Chemicals
2. Hazardous Material Spill Clean-Up
3. Exposures to Hazardous Chemicals
4. Hazardous Materials Incident Report

BIOLOGICAL AGENTS

When dealing with any suspected biological agent

SCHOOL PERSONNEL WILL:

- Remove students from the immediate area
- Contact Principal or designee (School Safety Officer)
- Avoid contact with the suspicious material
- Be prepared to describe: the types and quantity of material (liquid, solid, powder, etc.); where it was found, who may have been exposed, etc.
- If evacuation is necessary, follow school evacuation procedure (refer to EVACUATION PROCEDURE)
- Wait for further instruction
- File a written incident report with the principal within 24 hours

DO NOT DISCUSS THE SITUATION WITH THE PUBLIC OR RELEASE ANY INFORMATION TO THE MEDIA

THE SUPERINTENDENT OR THE DESIGNEE IS RESPONSIBLE FOR ALL COMMUNICATION WITH THE PUBLIC AND MEDIA

BLOOD BORNE PATHOGENS **AND BODY FLUIDS**

When dealing with blood or body fluids: urine, feces, vomit and sputum

SCHOOL PERSONNEL WILL:

- Use universal precautions
- Restrict access to the area
- Contact Principal/designee who will notify custodial staff
- Remove all nonessential people (e.g. students, staff, public) from the area
- Never touch blood or the other body fluids, unless gloved
- Custodian will disinfect and clean the area

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BOMB THREAT

Upon Hearing the Bomb Threat Code
SCHOOL PERSONNEL WILL:

LEAVE DOORS AND WINDOWS OPEN

Don't:

- **NEVER** turn lights on or off
- **NEVER** turn on or off any other electrical power sources
- **NEVER** use radio transmitted devices (i.e. beepers, cell phones, or walkie-talkies) inside the building or within 500 feet evacuation area

Do:

- Bring students attendance rosters
- Evacuate to designated rally point (500 feet away from building)
- **Take attendance to determine if students are missing**
- Have unattached students report to nearest teacher
- Have School-Based Safety Officials inquire as to missing students, injuries or damage and make appropriate reports to Principal or designee
- Wait for further instructions to either report to the designated evacuation site or to return to school building

Immediately report the following

- Suspicious device or package in building or along the evacuation route
- Suspicious conversations regarding the incident

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DEATH ON CAMPUS

SCHOOL PERSONNEL MAKING THE DISCOVERY WILL:

- Contact the Principal or designee who will call **911** and activate the Crisis Response Team
- Secure the area
- Disturb as little as possible
- Limit unauthorized access until police arrive

DEATH OFF CAMPUS

DEATH OF A MEMBER OF THE SCHOOL COMMUNITY

- Notify Principal or designee
- Principal will activate the School Crisis Response Team
- Plan will be formulated to address school needs
- Principal may contact Child Study for additional counselors
- Principal may choose to activate WPS Critical Incident Stress Management Team (CISM)

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DRUGS AND ALCOHOL

SCHOOL PERSONNEL WILL:

- Report all suspicions of drug/alcohol/ or paraphernalia possession, use or distribution to the Principal or designee immediately
- If teaching, send a sealed note to the office clearly addressed:
IMMEDIATE ATTENTION OF AN ADMINISTRATOR
- Continue to observe person until help arrives
- Return to business as usual after person is removed from the area
- Complete an incident report and submit to Principal

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EVACUATION PROCEDURE

Upon Hearing the Evacuation Code
SCHOOL PERSONNEL WILL:

- Accompany students and stay with them as you exit through the nearest safe exit using all available doors
- Bring student attendance rosters and classroom **Go-Kits**
- If exit is blocked, use the next closest, safe exit situated away from the emergency
- Avoid unsafe conditions (see Addendum #1: Unsafe Conditions Related to Chemicals)
- Move to designated Rally Point (500 feet away from building unless directed otherwise)
- **Take attendance to determine if students are missing**
- Have unattached students report to nearest teacher
- Have School-Based Safety Official inquire as to missing students, injuries or damage and make appropriate reports to Principal or designee
- Wait for further instructions to either report to the designated evacuation site or to return to school building

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FIRE / EXPLOSION

Upon Observing Fire / Explosion **SCHOOL PERSONNEL WILL:**

- Pull nearest fire alarm; If possible, contact the Principal or designee immediately without compromising student and staff safety and give exact location of fire/explosion.
 - *If your clothing catches fire, stop, drop to the floor and roll to smother the fire.*
 - *If a co-worker or student's clothing catches fire, knock the person to the floor and roll him or her to smother the flames.*
 - *If a co-worker or student's clothing catches fire and you have a fire blanket, put the blanket on them to smother the fire.*
- Accompany students and stay with them as you exit through the nearest safe exit using all available doors.
- Bring student attendance rosters.
- If exit is blocked, use the closest safe exit situated away from the emergency.
- Avoid unsafe conditions (e.g. exhaust, chemical vapors or flying debris, See also Addendum # 1: Unsafe Conditions Related to Chemicals))
- Move to designated Rally Point (500 feet away from building unless directed otherwise.
- **Take attendance to determine if students are missing.**
- Have unattached students report to nearest teacher.
- Have School-Based Safety Official inquire as to missing students, injuries or damage and make appropriate reports to Principal or designee.
- Wait for further instructions to either report to the designated evacuation site or to return to school building.

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GANG AWARENESS / GROUP VIOLENCE

When dealing with gang awareness

SCHOOL PERSONNEL WILL:

- Report all suspected gang involvement (clothing, signs, colors, street names, graffiti etc.) to the Principal or designee
- Report all rumors of violence and/or gang involvement to the Principal or designee
- Report any student who admits to gang affiliation
- Complete an incident report and submit to the Principal

When dealing with group violence

SCHOOL PERSONNEL WILL:

- Immediately report acts of violence to Principal or designee
- Maintain the safety of other students in area
- Ask other staff for help until an Administrator arrives and have them notify the Principal or designee
- Complete an incident report and submit it to the Principal
- Wait for further instruction

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HAZARDOUS MATERIALS

Upon discovery of spills, leaks, odors, exposures, dangerous container conditions

SCHOOL PERSONNEL WILL:

- Remove students from the area.
- Report materials, leaks and odors to the Principal and School Safety Liaison.
- Be prepared to describe the type, amount and location of material that is potentially posing a threat (spill, leak, odor, dangerous container) by reviewing the Addendum # 4: Hazardous Materials Incident Report.
- Secure area using any physical measures.
- Avoid contact with suspicious material. Do not clean up unless adequately prepared. Refer to Addendum #2: Hazardous Material Spill Clean-Up
- If someone has been exposed (through inhalation, skin/eye contact, etc) to a hazardous material, refer to Addendum # 3: Exposures to Hazardous Chemicals
- For information on dangerous container conditions, refer to Addendum # 1: Unsafe Conditions Related to Chemicals
- If evacuation is necessary, follow school evacuation procedure (refer to **EVACUATION PROCEDURE**)
- Wait for further instruction.

File a written incident report with principal within 24 hours, and also complete Addendum # 4: Hazardous Materials, Incident Report Form and submit to the School Safety Liaison.

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HOSTAGE SITUATION

If Taken Hostage

SCHOOL PERSONNEL WILL:

- Follow intruder's instruction and remain calm
- Never attempt to disarm intruder
- Encourage students to be quiet, cooperative and to keep clear of windows and exits
- Be aware police have been contacted and are on school property/
They will be armed and may enter the room at any time
- Follow police instructions

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INTRUDER IN BUILDING

Upon Observing an Individual Not Displaying a Visitor Pass

SCHOOL PERSONNEL WILL:

- Approach and greet visitor
- Determine legitimate purpose to be on site
- Explain school procedures for visitation
 - Sign in at Main Office / designated area
 - Display a Visitor or other Identification Tag on a visible area of your attire
 - Wait for instructions from a staff member on how to proceed to the visitation area or classroom
- Offer your assistance to walk them to the office
- If visitor refuses to cooperate, safely break contact and notify Principal or designee
- **Refer to Lockdown Procedure for Intruder**

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FULL SCALE LOCKDOWN PROCEDURE

If a situation occurs that results in a Lockdown of your building
SCHOOL PERSONNEL WILL:

- Listen for the Building Principal to announce... "We are in a full scale lockdown. This is not a drill."
- Once the Lockdown is announced, immediately do the following:
 - Keep all students and staff in the classroom
 - Notify walking students and staff in corridors to immediately go into the nearest classroom
 - Shut the door (keep the doorways clear for entry by school / law enforcement officials and others who need a place to be when in lockdown mode)
 - Turn off all lights in the classroom, stay low to the floor, and remain silent and calm until further notice
 - If classroom has windows with shades, lift shades that would allow police and other safety personnel to view the classroom unobtrusively from outside the building
 - If an active search is taking place in the school during lockdown process, be aware that in some circumstances local Police / SWAT Team or Patrol Officers might enter your room with weapons and other devices exposed in order to apprehend intruder(s)
- Even if your classroom has been cleared and deemed safe by the respective safety personnel, remain inside until the lockdown is deactivated or as directed by Law Enforcement Officials to go to a safer location. Listen for your principal to say "We are no longer in a lockdown."
- Wait for further instructions

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LIGHT SCALE LOCKDOWN PROCEDURE

A **Light Lockdown** usually take place in school buildings when an external safety event in the community (i.e. fire, police issue) is indirectly affecting the respective school and requires vigilance from all school personnel.

If a situation occurs that results in a "Light Lockdown" of your building, **SCHOOL PERSONNEL WILL:**

- Listen for the Principal to announce... "We are in a light lockdown. This is not a drill".
- Once the Light Lockdown is announced, immediately do the following:
 - Conduct normal school business and wait for further instructions and updated information from the Principal on conditions set forth from the Light Lockdown
 - Any student or staff member wishing to leave the school building during the Light Lockdown must be brought to the attention of the Principal for permission and clearance.
- Listen for the Principal to announce... "We are no longer in a light lockdown"
- Wait for further instructions

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WPS: August 2013

OUT OF CONTROL STUDENT

PHYSICAL RESTRAINT

Upon Encountering an Out of Control Student

SCHOOL PERSONNEL WILL:

- Assure the safety of other students and staff
- Ask other staff for help until Administrator and/or councilor arrive and have them notify the Principal or designee
- Try to isolate the out of control student either by removing him/her or by removing the other students from the area
- Remain calm and speak in a slow, quiet voice using verbal de-escalation skills
- If trained, use your Non-Violent Crisis Intervention techniques and remember, Non-Violent Crisis Intervention (NVCi) is used only as a last resort
- Please refer to the WPS Policies and Procedures for use of restraints
- Return to business as usual after person is removed from the area

**Worcester Public Schools offers a certified course in
Non-Violent Crisis Intervention**

See your principal for further information

**DO NOT DISCUSS THE SITUATION WITH THE PUBLIC OR RELEASE ANY
INFORMATION TO THE MEDIA**

**THE SUPERINTENDENT OR THE DESIGNEE IS RESPONSIBLE FOR ALL
COMMUNICATION WITH THE PUBLIC AND MEDIA**

WEAPONS

Upon suspicion/discovery of weapons

SCHOOL PERSONNEL WILL:

- Immediately report situation to Principal or designee
- Secure all weapons if confiscated prior to the arrival of an administrator
- Maintain safety of other students in classroom
- Complete an incident report

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NOAA WEATHER ALERT RECEIVER

As we enter a new school year with the threat of Hurricanes, Winter Storms, etc., this letter is a reminder to review the operations and procedures with regards to your National Weather Service Radio:

1. Is the radio located in the main office where it can be heard by your secretarial staff when activated?
2. Has the radio been programmed to "tone" alerting?
3. Has the radio been programmed with the **SAME** (Special Area Message Encoding) code of "025027"?
4. Are six "AA" batteries available for use during a power failure?
5. Is the "**Weather**" button depressed periodically to verify that the radio is operating properly and to obtain the current weather information?
6. Have you reviewed the three types of alert activations with your office staff?
 - a. Advisory
 - b. Watch
 - c. Warning
7. Do you have procedures in place as to how you, your staff and your students will respond to each of the above alerts?
8. Have you reviewed your procedure if a watch or a warning is received at dismissal time?

****For assistance on operation of the Weather Alert Receiver, please contact the WPS School Safety Liaison***

SPECIAL ACKNOWLEDGEMENTS

Worcester Police Department

Worcester Public Schools Safety Office

Worcester Fire Department

City of Worcester Emergency Management Office

Melinda J. Boone, Ed.D.
Superintendent, Worcester Public Schools

Addendum # 1: Unsafe Conditions Related to Chemicals

These are some examples of situations that may pose an imminent hazard:

- Inhalation Hazards** – ensure that occupants are moved away from the following when evacuating the building:
 - Burning materials or exhaust
 - Strong chemical vapors

- Compromised Container Conditions**
 - broken, leaking, pitted, bulging, cracked, dented, corroded or seam separated
 - note that the hazard level can be higher if the compromised containers are stored in incompatible combinations (e.g. flammables and oxidizers, acids and bases, flammable and corrosives)

- Compromised Container Lids**
 - broken, pitted, bulging, collapsed, cracked, dented, corroded
 - leaking or materials/crystals formed on lid

- Compromised Chemicals**
 - smoking, bubbling, hot to the touch,
 - crystals or other materials formed
 - overpowering chemical vapors (odors)
 - recent evidence of a spill
 - loss of protective fluids covering flammable (elemental) metals (e.g. white phosphorus)
 - expired materials (e.g. peroxide formers that can explode when moved)
 - shock sensitive chemicals
 - radioactive materials (e.g. protective container is not intact, or does not a label)
 - unlabeled/unknown materials

- Unsafe Shelving**
 - that might collapse due to rusted shelf, shelf clips or wall attachments

- Dangerous Storage Location**
 - water-reactive stored where there is a water source (e.g. sprinkler system, under sink)
 - Flammable materials near major ignition source

Addendum # 2: Hazardous Material Spill Clean-Up

1. Determine if you should do the spill clean-up:

- Do not clean-up the spill if:
 - there is a fire, or possible danger,
 - more than one chemical has spilled,
 - you do not know the product or its hazards,
 - you do not have adequate personal protective equipment and spill supplies as specified on the Safety Data Sheet (SDS),
 - you are not trained and are uncomfortable with the situation,
 - medical attention is needed, or
 - there has been a release to the environment.

2. If you are cleaning up the spill, prepare yourself:

- Put on personal protective equipment (PPE), as directed by the Safety Data Sheet (SDS).
- Always wear respiratory protection if you enter a room contaminated with chemical vapors, and be sure there is another person outside the spill area in communication with you, in case of an emergency, and all non-emergency personnel have left the area.

3. Clean-Up Spill - *If at any time you are uncomfortable, leave the area and contact help.*

- Bring your spill supplies to the spill site.
- Protect floor drains from spills (to prevent environmental releases) by placing spill socks and absorbents around drains.
- Put spill powder over the entire spill area, working from the outside, circling to the inside to reduce the chance of the splashing or spreading. This will absorb the liquid and begin to contain any vapors.
- If the material is warm or still giving off vapors, ventilate the room to the outside if possible, shut off ignition sources and wait before cleaning up. If your respiratory protection does not prevent exposure, leave the spill area and contact help.
- When spilled materials have been absorbed, use spill kit brush and scoop to place materials into a bucket with tight fitting lid.



Addendum # 2: Spill Clean-Up, continued

4. Dispose Spill Waste

- Put all disposable PPE into the spill bucket with the spill waste. Close lid securely.
- Label waste container with the chemical(s) in the waste (Hazardous Waste, Spill Debris of *name* chemical).
- Place container in a hazardous waste storage area or cabinet if there is one, or contact your supervisor or Department Liaison to help you determine where to store it until pickup.
- Contact the Facilities Department to contact pick-up and disposal services.



5. Follow-Up

- If appropriate, wash the surface where the spill occurred using a mild detergent.
- Report spill to your supervisor or Department Liaison by submitting the **Hazardous Materials Incident Report** and the standard Incident Report to the Principal.
- Report any exposures immediately to your supervisor.



Addendum #3: Exposures to Hazardous Chemicals

Guidelines for all Types of Exposures:

1. Seek medical attention regardless of severity or apparent lack of severity.
2. If an ambulance is needed, contact 911.
3. Review the Safety Data Sheet (SDS) or call Poison Control for:
 - First aid information for directions and to determine if there will be any delayed effects, and
 - Chemical information to provide to medical responders. Provide SDS to them if possible.
4. Report all incidents on *Hazardous Materials Incident Report* and the standard *Emergency Report*.

Hazardous Product on Skin

5. Remove any contaminated jewelry or clothing. For pullover shirts and sweaters, you may need to cut garments off to prevent contamination of eyes. Wash clothes separately before reuse.
6. Immediately flush affected area with water for at least fifteen minutes.
7. If immediate medical attention is needed, call 911 for an ambulance.

Hazardous Product in Eyes

Flush eye (s) with water for at least fifteen minutes:

1. Remove contact lenses while rinsing. Do not attempt to rinse and reinsert contact lenses.
2. Hold open eyes to wash, and rotate eyeballs so all surface area is rinsed. When possible, use an emergency eye wash fountain so hands are free to hold eyes open.
3. Contact medical personnel for immediate follow-up treatment.

Modified text and addition of photos by Lynn Rose from the *Art Safety Training Guide* from Princeton University H&S Program.

Addendum #3: Exposures to Hazardous Chemicals, continued

Inhalation (Breathing) of Hazardous Products

1. Close containers, open windows or increase ventilation, and move person to fresh air.
2. If symptoms (such as headaches, nose or throat irritation, dizziness, or drowsiness) persist, seek medical attention by calling 911. Explain what chemicals were involved, and provide information from the Safety Data Sheet (SDS) or product label if available.



1.

Ingestion (Swallowing) of Hazardous Products

1. Immediately contact the Poison Control Center at 800-962-1253 for instructions. Provide information from the SDS or product label if available.
2. Explain what chemicals were involved.
3. Do not induce vomiting unless directed to do so by a health care provider.



2.

Injection (Puncturing Skin) with Hazardous Products

Example – you cut yourself on a piece of glass that has a chemical on it or a stream of compressed gas punctures your skin.

1. Wash affected area with soap and water for 15 minutes.
2. Seek follow-up medical attention.



3.

Addendum # 4: Hazardous Materials Incident Report

Instructions:

- During the Incident** - Provide as much of this information as soon possible to the First Responders and to the WPS Safety Liaison.
- After the Incident** - Complete any of the information that you were unable to during the actual incident and provide to the Safety Liaison. Remember to also submit the standard "Emergency Report" to the Principal within 24 hours.

Date of Incident: _____ **Time of Incident:** _____
Name Person Reporting: _____ **Title:** _____
School Name: _____ **Your Role in Incident:** _____

Who contacted:

- Safety Liaison, Quadrant Manager, Principal, Facilities Dept, Parents
- 911, ambulance, police, fire, other:

Type of Incident involving hazardous materials:

- Fire, Explosion, Spill, Odor
- Exposure - eyes, skin, inhalation, puncture, ingestion, other:
- Other:

Location of Incident

- Room # or other location (s) (please be specific):
- Type Room: classroom, chemistry prep room, chemical/hazardous waste storage, other:
- Affected the following areas/spaces in the building:

Impacts

- Released into - floor drain, sink, toilet or water fountain
- Released into - soil, surface water body (e.g. stream, pond), storm drain,
- Contaminated belongings located in the school students, staff, public
- Contaminated off-site location(s):
- Damaged building materials, plumbing systems, mechanical systems, other:
- Other impacts:

Addendum # 4: Hazardous Materials Incident Report, continued

Hazardous Material(s) Involved (add any additional to the back of this page):

- | | | |
|-------------------------------------|---|--------------------|
| <input type="checkbox"/> Substance: | amount involved: | dilution strength: |
| Hazard Category: | <input type="checkbox"/> acid/corrosive, <input type="checkbox"/> base/corrosive, <input type="checkbox"/> oxidizer, <input type="checkbox"/> water reactive, | |
| <input type="checkbox"/> flammable, | <input type="checkbox"/> reactive/explosive | |
-
- | | | |
|-------------------------------------|---|--------------------|
| <input type="checkbox"/> Substance: | amount involved: | dilution strength: |
| Hazard Category: | <input type="checkbox"/> acid/corrosive, <input type="checkbox"/> base/corrosive, <input type="checkbox"/> oxidizer, <input type="checkbox"/> water reactive, | |
| <input type="checkbox"/> flammable, | <input type="checkbox"/> reactive/explosive | |

Emergency Response Actions:

Exposures or Fire:

- Flushed - eyes for 15 minutes, skin for 15 minutes
- Moved to fresh air
- Removed clothing
- Used fire blanket, or "stop, drop and roll"
- Conducted CPR, AED or other medical intervention:
- For medical first aid, spoke to:
 - Emergency Room medical personnel,
 - Poison Control, school nurse,
 - Safety Data Sheet emergency contact personnel, product contact on label,
 - other:
- Other response action:

Fire, Spills or Vapors:

- used fire extinguisher, or fire blanket
- used spill supplies to stop spill from migrating
- cleaned up spill
- disposed of spill waste in the following location:
- neutralized material
- shut off the ventilation system(s) serving the following area(s):
- other

Any other comments:

DESIGNATED EVACUATION SITES 2014 -2015

HIGH SCHOOLS	EVACUATION LOCATIONS	
ALTERNATIVE SCHOOL	Friendly House Gordon Hargrove 508-755-4362	Gerald Creamer Center Timothy Whalen 508-755-4362
BURNCOAT HIGH	Quinsigamond Community College Kevin Ritacco 508-853-2300	Burncoat's Back Fields Will Foley 508-799-3295
CLAREMONT ACADEMY	Knellar Athletic Center Roxanne Ball 508-793-7161	Dolan Athletic Complex Beaver St., Roxanne Ball 508-793-7161
DOHERTY MEMORIAL HIGH	Blessed Sacrament Church (Phelan Ctr) Jean Urbanowski 508-755-5291	WPI (Harrington Gym) Chief Cheryl Martunas 508-831-4199
THE GERALD CREAMER CENTER	Worcester Senior Center Betsy O'Connell 508-799-1232	St. Casimir's Michael O'Neil 508-799-3245
NORTH HIGH	Ecotarium 222 Harrington Way Patricia Crawford 508-929-2757	Jack Barry Little League Field Kraig Krikorian 508-340-7076
SOUTH HIGH	Gates Lane – 1238 Main Street Ann Swenson - 508-799-3488	Columbus Park School Siobhan Dennis – 508-799-3490
UNIVERSITY PARK CAMPUS	Dolan Field House (Clark U) Sean Sullivan 508-793-7160	Knellar Athletic Center – Downing St. Sean Sullivan 508-793-7160
WORCESTER TECHNICAL HIGH	Christopher Heights/ House Joanne Parker 508-754-3800	City of Worc. DPW & Parks 50 Skyline Dr. R Robert Antonelli, 508-799-1190
	Alternate Site for aforementioned Worcester Housing Authority 40 Belmont Street Raymond Mariano 508-635-3000	Alternate Site for aforementioned Seabury Heights 240-244 Belmont Street Wendell F. Yee 508-756-2521
	Alternate Site for aforementioned Mass. College of Pharmacy & Health Sciences 19 Foster Street Jack Kelly 617-732-2143	

MIDDLE SCHOOLS	EVACUATION LOCATIONS	
BURNCOAT MIDDLE	Burncoat High (Gymnasium) Will Foley 508-799-3300	Hanover Insurance Co Ernie Tomacelli 508-855-2526
FOREST GROVE MIDDLE	<ul style="list-style-type: none"> • McGrath (Grade 7) Paula Gibb-Servin 508-799-3584 • Nelson Place (Grade 8) Monica Poitras 508-799-3506 	<ul style="list-style-type: none"> • Immaculate Conception Church Father Riley 508-754-8419 • Assumption College Daniel F. DiTullio 508-767-7478
ARTHUR F. SULLIVAN MIDDLE	South High School Maureen Binienda 508-799-3325	Gates Lane School Ann Swenson 508-799-3488
WORCESTER EAST MIDDLE	Worcester Academy 81 Providence Street Thomas Diconza – 508-754-5302	Mulcahy Field 442 Grafton Street Worcester, MA 01604
NEW CITIZEN CENTER	Sullivan Middle School Josephine Robertson 508-799-3350	South High School Maureen Binienda – 508-799-3325
CHALLENGE AND REACH	DAB Mark Berthiaume 508-799-3499	Chandler Elementary – Jessica Boss – 508-799-3572

ELEMENTARY SCHOOLS	EVACUATION LOCATIONS	
BELMONT STREET COMMUNITY	City View Yeu Kue 508-799-3670	Worcester Technical High Sheila Harrity 508-799-1980
BURNCOAT ST. PREPARATORY	Quinsigamond College 508-853-2300 Kevin Ritarco 508-854-4200 (cell)	Norrback Dr. Karrie Allen 508-799-3500
CANTERBURY MAGNET	Goddard School Kendall Grigg 508-799-3593	Boys and Girls Club Mr. Ike McBride 508-754-2686
CHANDLER ELEMENTARY	Jacob Hiatt Mary Labuski 508-799-3601	Woodland/Claremont Academy Patti Padilla/Ricci Hall 508799-3557
CHANDLER MAGNET	Worcester State University, Student Ctr Chief Michael Nockunas 508-829- 8911	Tatnuck Magnet School Erin Dobson – 508-7993554
CITY VIEW	Our Lady of Mt. Carmel Father Stephen Pedone 508-791-6139	Belmont Community School Susan Proulx 508-799-3587
CLARK STREET	Salem Covenant Church Pastor Mark Frykholm 508-853-4071	Worcester Arts Magnet Dr. Sue O'Neil 508-799-3575
COLUMBUS PARK	Gates Lane School Ann Swenson 508-799-3488	South High School Maureen Binienda 508-799-3325
ELM PARK	Becker College, 44 West Street David Bousquet, Chief 508-373-9555	John Street Baptist Church, Rev. Hughes & Rev. Davenport 508-752-8808/508-753-4991
FLAGG STREET	Congregation Beth Israel Caroline Aboody 508-756-6204	Doherty High School Sally Maloney 508-799-3270
GATES LANE	Our Lady of the Angels School Doreen Albert 508-752-5609	South High School Maureen Binienda 508-799-3325
GODDARD	Clark University Jack Foley 508-793-7444	Woodland Academy Patty Padilla 508-799-3557
GRAFTON STREET	Friendly House Gordan Hargrove 508-755-4362	St. Stephen's Church Bruce 508-755-3165
HEARD STREET	Hadwen Park Congregational Church Judith Hanlon 508-752-7489	Hadwen Park Thomas Brindisi 508-612-0432
JACOB HIATT MAGNET	YMCA, 766 Main St. Sarah Levy 508-750-8775 X6101	Chandler Elementary Jessica Boss 508-799-3572
LAKE VIEW	St. George's Orthodox Church Fr. Milad Selim 508-752-9150	North High School Lisa Dyer 508-799-3370
LINCOLN STREET	First Assembly of God Shannon Canoy 508-852-5833	Worcester Arts Magnet Dr. Sue O'Neil 508-799-3575
MAY STREET	Chandler Magnet Ivonne Perez 508-799-3452	WSU – Sullivan Auditorium Chief Michael Nockunas 508-929-8000
FRANCIS J. McGRATH	Colony Retirement Home Marianne Delorey 508-755-0444	Forest Grove Middle Mark Williams 508-799-3420
MIDLAND STREET	Doherty High School Sally Maloney 508-7993270	Blessed Sacrament Church Fr. Chet Misiewicz 508-755-5291
NELSON PLACE	Forest Grove Middle Mark Williams 508-799-3420	Assumption College Steven Carl 774-262-5765/508-767-7225
NORRBACK AVENUE	St. Christopher Church Rev. Stanely Krutcik 508-853-1492	Burncoat Prep Deborah Catamero 508-799-3538
QUINSIGAMOND	Vernon Hill School Carenza Jackson 508-799-3630	TBA

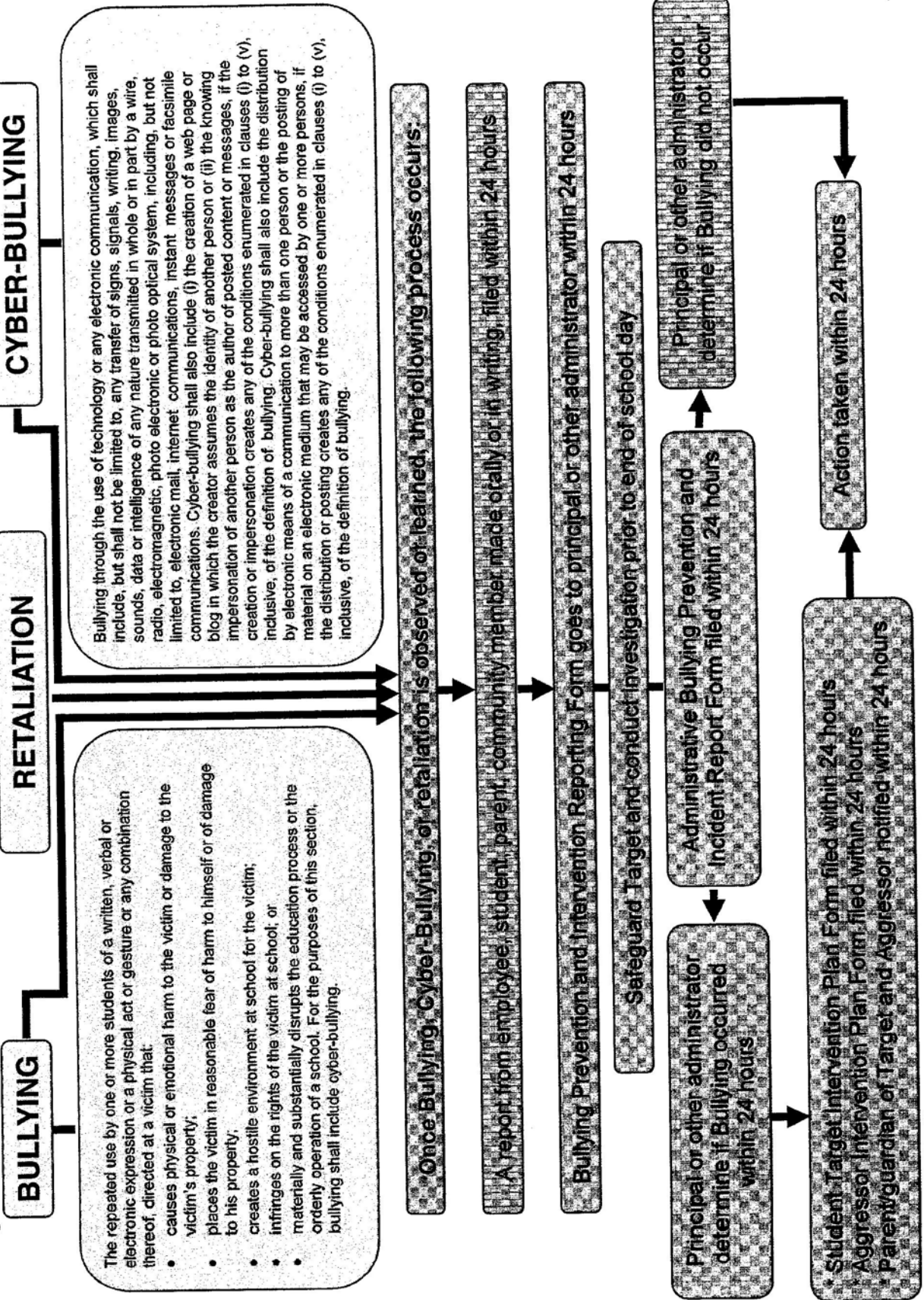
ELEMENTARY SCHOOLS	EVACUATION LOCATIONS	
RICE SQUARE	Our Lady of Loreto Parish Bob Morello – 508-7566767 Joe Sama – 508-410-2731	Worcester East Middle Rose Dawkins 508-799-3430
ROOSEVELT	Our Lady of the Lourdes Rev James O’Shea 508-757-0782	North High School Lisa Dyer 508-799-3370
TATNUCK MAGNET	First Congregational Church Rev. Robert Jackson 508-752-4635	Christ the King Church Monsignor Sullivan 508-752-5514
THORNDYKE ROAD	Burncoat High School William Foley 617-584-7291	Worcester Arts Magnet Sue O’Neil, 508-799-3575
UNION HILL	Worcester Academy Ronald Cino 508-754-5302	Worcester East Middle Rose Dawkins 508-799-3430
VERNON HILL	Girls’ Inc. Victoria Waterman 508-752-8024	Quinsigamond School Margaret Doyle 508-799-3502
WAWECUS ROAD	Burncoat Middle School Lisa Houlihan 508-799-3390	Burncoat High School William Foley – 508-799-3300
WEST TATNUCK	Tatnuck Magnet Erin Dobson 508-799-3554	Chandler Magnet Ivonne Perez 508-799-3452
WOODLAND ACADEMY	Clark University Jack Foley 508-793-7614	Goddard School Kendall Grigg 508-799-3594
WORCESTER ARTS MAGNET	Burncoat Middle School Lisa Houlihan 508-799-3390	St. Joan of Arc Church Rev. Jose Rodriguez 508-852-3232

**HEAD START PROGRAMS
 2014 -2014**

HEAD START SITES	EVACUATION LOCATIONS	
MILL SWAN A & B & Disabilities	Elks Lodge, Don Gerardi 233 Mill Street, 508-713-3109 Kimberly Gerardi 774-262-2392	Tatnuck Magnet Erin Dobson – 508-799-3554
HEAD START – TAYLOR BLDG	Parent Information Center Bob Vartanian 508-799-3450	Jacob Hiatt School Patricia Jordan 508-799-3601
GREENDALE HEAD START	Greendale People’s Church 25 Francis Street Rev. Carla Dietz 508-852-7727	Quinsigamond Community College Chief of Police – Kevin Latacco 508-854-4200
MILLBUARY STREET	PNI – Polish American Club John Bartosiewicz 508-769-4352 Lisa Morel 774-239-4034	St. Mary’s Elementary School 50 Richland Street Adam Cormier 508-753-0484
TAYLOR BUILDING	Parent Information Center Robert Vartanian – 508-799-3450	Old Head Start Parking Lot in back of the building (Murray Avenue)

Worcester Public Schools

Bullying Prevention and Intervention Incident Reporting Form Process



CYBER-BULLYING

Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

RETALIATION

- The repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:
- causes physical or emotional harm to the victim or damage to the victim's property;
- places the victim in reasonable fear of harm to himself or of damage to his property;
- creates a hostile environment at school for the victim;
- infringes on the rights of the victim at school; or
- materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

BULLYING

Once Bullying, Cyber-Bullying, or retaliation is observed or learned, the following process occurs:

A report from employee, student, parent, community member made orally or in writing, filed within 24 hours

Bullying Prevention and Intervention Reporting Form goes to principal or other administrator within 24 hours

Safeguard Target and conduct investigation prior to end of school day

Principal or other administrator determine if Bullying did not occur

Administrative Bullying Prevention and Incident Report Form filed within 24 hours

Principal or other administrator determine if Bullying occurred within 24 hours

Action taken within 24 hours

Student Target Intervention Plan Form filed within 24 hours
 Aggressor Intervention Plan Form filed within 24 hours
 Parent/guardian of Target and Aggressor notified within 24 hours

REPORT BULLYING

1. Incident Reporting Form - Incident Reporting Forms will be available in the following locations:

- Main Office
- Counseling Office
- Nurse's Office
- Other locations determined by the Principal
- Worcester Public Schools District Webpage
- Each School's Webpage
- www.preventbullying.worcesterschools.org

2. Bullying Reporting Tip Line for Anonymous and External Callers - 508-799-3472

Worcester Public Schools

BULLYING
is **NOT**
COOL!

DEFEAT THE BULLIES, REPORT THEM!

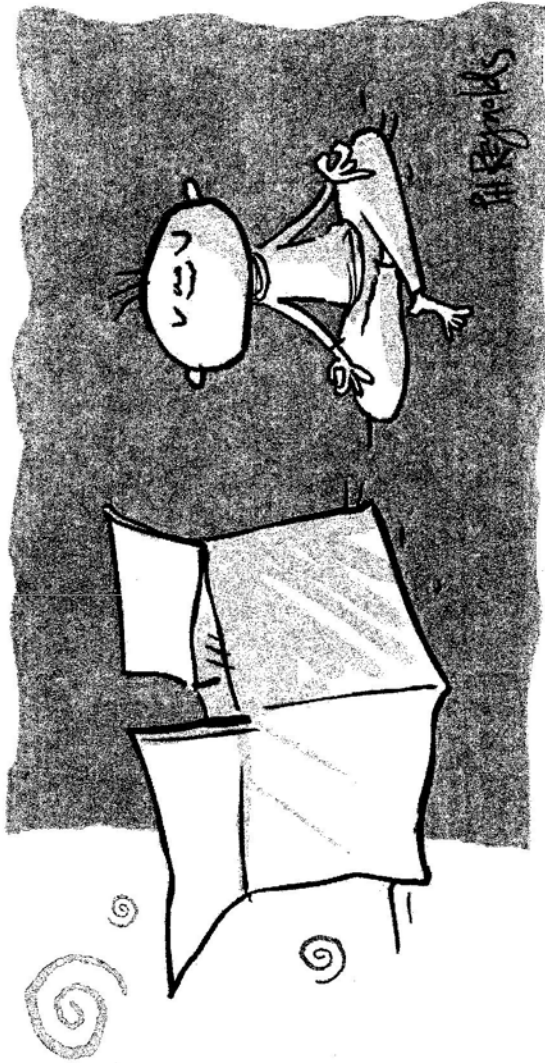


US DOE Office of Safe and Drug Free Schools

BULLYING BEHAVIOR CHART

PHYSICAL BULLYING		EMOTIONAL BULLYING		SOCIAL BULLYING	
Harm to someone's body or property		Harm to someone's self-esteem or feeling of safety		Harm to someone's group acceptance	
Verbal	Nonverbal	Verbal	Nonverbal	Verbal	Nonverbal
<ul style="list-style-type: none"> • Expressing physical superiority • Blaming the victim for starting the conflict 	<ul style="list-style-type: none"> • Making threatening gestures • Defacing property • Pushing/shoving • Taking small items from others 	<ul style="list-style-type: none"> • Insulting remarks • Calling names • Teasing about possessions, clothes, physical appearance 	<ul style="list-style-type: none"> • Giving dirty looks • Holding nose or other insulting gestures 	<ul style="list-style-type: none"> • Gossiping • Starting or spreading rumors • Teasing publicly about clothes, looks, relationships with boys/girls, etc. 	<ul style="list-style-type: none"> • Ignoring someone and excluding them from a group • Playing mean tricks to embarrass someone
LEVEL ONE					
LEVEL TWO (some of these behaviors are against the law)					
<ul style="list-style-type: none"> • Threatening physical harm 	<ul style="list-style-type: none"> • Damaging property • Stealing • Starting fights • Scratching or biting • Pushing, tripping, or causing a fall • Assaulting 	<ul style="list-style-type: none"> • Insulting family • Harassing with phone calls • Insulting your size, intelligence, athletic ability, race, color, religion, ethnicity, gender, disability, or sexual orientation 	<ul style="list-style-type: none"> • Defacing school work or other personal property, such as clothing, locker, or books • Saying someone is related to a person considered an enemy of this country (e.g., Osama bin Laden) 	<ul style="list-style-type: none"> • Ostracizing using notes, instant messaging, e-mail, etc. • Posting slander in public places (such as writing derogatory comments about someone in the school bathroom) 	
LEVEL THREE (most of these behaviors are against the law)					
<ul style="list-style-type: none"> • Making repeated and/or graphic threats (harassing) • Practicing extortion (such as taking lunch money) • Threatening to keep someone silent: "If you tell, it will be a lot worse!" 	<ul style="list-style-type: none"> • Destroying property • Setting fires • Physical cruelty • Repeatedly acting in a violent, threatening manner • Assaulting with a weapon 	<ul style="list-style-type: none"> • Harassing you because of bias against your race, color, religion, ethnicity, gender, disability, or sexual orientation 	<ul style="list-style-type: none"> • Destroying personal property, such as clothing, books, jewelry • Writing graffiti with bias against your race, color, religion, ethnicity, gender, disability, or sexual orientation 	<ul style="list-style-type: none"> • Enforcing total group exclusion against someone by threatening others if they don't comply 	<ul style="list-style-type: none"> • Arranging public humiliation

I think outside the box.



Fable
LEARNING

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**CLICK HERE
to open form**

Teacher:

School and Grade Level:

Lesson Objectives: The students will be able to:

Essential Questions:

Curriculum Framework/Standards/WIDA Addressed:

Materials:

Interest Building Introduction: (building background knowledge, connecting, predicting)

Lesson Development: (agenda activities)

Assessment:

Formative:	Summative:
1. 2. 3.	
Vocabulary Building: 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	Modifications/Accommodations:

**CLICK HERE
to open form**

After-School/Summer School Teacher Evaluation Report Form

Educator Name/Title: _____

Primary Evaluator Name/Title: _____

School(s): _____

Date(s): _____ Time(s) Observed: _____

Rating on Each Standard	
I: Curriculum, Planning, & Assessment <i>- Fully Implemented after-school/summer curriculum</i> <i>- Complete assessments to support analysis of student progress</i>	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>	
II: Teaching All Students <i>- Implemented and monitored student progress aligned with each student's ISSP/IEP/EPP/504</i> <i>- Completed data requirements for program evaluation</i> <i>- Monitored student attendance and communicated any attendance/education issues to site administrator</i>	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>	
III: Family/Community Engagement <i>- Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members and organizations</i>	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>	
IV: Professional Culture <i>- Fulfilled job responsibilities all program days</i> <i>- Attended all site administrator and program required meetings</i>	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>	

After-School/Summer School Site-Administrator Evaluation Report Form

Administrator Name/Title: _____

Primary Evaluator—Name/Title: _____

School(s): _____

Date(s): _____ Time(s) Observed: _____

Rating on Each Standard	
I: Instructional Leadership <i>- Insured after-school curriculum fully implemented by program staff</i>	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary <u>Rationale, evidence, and feedback for improvement:</u>
II: Management and Operations <i>- Coordinated and provided oversight for all on-site programs - Planned and implemented staff training and planning sessions - Used student data to recruit, register, and enroll eligible students - Monitored staff, student attendance, and all program data</i>	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary <u>Rationale, evidence, and feedback for improvement:</u>
III: Family/Community Engagement <i>- Coordinated with community agencies/MCAS specialists working on-site during program hours - Maintain communication with families regarding student progress and program needs</i>	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary <u>Rationale, evidence, and feedback for improvement:</u>
IV: Professional Culture <i>- Fulfilled job responsibilities all program days - Completed staff evaluation process for all staff - Met all deadlines for the collection and submission of data/paperwork - Attended all required meetings as determined by program</i>	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary <u>Rationale, evidence, and feedback for improvement:</u>

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. **Name of Reporter/Person Filing the Report:** _____
(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)
2. Check whether you are the: Target of the behavior Reporter (not the target)
3. Check whether you are a: Student Staff member (specify role) _____
 Parent Administrator Other (specify) _____
- Your contact information/telephone number: _____
4. If student, state your school: _____ Grade: _____
5. If staff member, state your school or work site: _____

6. **Information about the Incident:**

Name of Target (of behavior) (*Victim*): _____
Name of Aggressor (Person who engaged in the behavior) (*Bully*): _____
Date(s) of Incident(s): _____
Time When Incident(s) Occurred: _____
Location of Incident(s) (Be as specific as possible): _____

7. **Witnesses** (List people who saw the incident or have information about it):

Name: _____ Student Staff Other _____
Name: _____ Student Staff Other _____
Name: _____ Student Staff Other _____

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

FOR ADMINISTRATIVE USE ONLY

9. **Signature of Person Filing this Report:** _____ **Date:** _____
(Note: Reports may be filed anonymously.)

10: **Form Given to:** _____ **Position:** _____ **Date:** _____

Completed forms can be submitted to your school's office or mailed to the School Safety Office or faxed to the School Safety Office at the following:

Mail to: School Safety Office, Worcester Public Schools, 20 Irving Street, Room 101, Worcester, MA 01609 or fax to : (508)799-3173
Call or Email the Safety Office with any questions regarding the bullying reporting procedure at Email: reportbullying@worc.k12.ma.us or call (508)799-3472

Visit www.preventbullying.worcesterschools.org to obtain copies of this form and obtain more information and resources.

ADMINISTRATOR'S BULLYING PREVENTION AND INTERVENTION INCIDENT REPORT FORM

Signature: _____ Date Received: _____

II. INVESTIGATION

1. Investigator(s): _____ Position(s): _____

2. Interviews:

- Interviewed aggressor (bully) Name: _____ Date: _____
- Interviewed target (victim) Name: _____ Date: _____
- Interviewed witnesses Name: _____ Date: _____

3. Any prior documented incidents by the aggressor? Yes No
If yes, have incidents involved target or target group previously? Yes No (see teacher referral form)
Any previous incidents with findings of BULLYING, RETALIATION Yes No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:

- YES NO
- Bullying Incident documented as _____
- Retaliation Discipline referral only _____

2. Contacts:

- Target's parent/guardian Date: _____ Aggressor's parent/guardian Date: _____
- District Representative Date: _____ Law Enforcement Date: _____
- Other Responsible Party Date: _____

3. Action Taken:

- Loss of Privileges Detention Suspension Safety Center Referral Family Referral to CBO
- Law Enforcement Aggressor Intervention Plan Target Intervention Plan
- Community Service Education Other _____

4. Describe Safety Planning: _____

Follow-up with Target: scheduled for _____ Initial and date when completed: _____
Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____

Report forwarded to Principal: Date _____ Report forwarded to Quadrant Office: Date _____

(If principal was not the investigator)

Signature and Title: _____ Date: _____

Procedure: This form should be completed by the Principal or Assistant Principal and submitted to the School Safety Office

Procedure and this form is available at the Principals Only Intranet Site at <http://principals-only.intranet.worcesterschools.org>

Emergency Report

STEPS:

- 1 - Call Quadrant Office**
- 2 - Complete Emergency Report - Email to Quadrant Office**
- 3 - Complete Resolution portion of form and email to Quadrant Office**

Date of Call: _____ **Time of Call:** _____

Ambulance: _____ **Police:** _____ **Fire:** _____

911 Called: _____

Person Reporting: _____

Name of School: _____

Name of Student/Teacher: _____

Was parent (guardian) notified? Yes _____ No _____

Situation: (Brief description)

Resolution: (Must be submitted by the end of day - additional follow-up if necessary in subsequent days)

For Official Use Only Offices Notified: Superintendent: <input type="checkbox"/> Chief Academic Officer: <input type="checkbox"/>

**WORCESTER PUBLIC SCHOOLS
MEDICATION ADMINISTRATION PLAN
SPECIAL DELEGATION FOR FIELD TRIP**

SCHOOL: _____

NAME OF STUDENT: _____

NAME OF LICENSED PRESCRIBER: _____

NAME OF MEDICATION*: _____

DOSAGE: _____ TIME: _____

DATE OF FIELD TRIP: _____

I, parent or guardian of: _____
Student Name (Please Print)

give permission for: _____
Name of Person Delegated to Administer Medication.

Name of Parent/Guardian

Date

***MEDICATION MUST BE STORED IN ORIGINAL LABELED PRESCRIPTION BOTTLE**

FutureComp®

One Griffen Brook Drive Ste 100
Methuen, Massachusetts 01844
(978) 688-4667 • fax (978) 688-5340
(800) 581-4667

PLEASE PRINT OR TYPE:

ACCIDENT REPORTING FORM

1. Employee Name (Last, First, MI)		2. Home Telephone	3. Social Security Number*
4. Home Address (No. & Street, City, State, Zip Code)		5. Marital Status <input type="checkbox"/> Single <input type="checkbox"/> Married	6. No. of Dependents
7. Date of Hire (MM/DD/YY):	8. Date of Birth (MM/DD/YY):	9. Sex <input type="checkbox"/> Male <input type="checkbox"/> Female	10. Hourly Wage
11. Piece or Hourly Worker? <input type="checkbox"/> Piece <input type="checkbox"/> Hourly	12. Hours Worked Per Day	13. Days Worked Per Week	14. Avg. 52-Week Wage: \$ _____ <input type="checkbox"/> Estimated or <input type="checkbox"/> Actual
15. Employer Name		16. Employer Self-Insured? <input type="checkbox"/> Yes <input type="checkbox"/> No	17. Federal Tax ID N/A
18. Employer Address (No. & Street, City, State, Zip Code)		19. Employer Telephone	20. Industry Code
21. Insurance Carrier: Name and Address of Branch Responsible for This Case (Not Local Agent or Adjuster) FutureComp One Griffen Brook Dr, Ste 100, Methuen, MA 01844			
22. Worker's Compensation Policy Number		23. OSHA Case File Number (if applicable)	
24. Date of Injury (MM/DD/YY):	25. Time of Injury <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	26. Source of Injury (e.g., Machine, Tool, Substance, etc.)	
27. Address Where Injury Occurred (if different from #18 above)		28. On Employer's Premises? <input type="checkbox"/> Yes <input type="checkbox"/> No	29. Employer Location Code
30. Regular Occupation		31. Regular Occupation When Injured? <input type="checkbox"/> Yes <input type="checkbox"/> No	
32. To Whom Was Injury Reported?			33. Date Reported (MM/DD/YY):
34. Nature of Injury(ies) (Burn, Fracture, Cut, etc.)			
35. Injured Body Part(s) Description (Arm, Leg, Back, etc.)			
37. Physician/Hospital Name and Address			
38. Describe How Injury Occurred (e.g., Struck by... Fell from..., Exposed to...)			
39. If Employee Has Returned to Work, Date of Return (MM/DD/YY):		40. Returned to Regular Occupation? <input type="checkbox"/> Yes <input type="checkbox"/> No	
41. Preparer's Name (Please Print or Type)		42. Preparer's Title	
43. Preparer's Signature		44. Date Prepared (MM/DD/YY):	

**WORCESTER PUBLIC SCHOOLS
WORCESTER, MASSACHUSETTS**

**TEACHER PROTECTION FORM – ARTICLE XX
(AGREEMENT BETWEEN WORCESTER SCHOOL COMMITTEE & EAW)**

Please forward to the Office of the Superintendent, (Fax x3119 as soon as possible after incident).

School: _____ Assistant Principal: _____
Date of Incident: _____ Teacher: _____ Discipline: _____
Student Involved: _____ I.D. #: _____
Date of Birth: _____ Ethnic Code: _____
Address: _____ Grade/Room: _____ Home Tel: _____
Parent/Guardian: _____ Address: _____ Zip: _____
English Proficiency Level and
Bilingual/ESL Services: _____
Current Special Education Services/504 Accommodations for the student (Please include prototype)
And the number of cumulative days student has been suspended during this year: _____
Social Worker (if applicable): _____ Telephone: _____
Probation Officer (if applicable): _____ Telephone: _____
Initial Action of the Administration: _____

Scheduled Date of Hearing by the Principal: _____
Description of Incident: _____

(Please use additional pages if necessary)

Investigating Staff Person: _____
(Signature)

Copy: Appropriate Quadrant Manager
Chief Academic Officer
Educational Association of Worcester

WORCESTER PUBLIC SCHOOLS
TEACHER REFERRAL FORM

Student:		Referring Staff:	
Student ID: _____	Homeroom: _____	Date: _____	Time of Incident: (hour & minute) _____
Grade Level: _____			
Location: (select one)			
<input type="checkbox"/> Classroom	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Bus loading zone	<input type="checkbox"/> Lab
<input type="checkbox"/> Playground	<input type="checkbox"/> Bathroom/Restroom	<input type="checkbox"/> Parking lot	<input type="checkbox"/> Shop
<input type="checkbox"/> Commons/common area	<input type="checkbox"/> Gym	<input type="checkbox"/> On bus	<input type="checkbox"/> School Office
<input type="checkbox"/> Hallway/Breezeway	<input type="checkbox"/> Library	<input type="checkbox"/> Special assembly/field trip	<input type="checkbox"/> Other _____
Nature of problem: _____			

Possible Motivation: (select one)			
<input type="checkbox"/> Obtain peer attention	<input type="checkbox"/> Avoid tasks/activities	<input type="checkbox"/> Don't Know	
<input type="checkbox"/> Obtain adult attention	<input type="checkbox"/> Avoid peer(s)	<input type="checkbox"/> Other _____	
<input type="checkbox"/> Obtain items/activities	<input type="checkbox"/> Avoid adults		
Others Involved: (select all that apply)			
<input type="checkbox"/> None	<input type="checkbox"/> Peers	<input type="checkbox"/> Staff	<input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other _____
Actions of Teacher Before Referral		Classroom Accommodations	
<input type="checkbox"/> Conference with pupil	<input type="checkbox"/> SST Referral	<input type="checkbox"/> Time out	
<input type="checkbox"/> Phone call home	<input type="checkbox"/> Detention	<input type="checkbox"/> Mediation	
<input type="checkbox"/> Letter to parents	<input type="checkbox"/> Parent Conference	<input type="checkbox"/> Change seat	
<input type="checkbox"/> Loss of privilege	<input type="checkbox"/> Guidance Conference	<input type="checkbox"/> Teacher proximity	
	<input type="checkbox"/> Other	<input type="checkbox"/> Behavior chart/Incentive plan	
Administrative Decision (circle)			
001 Phone Conference	007 Overnight PPC	014 Conference w/student	
002 Notice to Parent	008 In-School Suspension	016 Safety Center	
003 Warning/Time in Office	009 Out-of-School Suspension	017 Mediation/Conflict Management	
004 Demerit/Loss of Privilege	010 Bus Suspension	020 Smoking Cessation Program	
005 Detention	011 Probation	030 Anti-Bullying Intervention Program	
005S Non-Pupil Session Detention	012 Referred to Guidance/SS	Action Code _____	
006 Intervention Program	013 Removal of Demerit	Infraction Code _____	
		(See Back)	
Follow-up comments: _____			

Administrator's Initials			

**WORCESTER PUBLIC SCHOOLS
DISCIPLINARY INFRACTION CODE**

CODE	DESCRIPTION	SPANISH
001	Cut class	
002	Excessive Tardy to Class	
003	Tardy to School	
004	Forgery/Plagiarism	
005	No Show for Detention	
006	Vandalism	
007	Threat to Teacher	
008	Belligerence	
009	Theft of Property	
010	Profanity	
011	Inappropriate Behavior	
012	Disrespectful	
013	Unprepared for Class	
014	Fails to Follow Rules	
017	Cell Phone/Beeper	
018	Gangs/Obscene Clothing	
019	Charged or Convicted of Felony	
020	Smoking	
022	Truancy	
023	Threat to Student	
024	Physical Contact	
025	Verbal Confrontation	
030	Bullying	Acoso estudiantil
R01	Destruction/Theft of School Property	Daño/Robar – Propiedad Escolar
R02	Destruction/Theft of Private Property, Cheating, Forgery, Plagiarism	Daño/Robar – Propiedad Privado, Trampa Falsificación, Plagio
R03	Physical Assault – Employee	Asalto Físico – Empleado
R04	Physical Assault – Student	Asalto Físico – Estudiante
R05	Verbal Assault of an Employee	Asalto Verbal – Empleado
R06	Verbal Assault or Threat to Student	Asalto Verbal – Estudiante
R07	Possession of Weapons	Posesión de Armas
R08	Possession of Drugs or Alcohol	Posesión de Drogas/Alcohol
R09	Excessive Tardiness	Ausencias Excesivas
R10	Repeated School Violations	Violaciones Escolares Repetida
R12	Hazing	Ofuscación
R13	False Alarms	Alarma Falsa
R14	Smoking Tobacco	Fumar Tabaco
R15	Cell Phone/Beeper	Celular/Beeper
R16	Demerits	Deméritos
R17	Gangs/Obscene Clothing	Vestido Inapropiado
R18	Charged or Convicted of Felony	Cargo/Convicción – Delito
R19	Disruption of School	Desorden Escolar
R20	Bomb Threats	Amenazas de Bombas
R21	Repeated Class Cuts	Repetido – Faltas en Clases
R22	Truancy	absentismo escolar
R30	Bullying (suspendable)	Acoso estudiantil
R4a	Fighting	Peleando
R5a	Threat to an Employee	Amenaza – Empleado
R6a	Written Assault or Threat to Student	Asalto Escrito - Estudiante
Rxa	Failure to Take Detentions	Fracaso en Tomar Detención
Rxb	Multiple Class Disruption/Referral	Mult. Interrupción de Clases
Rxc	Failure to Wear ID	Fracaso en Usar Identificación
Rya	Failure to Follow Directions	Fracaso en Seguir Direcciones
Ryb	Obscene Language/Gestures	Lenguaje Obsceno/Gestos
Ryc	Forgery/Plagiarism	Falsificación/Plagio
Ryd	Inciting a Disturbance	Incitando una interrupción
Rye	Leaving School without Permission	Salir la escuela sin permiso
Ryf	Lab/Shop Safety Infraction	Infracción de seguridad
Ryg	Bus Infraction	Infracción de la Guagua
Ryh	Disruption Assembly – Arrest	Perturbación Asamblea – arresto

Michael V. O'Brien
City Manager



Thomas F. Zidelis
Chief Financial Officer

Mariann Castelli Hier
Treasurer & Collector of Taxes

Administration & Finance
Treasurer & Collectors Division

YOUR BANK NAME _____

BANK ADDRESS _____
City State

CHANGE EXISTING DIRECT DEPOSIT: NEW:

TYPE OF ACCOUNT: Checking Savings

TRANSIT ROUTING NUMBER

--	--	--	--	--	--	--	--	--	--	--	--

YOUR ACCOUNT NUMBER

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

TYPE OF DIRECT DEPOSIT:
(Please check one)

FULL AMOUNT (Net Check)

PARTIAL: Amount of partial \$ _____

I hereby authorize the City of Worcester to deposit my net pay at the financial institution(s) named above. I understand that the City of Worcester may cause my account to be adjusted to the extent necessary to correct any over-deposit. I agree to hold the above named financial institution harmless for any erroneous deposits or adjustments not caused by the financial institution.

EMPLOYEE NAME: _____

EMPLOYEE SIGNATURE: _____

DATE: _____ Soc. Sec.#: _____ Contact Phone: _____

It is understood that this agreement may be terminated by me at any time by written notification to the City of Worcester. Any such notification to the City of Worcester shall be effective only with respect to entries initiated by the City of Worcester after receipt of such notification and a reasonable opportunity to act on it. Any such notification to the receiving Bank by the employee is unacceptable. The receiving Bank may terminate this agreement by written notice to the employee for just cause.

**PLEASE ALLOW 2 PAY PERIODS OF TESTING PRIOR TO THE DIRECT DEPOSIT
COMMENCEMENT TO VERIFY THE INFORMATION INDICATED ABOVE. DURING THE
TESTING PERIODS, YOU WILL RECEIVE A PAYCHECK.**

What kind of life do you want? Your choice: take the "conveyor belt ride" or have...

a thinking journey

Have a plan.
Vision your own timeline.

Learn from
your mistakes.
Don't give up.

Believe in
yourself. Take
criticism with
a grain of salt.

Be curious.

Be aware of
opportunities.

Do it differently.

Environment matters.
Find your element.

Inventory your talents,
goals, skills and dreams.
Map out your constellation.

Read. Write.
Thinkers do a lot of both.

What's your mission?

Create expeditions that are
inspired by your
"North Star constellation."

Think about what kind of learner
you are & tailor how you learn
to what you want to learn.

Think beyond yourself.
Get involved in your
community. Learn about
the world. Know at least one
thing about every country
in the world.

Find kindred spirits.

Develop your instincts,
your "gut feel."

Broadcast
your interests.

Be compassionate &
kind. Think of others as
you journey.

Recognize resources.
Find expertise to help you.
Find your coach.
Find your inspirer.

Defy the labels.
Break down the silos.
Combine interests —
for ex., could you combine
jazz and math?

Don't wait to start!



Peter H. Reynolds

20 TIPS FOR A CREATIVE THINKING JOURNEY

Quadrant	Host Site	Schedule	Visiting Schools and Programs	Proposed # of Classroom	Quadrant	Host Site	Schedule	Visiting Schools and Programs	Proposed # of Classrooms	
North	City View 108	July 6th - July 29th 8:00 am - 12:00 pm Monday - Friday	City View	3	South	Woodland 144	July 6th - July 29th 8:00 am - 2:00 pm Monday - Friday 8:00 am - 12:00 pm	Woodland	8	
			Belmont	3				Young Voices	1	
	Rice Square 144	July 6th - July 29th 9:00 am - 1:00 pm Monday - Friday	Rice Square	3		Gates Lane 108	July 6th - July 29th 8:00 am - 12:00 pm Monday - Friday	July 6th - July 23rd Aug 3rd - Aug 13th Monday - Thursday	Gates Lane	4
			Union Hill	3					Heard Street	2
	Roosevelt 138	July 6th - July 29th 9:00 am - 1:00 pm Monday - Friday	Roosevelt	4		Quinsigamond 174	July 6th - July 29th 8:00 am - 12:00 pm Monday - Friday	July 6th - July 29th 8:00 am - 12:00 pm Monday - Friday	SAIL	
			Lake View	2					Quinsigamond	5
	North High 75	June 29th - July 23rd 8:00 am - 12:00 pm July 6th - July 23rd Aug 3rd - Aug 13th Monday - Thursday	MCAS Support	5		Canterbury St 162	June 29th - July 23rd 8:00 am - 12:00 pm Monday - Friday	June 29th - July 23rd 8:00 am - 12:00 pm Monday - Thursday	Vernon Hill	3
			Dual Language	2					NCC (grades 3-7)	2
	WTHS 75	June 29th - July 23rd 8:00 am - 12:00 pm	Elem Life Skills	2		South High 90	July 6th - July 31st Mon-Fri 9am - 3pm	June 29th - July 23rd 8:00 am - 12:00 pm Monday - Thursday	Canterbury Street	3
			COAST	5					Sullivan 95	June 29th - July 23rd 8:00 am - 12:00 pm Monday - Thursday
Burncoat	Lincoln St. 108	July 6th - July 29th 9:00 am - 1:00 pm Monday - Friday	Secondary Life Skills	5	Claremont 60	June 29th - July 23rd 8:00 am - 12:00 pm Monday - Thursday	Columbus Park	3		
			STEP 6th - 12th	5			Doherty	Chandler Elem 90	July 6th - July 29th 9:00 am - 1:00 pm Monday - Friday	MCAS Support
Norrback	July 6th - July 29th 8:00 am - 12:00 pm Monday - Friday	WAM	3	Chandler Magnet 84	July 6th - July 29th 8:00 am - 12:00 pm Monday - Friday	July 6th - July 29th 9:00 am - 1:00 pm Monday - Friday				21st Century
		Clark Street	2				Mildand 90	July 6th - July 29th 9:00 am - 1:00 pm Monday - Friday	July 6th - July 29th 9:00 am - 1:00 pm Monday - Friday	Chandler Mag
WAM 90	July 6th - July 29th 9:00 am - 1:00 pm Monday - Friday	Burncoat High	6	Tatnuck Magnet 72	July 6th - July 29th 9:00 am - 1:00 pm	June 29th - July 23rd 8:00 am - 12:00 pm Monday - Thursday				Elm Park
		MCAS Support	6				Doherty High 90	June 29th - July 23rd 8:00 am - 12:00 pm Monday - Thursday	June 29th - July 23rd 8:00 am - 12:00 pm Monday - Thursday	Tatnuck Mag
Burncoat High 90	June 29th - July 23rd 8:00 am - 12:00 pm	Night Life	6	Claremont 60	June 29th - July 23rd 8:00 am - 12:00 pm Monday - Thursday	June 29th - July 23rd 8:00 am - 12:00 pm Monday - Thursday				May Street
		MCAS Support	6				Doherty High 90	June 29th - July 23rd 8:00 am - 12:00 pm Monday - Thursday	June 29th - July 23rd 8:00 am - 12:00 pm Monday - Thursday	MCAS Support

College Community Connection (CCC): June 29th - July 23rd (103 Total Students)	
WCCA TV 13 (10 Students) 415 Main Street	Greater Worcester Landtrust (11 Students) 140 Harrington Way
Quinsigamond Community College (10 Students) 670 West Boylston Street	UMASS Medical School (10 Students) 55 Lake Avenue
Clark University (10 Students) 950 Main Street	Plumley Village (10 Students) Summer Street/16 Laurel Street
MASS College of Pharmacy (10 Students) 19 Foster Street	College Community Connection Videographers (10 Students) Worcester Technical High School
Girls, Inc. (10 Students) 125 Providence Street	Worcester State University (13 Students) 486 Chandler Street
Additional Programs	
8th grade Summer Success Academy @ Fanning (40 students) June 29th - July 23rd 8 - 11 am Monday - Thursdays	Swim Program @ Assumption College (35 students) July 6th - July 24th Mon- Friday 9:00 am - 1:00 pm
Claremont Transition Summer Program (50 students) July 20th - July 30th Monday - Thursday 8 am - 11 am	UPCS Transition Summer Program (60 students) July 20th - August 6th (Monday - Thursday) 8am-12pm