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The following items will be discussed at a virtual meeting of the Standing Committee on Teaching, Learning and Student Supports to be held on Tuesday, April 12, 2022 at 6:00 p.m. in Room 410 in the Durkin Administration Building:

c&p #0-13 -Clerk (August 19, 2020)

To consider a communication from the Racism Free Worcester Public School Group regarding nine areas of concerns.

gb #1-53 - Mr. Monfredo/Miss Biancheria/Mrs. Clancey/Ms. McCullough/Ms. Novick (February 12, 2021)

Request that the Administration collaborate with community agencies, retired teachers and other groups, to study the feasibility of establishing a summer learning program to assist K-8 students.

gb #1-312 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (November 9, 2021)

Request that the Administration explore utilizing virtual tutoring services for the students of the WPS.

c&p #2-4 - Clerk (February 9, 2022)

To consider a communication from a citizen regarding the addition of elementary school librarians.

gb #2-56 - McCullough/Clancey/Johnson/Kamara/Mailman/Novick (February 7, 2022)

Request that the Administration provide an update on library programs and the use of librarians throughout the district. **(consider these items together)**

gb #2-41 - Kamara/Clancey/Johnson/Novick (January 26, 2022)

To review the 2022 Summer Reading List per grade.

gb #2-45 - Johnson/Clancey/Kamara/Mailman/McCullough/Novick (January 26, 2022)

Request that the Administration provide the data on how many secondary students have had a mental health crisis in school and indicate how many have inquired about mental health services at school.

gb #2-68 - McCullough/Clancey/Johnson/Kamara/Mailman/Novick (February 14, 2022)

Request that the Administration provide an update on the Environmental Tech Program at Worcester Technical High School.

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, April 12, 2022

ITEM: Clerk (August 18, 2020)

To consider a communication from the Racism Free Worcester Public School Group regarding nine areas of concerns.

PRIOR ACTION:

8-27-20 - SCHOOL COMMITTEE MEETING

Referred to the Standing Committee on Teaching, Learning and Student Supports.

Mayor Petty stated that a number of WPS students would be allowed to speak to the petition put forward by the Racism Free Worcester Public School Group. Callers were in support of the demands put forward with Restorative Justice, Health, Consent and Ethnic Studies Curriculums and Diversity Counselors among the majority of the topics being supported by the callers.

On a roll call of 7-0, Mayor Petty sent the list of demands to the following Standing Committees:

1. Cop Free Schools to Governance and Employee Issues
2. Restorative Justice for Disciplined Students to Governance and Employee Issues
3. Inclusive Dress Policy to Governance and Employee Issues
4. Mandatory Health and Consent Classes to Teaching, Learning and Student Supports
5. Cultural Competency Training for Faculty and Staff to Teaching, Learning and Student Supports
6. Mental Health Competency Training for Faculty and Staff to Teaching, Learning and Student Supports
7. Ethnic Studies Curriculum to Teaching, Learning and Student Supports
8. Diversity Counselors to Teaching, Learning and Student Supports
9. Environmental Action and Transparency to Finance and Operations

BACKUP: Items 4-8 are responded to.

Annex A (7 pages) contains a copy of the petition.

Annex B (2 pages) contains a copy of the Administration's response to the item.

Racism Free WPS's Transforming WPS Demands

As current and former students of Worcester Public Schools (WPS), we bring forth to your immediate attention the following:

On July 18th, the Racism Free WPS page was made on Instagram, positioned as a platform where students, parents, and teachers alike could all submit anonymous testimonials of prejudice and discrimination within the Worcester Public Schools system. This page's intent was meant to validate the concerns and possible experiences of students during a time where conversations around racism in schools have sprung up nationwide, and push for policy changes that centered student needs in hopes of a better Worcester Public Schools education for all.

What began as a page intending to illuminate possible instances of racism within the WPS system grew to encompass all forms of discrimination including sexism, classism, homophobia, transphobia, xenophobia, and ableism. Hundreds of anonymous submissions flooded in over the next two weeks, illustrating pervasive problems of racial harassment, sexual assault committed towards students from peers and teachers, environmental hazards within the very school buildings students occupy, and more. Two thousand people now follow the account.

Yet, despite this outpour of public outrage, there has been no statement made by Worcester Public Schools or any attempt to reach out to the organizers behind Racism Free WPS. As such, we cannot stay silent. As students of Worcester Public Schools, we have each seen the ways in which inequality can rear its head in our educational experiences — whether as students of color, LGBTQ+ students, disabled students, immigrant students, low-income students, etc. As early as kindergarten, students have been subjected to unfair and unethical treatment from their peers, teachers, and administrators with little justice provided by Worcester Public Schools. Worcester Public Schools needs change, and it needs it immediately, especially during a time where a global pandemic and racial injustice further exacerbates the existing inequalities between students.

We, as Racism Free WPS, present the following demands for immediate attention and action from Worcester Public Schools' school committee and administration in goal setting for the next academic year, as just basic acknowledgement of these issues does not suffice.

1. COP-FREE SCHOOLS
2. RESTORATIVE JUSTICE FOR DISCIPLINED STUDENTS
3. INCLUSIVE DRESS POLICY
4. MANDATORY HEALTH AND CONSENT CLASSES
5. CULTURAL COMPETENCY TRAINING FOR FACULTY/STAFF
6. MENTAL HEALTH COMPETENCY TRAINING FOR FACULTY/STAFF
7. ETHNIC STUDIES CURRICULUM
8. DIVERSITY COUNSELORS
9. ENVIRONMENTAL ACTION AND TRANSPARENCY

1. COP FREE SCHOOLS

We demand for all Worcester Public Schools to be police-free and for the City of Worcester to reallocate the projected **\$861,309** from the 2020-2021 fiscal year budget originally meant for funding school resource officers towards supporting the programming listed in Demands 2-8. A report by the Justice Policy Institute found that schools with SROs have five times as many arrests more than schools without them “for disorderly conduct.” The Worcester Public Schools Strategic Plan for 2018-2023 states: "Experts increasingly highlight the disproportionate application of disciplinary measures to students from different racial and ethnic backgrounds...the application of discipline in the African-American, Latino, and Special Education populations deserves special consideration." In line with the Strategic Plan, we demand for the removal of school resource officers from school campuses in order to immediately reduce the disproportionate application of discipline towards Black, Brown, and other marginalized youth.

We draw inspiration from Oakland Unified School District which has recently passed the [motion](#) to eliminate its schools’ police department and reallocate funding towards “student support positions such as school-based social workers, psychologists, restorative justice practitioners, or other mental or behavioral health professionals, as the budget supports, to meet the needs of students.”

Having police in our school is rather a recent phenomenon, developed in the 1990s during the Clinton Administration. The origins of SROs began with a program in Flint, Michigan to strengthen the ties between kids and police and escalated due to major school shooting incidents (like Columbine in 1999) and a heavily racialized concept of “juvenile superpredators” assigned to students of color. As school shootings continue to happen, there’s very little evidence that SROs actually make school safer. In a 2018 Washington Post [analysis](#), of nearly

200 gun violence on campus, SROs have only successfully intervened twice. Therefore, we demand for WPS to get rid of SROs and reallocate those funds elsewhere.

2. RESTORATIVE JUSTICE PRACTICES FOR DISCIPLINED STUDENTS

We demand that any student that is suspended for more than 10 consecutive dates receive educational services and continue to make academic progress, as continued educational services are legally required. We also demand that WPS follow the precedent set by Oakland Unified School District in using Restorative Justice when it comes to student misbehavior, a guided [process](#) which furthers the student's behavioral growth through Community Building, Restorative Processes, and Supported Re-Entry. These restorative practices would be employed by adjustment counselors (now additionally funded by the reallocated funding from the school department) and school administrators. Once established, restorative justice processes should replace current punitive punishments, such as in and out of school suspensions, which only serve to disrupt the education of students.

This demand follows the concerning disproportionate suspension data released by WPS. Statistics show in WPS that even though students of color make up 70% of the population they make up 80% of the students disciplined for non-violent behavior. While 3.1% of white youth have faced suspensions for non-violent, non-criminal and non-drug related behavior, this number skyrockets to a 11.4% suspension rate for Native American youth, 6.7% for Latinx youth, 6.6% for Multi-race Non Latinx youth, and 4.8% for Black youth. Furthermore, the suspension rate is 10.4% for students with disabilities and 6.1% for students who are economically disadvantaged.

3. INCLUSIVE DRESS POLICY

We demand that all Worcester Public Schools revise the existing dress code and model after the Seattle Public Schools [Inclusive Dress Policy](#), which solely requires students wear a top, bottom, and footwear, so long as clothing does not exhibit "private parts, presents a health or safety hazard, and/or would contribute to a hostile or intimidating school environment." This dress code allows students to dress in a way that promotes a sense of individuality without over-policing, without removing students from classes and interfering with education time, and without body shaming.

Banning clothing that exposes body parts such as the midriff, cleavage, and lower back sexualizes student's bodies by creating a stigma around these body parts. No

student shall be labeled as a ‘distraction’, because no school environment should include a fear of body shaming. The dress code will not discriminate against racial/ethnic groups, gender identity, religion, sexual orientation, or body size/type. Any and all head coverings and hairstyles pertaining to one’s identities, will not be in violation of dress code. Head coverings and specific hairstyles are a part of different group cultures, therefore banning these attire increases marginalization of groups. Excessive disciplinary actions against students violating dress code will be limited as it is harmful to the student’s record, disrupts learning, and wastes school resources.

4. MANDATORY HEALTH AND CONSENT CLASSES

We require the implementation of **mandatory** health and consent classes for every student enrolled in Worcester Public Schools. This mandatory education must begin in elementary school and continue through high school, as children of all ages need to be exposed to effective education around these topics. The health and consent education provided to students must be free of all forms of oppression, including but not limited to: racism, sexism, homophobia, and transphobia.

- a. We demand that the consent education **must** be taught using the [affirmative consent model](#). We also call for the end of abstinence only sex education in Worcester Public Schools, as this has been proven time and again to be detrimental. Students who are not properly educated on STI and pregnancy prevention are at a higher risk of contracting an STI or becoming pregnant. We also demand that adequate education be provided around contraception methods and options including birth control and condoms, and emergency contraception such as Plan B and abortion.
- b. We demand the school committee to reconsider its stance on the implementation of the Making Proud Choices model of sex education. The way the discussion was handled around this in 2019 was incredibly dismissive of the program's proven merits and was struck from consideration before it even reached a public committee discussion due to former and current committee members’ morals and invoked religiosity as a main stopping point — as this is a public school district religion should not be a factor in these decisions. We demand that this program, Making Proud Choices, is publicly discussed at a committee meeting, based only on its educational and health benefits for the students of the Worcester Public Schools.
- c. We demand that all secondary schools provide condoms for free to ensure safe sex for their students. Teen birth rates in Worcester are higher than

the state average, and as a county, cases of sexually transmitted diseases are rising as well. Among these cases, teenage pregnancy has shown to have a higher rate within minorities than white students. Since this may be because of wealth disparity, we demand that condoms be provided in the nurse's office.

5. CULTURAL COMPETENCY TRAINING FOR FACULTY/STAFF

We demand that Worcester Public Schools mandate cultural competency training for all faculty and staff as biases permeate every level of the school system, and that this training be overseen and subject to input and shaping from current WPS students. This is evident in the disproportionate discipline rates for students of color within the Worcester Public Schools system and the myriad of unethical instances documented through the Racism Free WPS page. Competency training must be administered in a way that would educate faculty and staff on the issues of racism, sexism, homophobia, transphobia, xenophobia, classism and ableism.

We draw from the work of Minnesota Professional Educator Licensing and Standards Board (PELSB) in providing competency training and [mandating](#) that educators all be trained in cultural competency, and also draw from the [National Education Association's Diversity Toolkit](#) as a primer for the issues faced by marginalized students. Racism Free WPS would be more than willing to provide input on the implementation of a cultural competency training.

6. MENTAL HEALTH COMPETENCY TRAINING FOR FACULTY/STAFF

We demand for the competent mental health response training of WPS faculty and staff in order to ensure that students receive the help they deserve when they need help. Statistics show that 1 in 6 children in the United States suffer from a mental health disorder, with suicide being the 2nd leading cause of death in young people ages 15 to 24. The number of suicides in children ages 10-24 has increased by 56% in recent years. Another alarming fact is that 72% of children will witness a traumatic event before the age of 18. We demand that all educators be proficient at recognizing signs of psychological and emotional dysregulation for the age groups in which they teach. In addition, we demand there be an adequate number of dedicated, trained counselors in each school in the district. This will ensure that all students are able to receive help and guidance. The American School Counseling Association has recommended there be one counselor per 250 students. We demand that all Worcester Public Schools follow this recommendation, in order to ensure the mental well-being of WPS's staff as well.

We draw from the work of Mental Health Colorado’s School Mental Health [toolkit](#), and emphasize the importance of educators also having a trauma-informed understanding of mental health, given that students may be dealing with trauma from abusive households, violence in their neighborhoods, migrant trauma, and more — particularly as a majority of WPS’s students are of color and low-income.

7. ETHNIC STUDIES CURRICULUM

We demand for a mandatory Ethnic Studies (ES) curriculum to be adopted district-wide along with the teacher preparation and training necessary to allow Worcester Public Schools students to have an education that is culturally sustaining and liberating. Ethnic Studies is a discipline that teaches the histories and cultures of marginalized racial communities and the concepts of race and ethnicity. In order to adopt ES, WPS needs to expand funding to recruit, train its current educators, and support educators of color (from the community) whose teaching philosophies align with the values of Ethnic Studies. Finally, communities and students should have the power to lead the efforts to adopt ES into the WPS district.

Established in 1969, Ethnic Studies originated from student and community demand, stemming from Black Student Union, Third World Liberation Front and the communities at San Francisco State University, and was created in response to a lack of ethnic history in the dominant canon. Today, it has evolved into a globally recognized field that places marginalized voices at the center to interrogate “power and how it articulates around the axes of race and ethnicity, gender, sexuality, class, and nation.” (Okihiro, 2010) Ethnic Studies is not just a celebration of cultural diversity or multiculturalism; it further exists to analyze how our communities are impacted by systems of oppression and power. At its core, Ethnic Studies, recognizes that institutionalized racism exists in the ways we learn and use knowledge. Rather than conforming to the oversights and inaccuracies in Euro-American curricula, Ethnic Studies places marginalized voices at the center of its goal and interrogates power, race/racism and its intersections.

8. DIVERSITY COUNSELORS

We demand that Worcester Public Schools set into motion a long-term plan to hire permanent diversity counselor positions for each high school tasked with responding specifically to the needs that arise psychologically, physically, and emotionally for youth

of color and other marginalized youth. Such a position is crucial for the well-being of marginalized youth.

9. ENVIRONMENTAL ACTION AND TRANSPARENCY

We demand that Worcester Public Schools employ more clear and transparent plan of action in response to the elevated levels of lead and/or copper in the drinking water and the existence of PCBs and Asbestos-containing materials at every Worcester Public School afflicted, informing parents, teachers, and students through communication sent home at every step of the way.

While we recognize the WPS's current and long-term actions in order to minimize environmental hazard and risk, explicit transparency on what is being done through communications sent home to students and parents is crucial in order for families to be aware of what hazards may still remain.

1. COP-FREE SCHOOLS

The city removal of School Resource Officers (SROs) as of January 1, 2022. The SROs were funded through the city.

2. RESTORATIVE JUSTICE FOR DISCIPLINED STUDENTS

The district adopted Collaborative Problem Solving (See: <https://thinkkids.org/>) as a proactive, foundational step to improve discipline. The basis of this evidence based program is “kids with challenging behavior don’t lack the *will* to behave well. They lack the *skills* to behave well.” Currently four schools are involved in implementing this strategy and receive biweekly coaching from Think: Kids. Recruitment for the next group of secondary schools will occur the first week in March. Elementary schools are waiting to hear the outcome of a grant application by Think: Kids. Restorative justice practices are being used in several sites as reported in the recent Teaching and Learning subcommittee, this approach, PBIS and similar programs are then layered onto the Collaborative Problem Solving foundation for a comprehensive approach to supporting students social-emotional development across the grades.

3. INCLUSIVE DRESS POLICY

The WPS dress code was updated in the SY 21-22 Student Policy Handbook. The Seattle Public Schools Policy was cited in the process.

4. MANDATORY HEALTH AND CONSENT CLASSES

The sexual health curriculum was implemented in SY 21-22.

(See: <https://worcesterschools.org/sexual-health-education-curriculum-information-sessions/>)

5. CULTURAL COMPETENCY TRAINING FOR FACULTY/STAFF

The Superintendent’s Formative Evaluation, July 2022, extensively documents the type and number of trainings in SY 20-21. Continuing and related trainings/professional development continue in SY 21-22 including staff participation in the city’s series “Worcester Resiliency & Racial Equity Community Practice Network-Foundational Course”. Extended topics that are brought back to the building level include: Dr. Irvin Scott supporting principals inclusion of race and equity awareness in staff meetings through “Leading for Access and Equity through Data”; the support of UMass Medical for professional development on trauma/mental health (Dr. Heather Forkey) and anti-bias (Maryann Jernigan) trainings; the expansion of Collaborative Problem Solving; the continuation of the Networks with culturally responsive practices/pedagogy; and the Barr Grade 9 Success initiative and launching of the WPS Portrait of a Graduate with input from students, caregivers and community stakeholders. Principals had a training on misgendering February 15th that they will bring to staff.

6. MENTAL HEALTH COMPETENCY TRAINING FOR FACULTY/STAFF

Dr. Heather Forkey, University of Massachusetts Pediatrician and Chief of the Child Protection Division, has been working to train the district staff for more than three years on mental health response training. The professional development model has been a live presentation/training to principals, a live presentation/training to school psychologists and school adjustment counselors, and a follow up presentation of the recorded presentation/training to staff through the monthly meeting with facilitation and discussion by the building administration and staff from the Office of Social and Emotional Learning. In preparation for the return to in person learning, staff had asynchronous training from Jessica Minihan (<https://jessicaminahan.com/>) and Stuart Ablon (<https://www.stuartablon.com/what-we-do>) on how to meet the needs of students as they return.

The sexual health curriculum was implemented in SY 21-22. (See: <https://worcesterschools.org/sexual-health-education-curriculum-information-sessions/>)

7. ETHNIC STUDIES CURRICULUM

Worcester Public Schools Inclusive Courses- 2021- 2022

The district continues to work with secondary schools to develop electives. Currently offered are Contemporary World Religions and African American Studies.

8. DIVERSITY COUNSELORS

The Office of Social and Emotional Learning, with the support of the School Committee, has consistently increased the number of counselors over the past few years with a focus on hiring qualified staff from diverse backgrounds, racially, ethnically and linguistically. The current job market shortage of clinicians is challenging for both public and private providers.

9. ENVIRONMENTAL ACTION AND TRANSPARENCY

WPS facilities continues to communicate with the staff, unions and public to address environmental concerns. Information relative to environmental activities are posted on the district website, please see link below. <https://worcesterschools.org/about/departments-offices/facilities-management/environmental-management/>

Annual reports are available on file at the building and district level. Testing/assessment is ongoing.

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, April 12, 2022

ITEM: Mr. Monfredo/Miss Biancheria/Mrs. Clancey/Ms. McCullough/Ms. Novick
(February 12, 2021)

Request that the Administration collaborate with community agencies, retired teachers and other groups, to study the feasibility of establishing a summer learning program to assist K-8 students.

PRIOR ACTION:

- 2-25-21 - Mr. Monfredo requested that the Administration consider formulation of a committee by early April.
On a roll call of 7-0, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.
- 3-30-21 - STANDING COMMITTEE ON GOVERNANCE AND EMPLOYEE ISSUES
Dr. O'Neil stated that new grant opportunities were announced by the State this week and plans for the 2022 summer programs have begun.
Mr. Monfredo made the following motion:
Request that the Administration provide an update in May regarding summer program possibilities and pandemic planning.
On a roll call of 3-0, the motion was approved.
- 4-8-21 - SCHOOL COMMITTEE MEETING – The School Committee approved the action of the Standing Committee as stated.
- 1-18-22 STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Dr. Morse stated that the Administration is looking for innovative ways to make the elementary school summer learning program more engaging for students.

BACKUP: Annex A (1 page) contains the Administration's response to the item.

PRIOR ACTION (continued)

- 1-18-22 - Dr. Sippel stated that WPS is partnering with Generation Teach, which engages educators as leadership residents, who train and supervise high school and undergraduates who are interested in teaching to lead a program for middle school students. He feels this is an opportunity to cultivate future educators within the community.
Ms. Kamara asked about reading programs and Dr. Morse stated that the Administration is exploring tutoring labs for students who need extra help.
- 2-3-22 - On a roll call of 3-0, the item was held for additional updates in March.
SCHOOL COMMITTEE MEETING – The School Committee approved the action of the Standing Committee as stated.

Managers and Principals are currently planning the summer school schedule which includes a tutoring component and opportunities for collaboration with community groups. More information will be forthcoming. The status of the virus has impacted the availability of volunteers during the pandemic but the district continues to monitor conditions to include and recruit volunteers as possible.

WPS anticipates continuing our ongoing collaboration with Rec Worcester. The district is also collaborating and providing funding for community agency collaboration through Woo Labs and their network of agencies/cultural institutions.

The Multilingual Learners Office is in the process of developing summer collaborations with community partners. The administration will provide a complete list of WPS summer program offerings in May.

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, April 12, 2022

ITEM: Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (November 9, 2021)

ITEM:

Request that the Administration explore utilizing virtual tutoring services for the students of the WPS.

PRIOR ACTION:

11-18-21 - Ms. McCullough requested that the Administration provide a report at a meeting of the Standing Committee on Teaching, Learning and Student Supports.

It was moved and voice voted to refer the item to the Standing Committee of Teaching, Learning and Student Supports.

1-18-22 STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS

Ellen Kelley stated that City View, Flagg Street and Norrback Avenue Schools will be utilizing Catapult Learning and the Ignite Program will be used at Quinsigamond Avenue School beginning in February. The programs are being funded by the One 8 Program and through DESE. The programs focus on foundational reading skills, are all virtual and will be held after school. The Catapult Learning Program at Flagg Street School will take place in the evening hours with assistance from families.

Dr. Sippel stated that the district has just begun looking at tutoring services at the secondary level. They did meet with representatives from Paper Education Company, but are also exploring other options.

(continued on Page 2)

BACKUP: Annex A (1 page) contains the Administration's response to the following:

Member Kamara requested that a chart be created containing the information on Catapult and Ignite.

The Administration continues to explore virtual tutoring services for secondary students and has met with some vendors. At this time, in person after school programs, virtual Plato for credit recovery, and Virtual High School classes/courses remain available.

PRIOR ACTION (continued)

- 1-18-22 - Bruce Duncan, representing Paper Education Company, presented an overview stating that it is a twenty-four hour platform with unlimited essay review and is currently available in four languages, English, Spanish, French and Mandarin. Students would be able to receive annotated feedback from tutors and is accessible on all platforms. Teachers are trained to apply the Socratic teaching method. He provided a demonstration of the program detailing the different search methods for students including typing in a question or logging in with a tutor. Tutors will not be sharing answers with the students. Files can be uploaded and assessed by the tutor for review and returned back to the student within 24 hours with feedback from the tutor. WPS teachers can access their student's usage and tutor comments. Chair McCullough was impressed with the 24/7 availability and the variety of subject areas. She asked if the Administration could explore piloting the program for one grade or a certain subset. Superintendent Binienda stated that the company does not prefer to do a pilot and that the cost would be over 1.4 million dollars and would have to go out for bid. Lydia Rodriguez, Assistant Superintendent of Springfield Public Schools, stated that Springfield has been using Paper for over four years and teachers are also using it in the classroom allowing them to work with smaller class groups. She stated that it has been very helpful with staffing shortages and provided equity to learning and acceleration. Vice-Chair Mailman asked if the elementary teachers suggest the tutoring or do the students ask for the help. Ms. Kelley stated that all three principals meet with the project managers and receive input from the teachers, but families also can request the extra help. Ms. Kamara asked if there is any video component with Paper and Mr. Duncan stated that most students preferred the anonymity and video could pose a privacy issue.

(the following motions were considered together)

Chair McCullough made the following motions:

Request that the Administration provide an update in March on the Catapult and Ignite tutoring programs in the elementary schools.

Request that the Administration continue a conversation with Paper and explore what the opportunities are for utilizing their virtual tutoring services and consider sending out a bid for comparison and provide an update at the February 8, 2022 meeting of Teaching, Learning and Student Supports.

(continued on Page 3)

PRIOR ACTION (continued)

- 1-18-22 - Ms. Kamara made the following motion:
Request that the Administration provide a report on the elementary quadrants' use of Catapult and Ignite.
On a roll call of 3-0, the motions were approved.
On a roll call of 3-0, the item was held for the meeting of February 8, 2022.
- 2-3-22 - SCHOOL COMMITTEE MEETING – The School Committee approved the action of the Standing Committee as stated.
Superintendent Binienda stated that she met with Mr. Duncan regarding a pilot for grades 9-12.
Vice-Chair Mailman requested that an update be provided with the scope and cost of the program.
On a roll call of 3-0, the item was held.
- 2-17-22 - SCHOOL COMMITTEE MEETING – The School Committee approved the action of the Standing Committee as stated.
- 2-8-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Superintendent Binienda stated that she met with Mr. Duncan regarding a pilot for grades 9-12.
Vice-Chair Mailman requested that an update be provided with the scope and cost of the program.
On a roll call of 3-0, the item was held.
- 2-17-22 - SCHOOL COMMITTEE MEETING - The School Committee approved on a roll call of 7-0, the action of the Standing Committee as stated.
- 3-15-22 STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Ellen Kelley, Manager of Instructional and School Leadership, stated that Catapult and Ignite programs have allowed for one to one and four to one instruction on a consistent basis. There is no data available because Catapult just began and a walk through with Ignite and the One8 Foundation is scheduled for March 23, 2022. The Catapult program is done in twelve week blocks which will take students through the end of the school year. Depending on funding, the district is planning on using one or both of the programs for the summer school programs. She also stated that Catapult tutoring is done during after school and Ignite is during the school day.
Chair McCullough asked if there were any challenges encountered regarding Flagg Street School using the program at night and Ms. Kelley stated that other than a few technical issues in the beginning, the families reported that the program was going well.

PRIOR ACTION (continued)

3-15-22 Member Kamara requested that a chart be created containing the information on Catapult and Ignite and Ms. Kelley stated that she has that chart and will provide that information.
On a roll call of 3-0, the item was held.

Annex A

Response to Member Kamara's request

Tutoring, Spring, 22		
School	Model	Number of Students
Ignite Tutoring		
Quinsigamond	One to One Tutoring Remote During the school day Students meet with their tutor in classroom or other designated space	30 plus
Catapult Tutoring		
Flagg Street	Four to One Tutoring Remote Evening: At Home Three sessions a week for 40 minutes Start Date: Week of Feb. 6	20 Students
City View	Four to One Tutoring Remote After School Program Three sessions a week for 40 minutes Start Date: Week of Feb. 6	36 Students
Norrback	Four to One Tutoring Remote After School Program Three sessions a week for 40 minutes Start Date: March 1	27 Students
Clark Street School	Four to One Tutoring Remote After School Program Three sessions a week for 40 minutes Start Date: March TB 14	TBD

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, April 12, 2022

ITEM: Clerk (February 9, 2022)

To consider a communication from a citizen regarding the addition of elementary school librarians.

PRIOR ACTION:

2-17-22 - Jody Chapdelaine requested that school librarians be brought back into the WPS. She proposed the formulation of a ten-year plan which would include certified school librarians and volunteers in the thirty schools that do not have satellite librarians.
On a roll call of 7-0, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: **(consider with gb 2-56)**
Annex A (2 pages) contains the Administration's response to the item.

Currently, the WPS does not have any elementary school librarians. Some elementary schools have parent/community volunteers that support teachers and student use of the library.

WPS schools that house a WPL satellite: Burncoat Prep, Goddard, Roosevelt (currently closed), Tatunck Magnet

The district is in the process of purchasing Follett Destiny software for library automation in the secondary schools. Because there are no elementary librarians, the district is not purchasing automation software for the elementary schools.

The bookmobile calendar for Libby can be found [HERE](#)

Some of the related work for secondary school librarians includes:

- Teaching library research classes, and other classes
- Maintaining and updating school websites
- Creating and distributing school newsletters to students and parents/caregivers
- Hosting before/after school book clubs and lunch group book clubs
- Fundraising to secure new materials
- Supporting/revising Summer Reading suggested book lists, project suggestions, and the district Summer Reading website
- Training on library automation software programs
- Responsible for the distribution/support/replacement of Chromebooks and support for teacher technology issues
- Supporting students with research/homework/school work help
- Provide a safe, and welcoming LGBTQIA+ friendly space for all students
- Host/run clubs including: Gay Straight Alliance, Poetry Club, Book Club, MUN Club
- Google Trainers
- Maintain hotspots
- I Safe Training for the building to maintain erate (Internet Safety, Digital Citizenship. Is required yearly)
- Train staff for Verizon Innovative Schools- work with ACP to provide discount internet to WPS families
- Professional development for teachers on the following topics: Google Workspace, Gale Databases, SORA
- ACCESS, MCAS testing, AP Testing, SAT testing - support to MCAS Specialist, proctoring, oversee make up testing, troubleshoot devices that are not working during testing
- Digital Citizenship
- Purchasing and maintaining collections
- Promoting monthly reading initiatives

Annex A
gb 2-56 and
c&p 2-4

- IT Liaison for entire building (projectors, printers, chromebook fixing/distribution, teaching teachers how to use their mac and troubleshooting other issues they have with tech)
- Introducing books to reluctant readers (I've had a lot of success with this this year!)
- Providing book suggestions
- Taking active roles in school and district curriculum and leadership teams
- Provide assistance in locating information and developing search strategies skills.
- Create video tutorials on Gale Databases, Google tools, summer reading(book talks), etc. to support teachers, staff, and students.
- Textbooks - cataloging, distribution, tracking(sign in/out)
- Support the textbook online platforms: McGraw Hill, StudySync, etc.

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, April 12, 2022

ITEM: Kamara/Clancey/Johnson/Novick (January 26, 2022)

To review the 2022 Summer Reading List per grade.

PRIOR ACTION:

2-3-22 - On a roll call of 7-0, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: Annex A (12 pages) contains a list of suggested titles for 2022.

Summer Reading Lists have been reviewed and revised as needed by grade span. The lists are suggested titles that students/caregivers can choose from and include a diverse and representative selection of titles and authors that are reflective of our student community.

A working committee consisting of all secondary school librarians, the History/Social Science, Library Liaison, and the Elementary ELA Focused Instructional Coach reviewed and updated the previous lists. Drafts of the current lists include input from the Worcester Public Library Youth Services staff, Focused Instructional Coaches, principals, and liaisons.



Dear Caregivers,

Summer reading is an opportunity for students to enjoy and explore books as your family develops a reading routine and spends time together. Research shows that when children read with their caregivers, they expand their literacy skills, engage their imaginations, and learn how to use language to make sense of what they see and hear in the world around them. Spending time together reading aloud provides an opportunity to bond with your child while they explore people, places, times and events beyond their own experiences. By modeling your own joy of reading, you set the stage for your child to develop a lifelong love of books.

The Worcester Public Schools' summer reading program includes a suggested list of diverse titles and authors encompassing a variety of genres, topics, and experiences. This list provides suggestions only. Students and families are encouraged to explore books that are of interest to them. As Pete the Cat would say, "It's all good!"

Students should submit their summer reading assignments to their teacher when we return to school in August.

Please visit the WPS summer reading website for additional information including links to ebooks, audiobooks and more by scanning the QR code at the bottom of this page. We appreciate your support! Happy reading!

Requirement for Students Entering Pre-K & K:

- 1. Read multiple books of your choice with your child each week. Suggestions are included on the back of this sheet.**
- 1. Each week, discuss the books read with your child. Choose one book to add to the reading log per week.**
- 1. Submit the reading log to your child's teacher at the start of school.**



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Storybooks for Family Sharing

A Big Mooncake for Little Star by Grace Lin
All the World by Liz Garton Scanlon
Bear Came Along by Richard T. Morris
Brick by Brick by Heidi Woodward Sheffield
Catch That Chicken by Atinuke
Do Like Kyla by Angela Johnson
Don't Let the Pigeon Drive the Bus by Mo Willems
Everybody in the Red Brick Building by Anne Wynter
Fry Bread by Kevin Noble Maillard
Honey...Honey...Lion! By Jan Brett
I Got Rhythm by Connie Schofield-Martin
In the Small, Small Pond by Denise Fleming
Jamaica's Find by Juanita Hill
Jonathan and His Mommy by Irene Smalls
Lola at the Library by Anna McQuinn
Kitten's First Full Moon by Kevin Henkes
Knuffle Bunny by Mo Willems
Rosie Goes to Preschool by Karen Katz
Say Hello by Rachel Isadora
Summer Days and Nights by Wong Herbert Yee
The King of Kindergarten by Derrick Barnes
The Littlest Family's Big Day by Emily Winfield Martin
The Three Billy Goats Gruff by Jerry Pickney
The Very Hungry Caterpillar by Eric Carle
Thunder Boy, Jr. by Sherman Alexia
Twenty Yawns by Jane Smiley
Where the Wild Things Are by Maurice Sendak

Informational Books for Family Sharing

Bird Builds a Nest by Martin Jenkins
Dreaming Up by Christy Hale
Hey, Water! by Antoinette Portis
I Want to be a Doctor by Laura Driscoll
Fabulous Frogs by Martin Jenkins
Odd Beasts: Meet Nature's Weirdest Animals by Laura Gehl
Ocean Animals from Head to Tail by Stacey Rodrick
What do you do with a Tail Like This? by Steve Jenkins & Robin Page
We All Play by Julie Flett
Who Has These Feet? by Laura Hulbert

Poetry & Books to Sing

5 Little Ducks by Denise Fleming
Baa, Baa, Black Sheep by Jane Cabrera
He's Got the Whole World in His Hands by Kadir Nelson
Little Poems for Tiny Ears by Lin Oliver
My People by Langston Hughes
Old Mikamba Had a Farm by Rachel Isadora
Over in the Meadow by Olive Wadsworth
The Neighborhood Mother Goose by Nina Crews
The Neighborhood Sing-Along by Nina Crews

Books with Predictable Text

Bark George by Jules Feiffer
Dear Zoo by Rod Campbell
I Went Walking by Sue Williams
Llama Llama Red Pajama by Anna Dewdney
Mrs. Wishy Washy by Joy Cowley
Oh no! by Candace Fleming
Pete the Cat: I Love my White Shoes by James Dean
Silly Sally by Audrey Wood
Thank You, Omu! by Oge Mora
The Napping House by Audrey Wood
The Very Busy Spider by Eric Carle
There Was an Old Lady Who Swallowed a Fly by Lucille Colandro
We're Going on a Bear Hunt by Helen Oxenbury

Books to Introduce Early Learning Concepts

Anno's Counting Book by Mitsumasa Anno
Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr.
City Shapes by Diana Murray
Chicka, Chicka Boom, Boom by Bill Martin, Jr.
Pete the Cat and His Four Groovy Buttons by James Dean
Mix It Up by Herve Tullet
Planting a Rainbow by Lois Elhert
Red is a Dragon by Grace Lin
Round is a Tortilla by Roseanne Greenfield Thong
Ten, Nine, Eight by Molly Bang

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Grade: Pre K-K



Dear Caregivers,

Summer reading is an opportunity for students to enjoy and explore books as your family develops a reading routine. Research shows that when children read daily, they expand their vocabularies, engage their imaginations, and explore people, places, times and events beyond their own experiences. All children benefit from opportunities to listen to books read aloud and engage in rich conversation about books with caregivers. Some may also be ready to read some books independently. By modeling your own joy of reading, you set the stage for your child to develop a lifelong love of books.

The Worcester Public Schools' summer reading program includes a suggested list of diverse titles and authors encompassing a variety of genres, topics, and experiences. This list provides suggestions only. Students and families are encouraged to explore books that are of interest to them. As Pete the Cat would say, "It's all good!"

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Requirement for Students Entering Grades 1 & 2:

- 1. Read multiple books of your choice with your child each week. Suggestions are included on the back of this sheet.**
- 1. Each week, discuss the books read with your child. Choose one book to add to the reading log per week.**
- 1. Submit the reading log to your child's teacher at the start of school.**



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Fiction Titles for Family Sharing

All Are Welcome by Alexandra Penfold
Alma and How She Got Her Name by Juana Martinez-Neal
Blackout by John Rocco
Because by Mo Willems
Big Red Lollipop by Rukhsana Kahn
Bubbles... Up! by Jacqueline Davies
Black Is a Rainbow Color by Angela Joy
Carpenter's Helper by Sybil Rosen
Eyes that Kiss in the Corners by Joanna Ho
Fry Bread by Kevin Noble Maillard
Grumpy Monkey by Suzanne Lang
Hot Day on Abbott Avenue by Karen English and Javaka Steptoe
Jabari Jumps by Gaia Cornwall
Julian is a Mermaid by Jessica Love
Maybe Something Beautiful by Rafael López
Me & Mama by Cozbi A. Cabrera
My Best Friend by Julie Fogliano & Jillian Tamaki
Milo Imagines the World by Matt de la Peña
Over and Under the Pond by Kate Messner
Rosie Revere Engineer by Andrea Beaty
Saturday by Oge Mora
Stellaluna by Janell Cannon
The Last Stop on Market Street by Matt de la Peña
The Longest Storm by Dan Yaccarino
The Mermaid by Jan Brett
The Wooden Robot and the Log Princess by Tom Gauld
We Laugh Alike / Juntos nos reímos: A Story That's Part Spanish, Part English, and a Whole Lot of Fun by Carmen T. Bernier-Grand
Zonia's Rain Forest by Juana Martinez-Neal

Poetry

A Hatful of Dragons: And More than 13.8 Billion Other Funny Poems by Vikram Madan
Animal Ark: Celebrating our Wild World in Poetry and Pictures by Kwame Alexander
Change Sings by Amanda Gorman
Flutter & Hum / Aleteo y Zumbido by Julie Paschkis
Good Sports: Rhymes About Jumping, Throwing, and More by Jack Prelutsky
Here's a Little Poem: A Very First Book of Poetry by Jane Yolen
Imagine by Juan Felipe Herrera

Nonfiction Titles for Family Sharing

An Island Grows by Lola Schaefer
Biblioburro a True Story from Columbia by Jeanette Winter
Drum Dream Girl by Margarita Engle
From Seed to Plant by Gail Gibbons
Gravity by Jason Chin
I Fall Down by Vicki Cobb
Just You and Me: Remarkable Relationships in the Wild by Jennifer Ward and Alexander Vidal
Life Size by Sophie Penn
Radiant Child: The Story of Young Artist Jean-Michel Basquiat by Javaka Steptoe
Sharuko: El arqueólogo peruano Julio C. Tello / Peruvian Archaeologist
Julio C. Tello by Monica Brown
The Beetle Book by Steve Jenkins
The Watcher: Jane Goodall's Life with Chimps by Jeanette Winter
Trombone Shorty by Troy Andrews

Books for Beginning Readers

Beak & Ally (series) by Norm Feuti
Elephant & Piggie (series) by Mo Willems
Flat Stanley (series) by Jeff Brown
Fly Guy (series) by Ted Arnold
Frog and Toad (series) by Arnold Lobel
Fox the Tiger by Corey R. Tabor
Henry & Mudge (series) by Cynthia Rylant
I Hop by Joe Cepeda
I See a Cat by Paul Meisel
I Want to Be a Doctor by Laura Driscoll
Jump by David McPhail
Katie Woo (series) by Fran Manushkin
Little Bear (series) by Else Holmelund Minarik
Lin and Ting (series) by Grace Lin
National Geographic Kids Readers (series – authors vary)
Nothing Fits a Dinosaur by Jonathan Fenske
Penny (series) by Kevin Henkes
Pete the Cat (series) by James Dean
Robot & Rico (series) by Anastasia Suen
Stop! Bot! by James Yang
What About Worms! by Ryan T. Higgins

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Dear Caregivers,

Summer reading is an opportunity for students to enjoy and explore books as your family develops a reading routine. Research shows that when children read daily, they expand their vocabularies, engage their imaginations, and explore people, places, times and events beyond their own experiences. All children benefit from opportunities to listen to books read aloud and engage in rich conversation about books with caregivers. Students in this age group are also ready to read some books independently. By modeling your own joy of reading, you set the stage for your child to develop a lifelong love of books.

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Students should submit their summer reading assignments to their teacher when we return to school in August.

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Requirement for Students Entering Grades 3 & 4:

- 1. Read books of your choice for at least 20 minutes each day. Suggestions are included on the back of this sheet.**
- 1. Choose three books you have read. Choose one activity to complete for each of the three books.**
- 1. Submit the three activities to your teacher at the start of school.**



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Fiction Picture Books

A Map into the World by Kao Kalia Yang
A Different Pond by Bao Phi
After the Fall by Dan Santat
Anita and the Dragons by Hannah Carmona
Carmela Full of Wishes by Matt de la Peña
Cendrillon by Robert D. San Souci
Crickwing by Janell Cannon
Drawn Together by Minh Le
Going Down Home with Daddy by Kelly Starling Lyons
Hello Lighthouse by Sophie Blackall
I Am the Subway by Kim Hyo-eun
If You Come to Earth by Sophie Blackall
It Fell From the Sky by Terry Fan & Eric Fan
King of the Sky by Nicola Davies
Knock, Knock by Daniel Beaty
Mango, Abuela, and Me by Meg Medina
Miguel and the Grand Harmony by Matt de la Peña
Mufaro's Beautiful Daughters by John Steptoe
My Rows and Piles of Coins by Tololwa M. Mollel
My Name Is Yoon by Helen Recorvits
The Day You Begin by Jacqueline Woodson
The Little Mermaid by Jerry Pinkney
The Night Walk by Marie Dorléans
The True Story of the Three Little Pigs by Jon Scieszka
Those Shoes by Maribeth Boelts
Watercress by Andrea Wong
When Lola Visits by Michelle Sterling

Poetry

A Place Inside of Me: A Poem to Heal the Heart by Zetta Elliott
Animal Poems of the Iguazu by Francisco Alarcon
Can I Touch Your Hair? by Irene Latham & Charles Waters
Crown: An Ode to the Fresh Cut by Derrick Barnes
Flutter & Hum / Aleteo y Zumbido by Julie Paschkis
Imagine by Juan Felipe Herrera
Mirror Mirror: A Book of Reverso Poems by Marilyn Singer
Out of Wonder: Poems Celebrating Poets by Kwame Alexander
Shape Me a Rhyme by Jane Yolen
Where the Sidewalk Ends by Shel Silverstein

Nonfiction Picture Books

A Boy and a Jaguar by Alan Rabinowitz
An Egg Is Quiet by Dianna Hutts Aston
Emmanuel's Dream by Laurie Ann Thompson
Malala's Magic Pencil by Malala Yousafzai
Ordinary People Change the World (series) by Brad Meltze
One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia by Miranda Paul
Rescue & Jessica: A Life-Changing Friendship by Jessica Kensky & Patrick Downes
Summertime Sleepers: Animals That Estivate by Melissa Stewart
The Girl Who Thought in Pictures by Julia Finley Mosca
The Noisy Paint Box by Barb Rosenstock
What's Inside a Flower? By Rachel Ignotofsky
We Got Game! 35 Female Athletes Who Changed the World by Aileen Weintraub
Your Place in the Universe by Jason Chin

Chapter Books

A Boy Called Bat by Elana K. Arnold
A to Z Mysteries (series) by Ron Roy
Any Day with You by Mae Respicio
Humphrey (series) by Betty G. Birney
I Survived (series) by Lauren Tarshis
J.D. and the ... (series) by J. Dillard
Jo Jo Makoons: The Used-to-Be Best Friend by Dawn Quigley
Keena Ford (series) by Melissa Thomson & Frank Morrison
King & Kayla (series) by Dori Hillestad Butler
Lola Levine (series) by Monica Brown
Magic Tree House (series) by Mary Pope Osborne
Nikki & Deja (series) by Karen English
Princess Black (series) by Shannon Hale
Secrets of Droon (series) by Tony Abbott
Sophia Martinez (series) by Jacqueline Jules
Stella Díaz (series) by Angela Dominguez
Stunt Boy by Jason Reynolds
The Total Eclipse of Nestor Lopez by Adrianna Cuevas
The Notebook of Doom (series) by Troy Cummings
Truman the Dog by Debbi Michiko Florence
Yasmin (series) by Saadia Faruqi
Who Was? / What Was? (nonfiction series - authors vary)
Zoey and Sassafras (series) by Asia Citro

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Grade: 3-4



Dear Caregivers,

Summer reading is an opportunity for students to enjoy and explore books. Research shows that when children read daily, they expand their vocabularies, engage their imaginations, and explore people, places, times and events beyond their own experiences. Although students in this age group are independent readers, they also benefit from opportunities to listen to books read aloud and engage in rich conversation about books with caregivers.

The Worcester Public Schools' summer reading program includes a suggested list of diverse titles and authors encompassing a variety of genres, topics, and experiences. This list provides suggestions only. Students are encouraged to explore books that are of interest to them.

Students should submit their summer reading assignments to their teacher when we return to school in August.

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Requirement for Students Entering Grades 5 & 6:

- 1. Read books of your choice for at least 20 minutes each day. Suggestions are included on the back of this sheet.**
- 1. Choose three books you have read. Choose one activity to complete for each of the three books.**
- 1. Submit the three activities to your teacher at the start of school.**



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= graphic novels

Contemporary Fiction Suggestions:

- *Ali Cross* by James Patterson
- *Stand Up, Yumi Chung!* by Jessica Kim
- *The Epic Fail of Arturo Zamora* by Pablo Cartaya
- *El Deafo* by Cece Bell
- *Tight* by Torrey Maldonado
- *Amina's Voice* by Hena Khan
- *A Boy Called Bat* by Elana K. Arnold
- *Front Desk* by Kelly Yang
- *From the Desk of Zoe Washington* by Janae Marks
- *Hoot* by Carl Hiaasen
- *The One and Only Ivan* by Katherine Applegate
- *When You Trap a Tiger* by Tae Keller
- *Wonder* by R.J. Palacio
- *The Other Half of Happy* by Rebecca Balcarcel
- *Wishree* by Katherine Applegate
- *The Year I Flew Away* by Marie Arnold
- *A Wish in the Dark* by Christina Soontornvat
- *Before the Ever After* by Jacqueline Woodson

Historical Fiction Suggestions:

- *The Mighty Miss Malone* by Christopher Paul Curtis
- *Let the Children March* by Monica Clark-Robinson
- *Finding Langston* by Lesa Cline-Ransome
- *Fred Korematsu Speaks Up* by Laura Atkins and Stan Yogi
- *Ashes* by Laurie Halse Anderson
- *I Lived on Butterfly Hill* by Marjorie Agosin
- *The Evolution of Calpurnia Tate* by Jacqueline Kelly
- *We Dream of Space* by Erin Entrada Kelly
- *Inside Out and Back Again* by Thanhà Lai

Fantasy and Mystery Suggestions:

- *Arcade and the Triple T Token* by Rashad Jennings
- *Dactyle Hill Squad* by Daniel Jose Older
- *Echo* by Pam Munoz Ryan
- *Lumberjanes, Issue 1* by Shannon Watters, Grace Ellis and Noelle Stevenson
- *The Marvels* by Brian Selznick
- *The Case of the New Professor* by Steve Brezenoff
- *Spy School: British Invasion* by Stuart Gibbs
- *39 Clues series* by Rick Riordan
- *Goldie Vance series:* by Hope Larson
- *The Jumbies* by Tracey Baptiste
- *Wild Born* by Brandon Mull

Nonfiction Suggestions

- *The Woman All Spies Fear* by Amy Butler Greenfield
- *Courage Has No Color, the True Story of the Triple Nickles* by Tanya Lee Stone
- *The Cat I Never Named* by Amra Sabic-El-Rayees
- *Astrophysics for Young People in a Hurry* by Neil deGrasse Tyson, Gregory Mone
- *We are Grateful: Owalikeli* by Traci Sorell
- *Separate Is Never Equal* by Duncan Tonatiuh
- *Spooked!* By Gail Jarrow
- *The Genius Under the Table: Growing Up Behind the Iron Curtain* by Eugene Yelchin
- *Becoming RBG: Ruth Bader Ginsburg's Journey to Justice* by Debbie Levy
- *Betty Before X* by Ilyasah Shabazz

Poetry Suggestions:

- *Thanks: Poems of Gratitude* by Miranda Paul
- *Can I Touch Your Hair? Poems of Race, Mistakes, and Friendship* by Irene Latham & Charles Waters
- *Out of Wonder: Poems Celebrating Poets* by Kwame Alexander

Biography and Autobiography Suggestions:

- *Barnum's Bones* by Tracey Fern
- *Changing the Equation* by Tonya Bolden
- *Muslim Girls Rise* by Saira Mir
- *The Girl Who Drew Butterflies* by Joyce Sidman
- *Torpedoed* by Deborah Heiligman
- *This Promise of Change* by Jo Ann Allen Boyce and Debbie Levy
- *What Color Is My World?* By Kareem Abdul Jabbar

Sports Suggestions:

- *Life in Motion* by Misty Copeland
- *The Crossover* by Kwame Alexander
- *All Thirteen* by Christina Soontornvat
- *My Year in the Middle* by Lila Quintero Weaver
- *Who Are Venus and Serena Williams?* by James Buckley, Jr.
- *Cristiano Ronaldo* by Brianna Buttista
- *Who Was Kobe Bryant?* By Ellen Labrecque
- *Gymnastics Superstar Simone Biles* by Jon M. Fishman
- *A Sporting Chance: How Ludwig Guttmann Created the Paralympic Games* by Lori Alexander
- *What is the Super Bowl?* By Dina Anastasio
- *Breakaway* by Alex Morgan
- *Tony Hawk* by Matt Christopher
- *Finding the Edge* by Karen Chen
- *David Ortiz* by Jeff Savage
- *We Got Game! 35 Female Athletes Who Changed the World* by Aileen Weintraub

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The Worcester Public Schools' summer reading program includes a suggested list of diverse titles and authors encompassing a variety of genres, topics, and experiences. This list provides suggestions only. Students are encouraged to explore books that are of interest to them.

Students should submit their summer reading assignments to their teacher when we return to school in August.

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Requirement for Students Entering Grades 7 & 8:

- 1. Read books of your choice for at least 20 minutes each day. Suggestions are included on the back of this sheet.**
- 1. Choose three books you have read. Choose one activity to complete for each of the three books.**
- 1. Submit the three activities to your teacher at the start of school.**



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=books that include LGBTQIA+ characters / plot
 = graphic novels

<p>Contemporary Fiction Suggestions:</p> <ul style="list-style-type: none"> • <i>Ain't Burned All the Bright</i> by Jayson Reynolds • <i>Look Both Ways</i> by Jason Reynolds • <i>Brendan Buckley's Universe and Everything in it</i> by Sundee T. Frazier • <i>Yusuf Azeem is Not a Hero</i> by Saadia Faruqi • <i>Starfish</i> by Lisa Fipp • <i>New Kid</i> by Jerry Craft • <i>Merci Suarez Changes Gears</i> by Meg Medina • <i>Black Boy Joy: 17 Stories Celebrating Black Boyhood</i> Edited by Kwame Mbalia • <i>Summer of Brave</i> by Amy Noelle Parks • <i>Thanks A Lot, Universe</i> by Chad Lucas • <i>Monster</i> by Walter Dean Myers (Novel & Graphic Novel) • <i>Piecing Me Together</i> by Renée Watson • <i>Clean Getaway</i> by Nic Stone <p>Historical Fiction Suggestions:</p> <ul style="list-style-type: none"> • <i>Radium Girls</i> by Kate Moore • <i>M.C. Higgins the Great</i> by Virginia Hamilton • <i>The Beatrice Prophecy</i> by Kate DiCamillo, illus. by Sophie Blackall • <i>Soul Lanterns</i> by Shaw Kuzki • <i>Red, White, and Whole</i> by Rajani LaRocca <p>Poetry Suggestions:</p> <ul style="list-style-type: none"> • <i>Locomotion</i> by Jacqueline Woodson • <i>The Crossover</i> by Kwame Alexander • <i>Planet Middle School</i> by Nikki Grimes • <i>Out of Wonder</i> by Kwame Alexander 	<p>Sci-Fi and Fantasy Suggestions:</p> <ul style="list-style-type: none"> • <i>Wayside School (series)</i> by Louis Sachar • <i>Artemis Fowl (series)</i> by Eoin Colfer (Novel or Graphic Novel) • <i>The Chronicles of Narnia (series)</i> by C.S. Lewis • <i>Amari and the Night Brothers</i> by B.B. Alston (Series) • <i>One Jar of Magic</i> by Corey Ann Haydu • <i>The Last Cuentista</i> by Donna Barba Higuera • <i>Too Bright to See</i> by Kyle Lukoff • <i>Ghost Boys</i> by Jewell Parker Rhodes <p>Sports Suggestions:</p> <ul style="list-style-type: none"> • <i>Ghost (Track Series)</i> by Jason Reynolds • <i>Bird in a Box</i> by Andrea Davis Pinkney • <i>The Crossover</i> by Kwame Alexander (Novel & Graphic Novel) • <i>Million-Dollar Throw</i> by Mike Lupica • <i>Dragon Hoops</i> by Gene Luang Yang • <i>Roller Girl</i> by Victoria Jamieson <p>Mythology & Folklore Suggestions:</p> <ul style="list-style-type: none"> • <i>Lalani of the Distant Sea</i> by Erin Entrada Kelly • <i>Trials of Apollo (series)</i> by Rick Riordan • <i>Maya and the Rising Dark</i> by Rena Barron • <i>Aru Shah and the End of Time</i> by Roshani Chokshi • <i>The Sea of Trolls</i> by Nancy Farmer 	<p>Mystery / Thrillers Suggestions:</p> <ul style="list-style-type: none"> • <i>The Great Greene Heist</i> by Varian Johnson • <i>Hoodoo</i> by Ronald Smith • <i>The Dark Thirty</i> by Patrica McKissack • <i>The Robyn Hoodlum Adventure Series</i> by Kekla Magoon • <i>The Ash House</i> by Angharad Walker • <i>What Lives in the Woods</i> by Lindsey Currie <p>Non-Fiction Suggestions:</p> <ul style="list-style-type: none"> • <i>The Woman All Spies Fear</i> by Amy Butler Greenfield • <i>The Cat I Never Named</i> by Amra Sabic-El-Rayees • <i>How We Got to the Moon</i> by John Rocco • <i>Stamped (For Kids): Racism, Anti Racism, And You</i> By Jason Reynolds & Ibram X. Kendi • <i>The Genius Under the Table: Growing Up Behind the Iron Curtain</i> by Eugene Yelchin • <i>Becoming RBG: Ruth Bader Ginsburg's Journey to Justice</i> by Debbie Levy • <i>Betty Before X</i> by Ilyasah Shabazz • <i>I am Malala: How One Girl Stood Up For Education And Changed The World</i> by Malala Yousafzai • <i>The 57 Bus: A True Story of Two Teenagers and the Crime That Changed Their Lives</i> by Dashka Slater • <i>When Stars are Scattered</i> by Victoria Jamieson
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Dear Caregivers,

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Requirement for Students Entering Grades 9-12:

- 1. Read books of your choice for at least 20 minutes each day. Suggestions are included on the back of this sheet.**
- 1. Choose three books you have read. Choose one activity to complete for each of the three books.**
- 1. Submit the three activities to your English teacher at the start of school.**



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DRAFT

=books that include LGBTQIA+ characters / plot
 = graphic novels

<p>Contemporary Fiction Suggestions:</p> <ul style="list-style-type: none"> • <i>On the Come Up</i> by Angie Thomas • <i>Patron Saints of Nothing</i> by Randy Ribay • <i>Wild Tongues Can't Be Tamed</i> 15 Voices From the Latinx Diaspora • <i>Dear Martin</i> by Nic Stone • <i>All American Boys</i> by Jason Reynolds • <i>The Love and Lies of Rukhsana Ali</i> by Sabina Khan • <i>American Street</i> by Ibi Zoboi • <i>Piecing Me Together</i> by Renée Watson • <i>Saints and Misfits</i> by S.K. Ali • <i>The Voting Booth</i> by Brandy Colbert • <i>If I Was Your Girl</i> by Meredith Russo • <i>Aristotle & Dante Discover the Universe Series</i> by Benjamin Alire Sáenz • <i>Love, Hate & Other Filters</i> by Samira Ahmed • <i>With the Fire on High</i> by Elizabeth Acevedo <p>Historical Fiction Suggestions:</p> <ul style="list-style-type: none"> • <i>All Out: The No Longer Secret Stories of Queer Teens Throughout The Ages</i> by Sandra Mitchell • <i>Displacement</i> by Kiku Hughes • <i>Code Name Verity</i> by Elizabeth Wein • <i>The Book Thief</i> by Markus Zusak • <i>Eleanor & Park</i> by Rainbow Rowell • <i>The Girl in the Blue Coat</i> by Monica Hess • <i>Butterfly Yellow</i> by Thanhha Lai • <i>The Downstairs Girl</i> by Stacey Lee • <i>Last Night at the Telegraph Club</i> by Malinda Lo • <i>The Nightingale</i> by Kristin Hannah • <i>The Invisible Life of Addie LaRue</i> by VE Schwab 	<p>Poetry Suggestions:</p> <ul style="list-style-type: none"> • <i>Inside Out and Back Again</i> by Thanhha Lai • <i>You Don't Even Know Me: Stories and Poems about Boys</i> by Sharon G. Flake • <i>Long Way Down</i> by Jason Reynolds (graphic novel option) • <i>What My Mother Doesn't Know</i> by Sonya Sones • <i>Clap When You Land</i> by Elizabeth Acevedo <p>Sci-Fi and Fantasy Suggestions:</p> <ul style="list-style-type: none"> • <i>Kindred</i> by Octavia Butler • <i>The Gilded Ones</i> by Namina Forna • <i>Children of Blood and Bone</i> by Tomi Adeyemi • <i>The Fifth Season</i> by N.K. Jemisin • <i>Any's Ghost</i> by Vera Brosgol • <i>The Ten Thousand Doors of January</i> by Alix E. Harrow • <i>On a Sunbeam</i> by Tillie Walden • <i>The Fellowship of the Ring</i> by J.R.R. Tolkien • <i>The Shadowshaper Series</i> by Daniel José Older • <i>The Midnight Library</i> by Matt Haig • <i>The Red Queen</i> by Victoria Aveyard • <i>Pluto</i> by Naoiki Urasawra • <i>Legendborn</i> by Tracy Deonn • <i>The Ruins of Gorlan</i> by John Flanagan • <i>The Enemy</i> by Charlie Higson • <i>Gone</i> by Michael Grant <p>Sports Suggestions:</p> <ul style="list-style-type: none"> • <i>The Mamba Mentality: How I Play</i> by Kobe Bryant • <i>Dragon Hoops</i> by Gene Luen Yang • <i>The Crossover</i> by Kwame Alexander • <i>Ghost</i> (Track Series) by Jason Reynolds 	<p>Mythology & Folklore Suggestions:</p> <ul style="list-style-type: none"> • <i>Song of Achilles</i> by Madeline Miller • <i>The King Must Die</i> by Mary Renault • <i>A Thousand Ships</i> by Natalie Haynes • <i>The Odyssey</i> by Homer • <i>Norse Mythology</i> by Neil Gaiman • <i>The Kane Chronicles (series)</i> by Rick Riordan <p>Mystery / Thrillers Suggestions:</p> <ul style="list-style-type: none"> • <i>Firekeeper's Daughter</i> by Angelina Boulley • <i>Two Can Keep a Secret</i> by Karen McManus • <i>Kingdom of Souls</i> by Rena Barron • <i>A Good Girl's Guide to Murder</i> by Holly Jackson • <i>Where the Crawdads Sing</i> by Delia Owens • <i>Patron Saints of Nothing</i> Randy Ribay • <i>One of Us is Lying (series)</i> by Karen McManus • <i>Five Total Strangers</i> by Natalie D. Richards <p>Non-Fiction Suggestions:</p> <ul style="list-style-type: none"> • <i>March</i> trilogy by John Lewis, Andrew Aydin, L. Fury, and Nate Powell • <i>The 57 Bus: A True Story of and the Crime That Changed Their Lives</i> by Dashka Slater • <i>The Woman All Spies Fear</i> by Amy Butler Greenfield • <i>Just Mercy</i> by Bryan Stevenson • <i>All Boys Aren't Blue</i> by George M. Johnson • <i>Flowers in the Gutter: The True Story of the Teenagers Who Resisted the Nazis</i> by K.R. Gaddy • <i>#Not Your Princess</i> by Lisa Charleyboy • <i>Hey Kiddo</i> by Jarrett Krosoczka • <i>Blood, Sweat, and Pixels: The Triumphant, Turbulent Stories Behind How Video Games Are Made</i> by Jason Schreier
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ITEM: gb #2-45

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, April 12, 2022

ITEM: Johnson/Clancey/Kamara/Mailman/McCullough/Novick (January 26, 2022)

Request that the Administration provide the data on how many secondary students have had a mental health crisis in school and indicate how many have inquired about mental health services at school.

PRIOR ACTION:

2-3-22 - Vice-Chair Johnson stated that he would like mental health as one of his budget priorities to be put with item gb 2-47.
On a roll call of 7-0, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

Annex A (1 page) contains a copy of the Administration's response to the item.

Response:

Data regarding mental health crisis (requiring 911/EMH or WPD response) is as follows:

Current Year- 8/21 through 3/22

High Schools 4

Middle Schools 2

Elementary 9

Total Number of secondary responses: 6

Total number of emergency responses: 15

Previous Year- 3/28/21 through 6/21 closing

No response during in person learning

8/19 through 3/13/20

High Schools 4

Middle School 3

Elementary 28

Total number of secondary responses: 7

Total number of emergency responses: 35

This data indicates that for approximately the same time period, the number of WPS Students requiring emergency/911 response for mental health crises decreased more than 50% post pandemic.

Much of the concerns presented by students in past year appears to be a manifestation of grief, anxiety and loss that are a typical, and anticipated reaction to the impact of this global pandemic. Looking at student and adult responses as a predictable manifestation allows staff to re-engage, support and educate students and staff alike.

OSEL does not track requests for referrals to mental health services. The work of School Adjustment Counselors and School Psychologists focuses primarily on meeting the emotional needs of all students, not just those in crisis, or seeking assistance. All schools have Office of Social and Emotional Learning staff available to check in with students, meet formally, and provide school wide, universal teaching of Social Emotional Competencies. The number of allocated OSEL staff has increased. The current school year saw addition of 13 School Adjustment Counselors.

ITEM: gb #2-56

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, April 12, 2022

ITEM: McCullough/Clancey/Johnson/Kamara/Mailman/Novick (February 7, 2022)

Request that the Administration provide an update on library programs and the use of librarians throughout the district.

PRIOR ACTION:

2-17-22 - On a roll call of 7-0, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: **(consider with c&p 2-4)**
Annex A (2 pages) contains the Administration's response to the item.

Currently, the WPS does not have any elementary school librarians. Some elementary schools have parent/community volunteers that support teachers and student use of the library.

WPS schools that house a WPL satellite: Burncoat Prep, Goddard, Roosevelt (currently closed), Tatunck Magnet

The district is in the process of purchasing Follett Destiny software for library automation in the secondary schools. Because there are no elementary librarians, the district is not purchasing automation software for the elementary schools.

The bookmobile calendar for Libby can be found [HERE](#)

Some of the related work for secondary school librarians includes:

- Teaching library research classes, and other classes
- Maintaining and updating school websites
- Creating and distributing school newsletters to students and parents/caregivers
- Hosting before/after school book clubs and lunch group book clubs
- Fundraising to secure new materials
- Supporting/revising Summer Reading suggested book lists, project suggestions, and the district Summer Reading website
- Training on library automation software programs
- Responsible for the distribution/support/replacement of Chromebooks and support for teacher technology issues
- Supporting students with research/homework/school work help
- Provide a safe, and welcoming LGBTQIA+ friendly space for all students
- Host/run clubs including: Gay Straight Alliance, Poetry Club, Book Club, MUN Club
- Google Trainers
- Maintain hotspots
- I Safe Training for the building to maintain erate (Internet Safety, Digital Citizenship. Is required yearly)
- Train staff for Verizon Innovative Schools- work with ACP to provide discount internet to WPS families
- Professional development for teachers on the following topics: Google Workspace, Gale Databases, SORA
- ACCESS, MCAS testing, AP Testing, SAT testing - support to MCAS Specialist, proctoring, oversee make up testing, troubleshoot devices that are not working during testing

- Digital Citizenship
- Purchasing and maintaining collections
- Promoting monthly reading initiatives
- IT Liaison for entire building (projectors, printers, chromebook fixing/distribution, teaching teachers how to use their mac and troubleshooting other issues they have with tech)
- Introducing books to reluctant readers (I've had a lot of success with this this year!)
- Providing book suggestions
- Taking active roles in school and district curriculum and leadership teams
- Provide assistance in locating information and developing search strategies skills.
- Create video tutorials on Gale Databases, Google tools, summer reading(book talks), etc. to support teachers, staff, and students.
- Textbooks - cataloging, distribution, tracking(sign in/out)
- Support the textbook online platforms: McGraw Hill, StudySync, etc.

ITEM: gb #2-68

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, April 12, 2022

ITEM: McCullough/Clancey/Johnson/Kamara/Mailman/Novick (February 14, 2022)

Request that the Administration provide an update on the Environmental Tech Program at Worcester Technical High School.

PRIOR ACTION:

3-3-22 - School Committee Member McCullough made the following motion:
Request that the item be referred to the Standing Committee on Teaching, Learning and Student Supports.
On a voice vote the motion was approved.

BACKUP:

Annex A (1 page) contains a copy of the Administration's response to the item.

The goal of Chapter 74 education is to provide state-of-the-art training and equipment to students and give them an advantage when they continue in their chosen field of study. Additionally, Chapter 74 educational institutions demonstrate partnerships with local businesses and align curriculum and credentials with industry demand to maximize hiring opportunities in each state region.

After several years of small classes, the program was challenged with a lack of student interest but successful student outcomes. For example, the Valedictorian for President Obama's visit was an environmental science student. The students also provided over 1,000 hours of service to Greenhill Park with educational experiences involving vernal pool testing, trail marking, tree identification, and arbor day tree planting. Unfortunately, from 2017 thru 2020, the Environmental Science program reflected zero student enrollment.

The administration and the program advisory board recognized the importance of the program to the community and workforce. WTHS has worked to revive the Chapter 74 Environmental Science and Technology program during the past three years. A collaborative plan was outlined by the administration and the advisory board members, DESE, and the Animal Science team to revive Environmental Science by the 2021-22 school year. The plan included cross-walking the chapter 74 standards to the existing Animal Science program as this program was most similar to Chapter 74 standards. As a result, a teacher was hired in the 2019-2020 school year that brought environmental expertise in Animal Science. The teacher was to incorporate Environmental Science into the Animal Science shop until enough student interest existed to revive the Environmental program.

The goal came to fruition quickly, with 18 students choosing to identify themselves as Environmental Science students for the 2021/2022 school year. Finally, post-freshman exploratory, six first-choice students were placed in grade 9. This brings the total number of students in grades 9-11 to 24 for the 2021-2022 school year.

This year, the program has been busy procuring needed equipment, including two state-of-the-art spectrophotometers, microscopes, and various laboratory equipment. The revived program will be better suited to meet the requirements of the state-established curriculum frameworks and the technical demands of its local partners in the industry. Worcester Technical High School appreciates the District and School Committees' continued support and hopes to utilize appropriated PERKINS funds to hire a second instructor for the 2022/2023 school year.