

# **Anti-Bullying Final Literature List Recommendations**

**April 13, 2010  
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Interim Assistant Superintendent**

# Literature List

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## *Purpose of tonight:*

- Approve Resolution No. 10-0040 Anti-Bullying Curriculum-Literature List
- Approve the recommended literature list addressing six protected classes. The narrowed list supplements the literature students read in their Houghton Mifflin adopted texts where particular protected classes are not covered.

# Literature Map - Original

## HMR Reading Anthology

- Staff mapped literature by grade and group as found in HMR. Staff and media teachers will continue to identify other literature commonly used in classrooms.

Grade	Race/ Ethnicity	Gender	Religion	Sexual Orientation	Disability	Nationality
k						
1	x				x	x
2	x				x	x
3	x	x	x			x
4	x		x		x	x
5	x	x			x	x

# Literature Map

Grade	Race/ Ethnicity	Gender/ Gender Identity	Religion	Sexual Orientation	Disability	Nationality
k	All the colors of the earth	Max	Many ways: How families practice their beliefs and religions	Family Book	My brother Charlie	Unfilled representation to be identified by April 23
1	x	Pug dog	The golden rule	All families are special	x	x
2	x	A fire engine for Ruthie	Faith	Heather has two mommies	x	x
3	Families	Paper bag princess	x	And Tango makes three	The seeing stick	x
4	x	Horace and Morris but mostly Delores All I want to be is me	x	In our mother's house	x	x
5	x	Grace for president	Seven spool of thread	The Harvey Milk Story	x	x

Stories where groups are represented in HMR are noted with an "x"

Filipino and Pacific Islanders need representation

# Demographics and Representation in Literature

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- Most major ethnic groups living in Alameda are currently represented in the HMR or the recommended literature list
- Filipino and Pacific Islander groups need representation
- Find additional literature to fill remaining missing representation
- Work with media center teachers and current library collections to find representation for Filipino and Pacific Islanders
- Provide opportunity for public review and comment
- Return to the Board in May for approval of additional book(s)

# Accountabilities based on agreements

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## *Completed work: Recommended Literature*

- Worked with media teachers, classroom teachers, community members and members of protected class groups to identify books to be considered for the literature list, inclusive of all six (6) protected classes.
- Had members from a teacher committee review and select literature books for the literature list inclusive of all protected class.
  - 6 books kindergarten
  - 3 books grade 1
  - 3 books grade 2
  - 4 books grade 3
  - 2 books grade 4
  - 3 books grade 5

# Next Steps

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## *Work to be completed:*

- Find additional literature to fill remaining gaps
- Work with media center teachers and current library collections to address missing representation for Filipino and Pacific Islanders
- Provide opportunity for public review and comment
- Return to the Board in May for approval of additional book(s)

# Next Steps

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## *Work to be completed:*

- Tie all of the curricular materials together into a resource guide.
- Develop supplemental teacher materials and lesson plans for each of the stories supporting anti-bullying and diversity. (April-May 2010)
- Field test teacher resource guides and teacher support materials included in the supplemental school book shelf. (May 2010)
- Provide professional development addressing anti-bullying including *Steps to Respect* in August/September 2010.



# Next Steps

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- Implement the adopted replacement curriculum that addresses the six protected classes including LGBT families and students beginning in September 2010/2011
- Revise resource guides and teacher support materials as needed based on teacher and administrator feedback. (2011)

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# *Addendum*

# Addendum: Process

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## *Key events:*

- Directive to find new curriculum addressing bullying and harassment and that explicitly address six protected classes found in Ed. Code section 200.
- Board adopted: Caring Schools Community for grades K-2 and continued use as support in grades 3-5; Steps to Respect for grades 3-5; Links to Literature for K-5 as a resource guide.
- Board voted that the District retain Lesson 9 along with Links to Literature unless and until a replacement curriculum that addresses the other protected classes and includes LGBT families and students is developed by the Superintendent and adopted by the Board.
- Adopt at a February/March Board meeting a set of literature to be used in grades K-5 that mirror six protected classes and that will be taught throughout the school year.

# Addendum: Search for Literature

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## ***Process:***

- Map currently used literature and have grade level teacher groups choose additional books to ensure all protected classes are represented in the curriculum
- Work with media teachers, classroom teachers, community members and members of protected class groups to identify books to be considered for the literature list, inclusive of all six (6) protected classes.
- Have members from a teacher committee review and select literature books for the literature list inclusive of all protected class.
- Bring a list of literature books selected by teachers to the Board for final approval

# **Addendum: Public Review of Literature**

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## ***Literature:***

- Initial literature list was released on March 5<sup>th</sup>
- Public review has been on-going and will continue until the Board makes a decision on April 13<sup>th</sup>

## ***Established Criteria:***

- Visibility, awareness, authentic representation, diversity, respect, role-model/historical
- Inclusive of all six protected classes
- Literature should be rich, engaging and grade level appropriate
- Connects to reading anthology
- Be sensitive to our Alameda community

# Addendum-HMR Literature - Race

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## *Currently taught literature:*

- Gr. 1 Me on the Map, The New Friend
- Gr. 2 Chinatown, Big Bushy Mustache
- Gr. 3 Dancing Rainbows, Anthony Reynoso: Born to Rope, Yunmi and Halmoni's Trip, The Ballad of Mulan
- Gr. 4 Tanya's Reunion, Grandfather's Journey, Tomas and the Library Lady, My Name is Maria Isabel, Happy Birthday Dr. King, Salmon Summer
- Gr. 5 Yang the Second and Her Secret Admirers, Elena, Michelle Kwan: Heart of a Champion, Mae Jemison, Now is Your Time James Forten, A Boy Called Slow, Black Cowboy-Wild Horses

# Addendum-HMR Literature – Gender/Gender Identity

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## *Currently taught literature:*

- Gr. 2 Big Bushy Mustache
- Gr. 3 The Ballad of Mulan,
- Gr. 5 Mae Jemison, Pioneer Girl

## *No Gender Identity in HMR*

# Addendum-HMR Literature - Religion

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## *Currently taught literature:*

- Gr. 3 Dancing Rainbows, The Mysterious Giant Barletta, The Keeping Quilt
- Gr. 4 My name is Maria Isabel



# **Addendum-HMR Literature – Sexual Orientation**

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***Currently taught literature:***

***No Sexual Orientation in HMR***

# Addendum-HMR Literature - Disability

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## *Currently taught literature:*

- Gr. 1 The Secret Code
- Gr. 2 Moses Goes to a Concert
- Gr. 4 Sign to the Stars
- Gr. 5 Mom's Best Friend

# Addendum-HMR Literature - Nationality

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## *Currently taught literature:*

- Gr. 1 Me on the Map, The New Friend
- Gr. 2 Chinatown, Big Bushy Mustache
- Gr. 3 The Ballad of Mulan, Anthony Reynoso: Born to Rope, Yunmi and Halmoni's Trip
- Gr. 4 Grandfather's Journey, Tomas and the Library Lady, A Very Important Day, Cendrillon, My Name is Maria Isabel, Happy Birthday Dr. King, Gloria Estefan, Lou Gehrig, The Luckiest Man
- Gr. 5 Yang the Second and Her Secret Admirers, Elena