



**School Committee  
Meeting Book**

**June 12, 2019  
7:00 pm**

**Town Hall -100 Maple Avenue  
Selectmen's Meeting Room**



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

**AGENDA**

**June 12, 2019 7:00pm  
Town Hall—Selectmen's Meeting Room  
100 Maple Avenue**

I.	Public Participation	7:00-7:10
II.	Chairperson's Report & Members' Reports	
III.	Superintendent's Report	
IV.	Time Scheduled Appointments:	
	A. Collective Bargaining Agreement with the Shrewsbury Education Association: Vote to Ratify	7:10 – 7:20
	B. Staff Retirements: Recognition	7:20 – 7:45
V.	Curriculum	
	A. Summer Reading Program Changes: Report	7:45 – 8:05
VI.	Policy	
VII.	Finance & Operations	
	A. Fiscal Year 2019 Budget: Report & Vote on Fund Transfers	8:05 – 8:20
	B. Adjustment to Cafeteria Substitute Wage Rate: Vote	8:20 – 8:25
VIII.	Old Business	
IX.	New Business	
X.	Approval of Minutes	8:25 – 8:30
XI.	Executive Session	8:30 – 8:45
	A. For the purpose of collective bargaining with the Shrewsbury Education Association, Unit B	
	B. For the purpose of reviewing, approving, and/or releasing executive session minutes	
XII.	Adjournment	8:45



## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

### **ITEM NO: I Public Participation**

MEETING DATE: 6/12/19

#### **SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

#### **BACKGROUND INFORMATION:**

Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

### **ITEM NO: II. Chairperson's Report/Members' Reports**

#### **SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear a report from the Chairperson of the School Committee and other members of the School Committee who may wish to comment on school affairs?

#### **BACKGROUND INFORMATION:**

This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

#### **STAFF AVAILABLE FOR PRESENTATION:**

School Committee Members  
Ms. Sandra Fryc, Chairperson  
Mr. Jon Wensky, Vice Chairperson  
Dr. B. Dale Magee, Secretary  
Ms. Lynsey Heffernan, Committee Member  
Mr. Jason Palitsch, Committee Member

### **ITEM NO: III. Superintendent's Report**

#### **SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

#### **BACKGROUND INFORMATION:**

This agenda item allows the Superintendent of the Shrewsbury Public Schools to comment informally on the programs and activities of the school system.

#### **STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools

#### **ACTION RECOMMENDED FOR ITEMS I, II, & III:**

That the School Committee accept the report and take such action as it deems in the best interest of the school system.



## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **6/12/19**  
**A. Collective Bargaining Agreement with the Shrewsbury Education  
Association: Vote to Ratify**

### **BACKGROUND INFORMATION:**

Negotiations between the School Committee (represented by Ms. Fryc and Mr. Wensky, along with the Central Office administration, three principals, and the district's legal counsel) and the Shrewsbury Education Association (SEA) Unit A negotiating team concluded on June 4 with a tentative agreement for a three-year contract with the Shrewsbury Education Association (SEA) Unit A. The SEA will hold an informational meeting on Monday, June 10th, and a ratification vote on the contract on Wednesday, June 12th. If the agreement is ratified by the SEA, the School Committee will hold a ratification vote at tonight's meeting. A copy of the Memorandum of Understanding between the parties, representing the tentative agreement, is enclosed, along with a table that illustrates the financial cost of the proposed adjustments to compensation.

Per state law, Mr. Kevin Mizikar, the Town Manager, is entitled to a vote regarding this collective bargaining agreement, and it is anticipated that he will be present to exercise his vote.

### **ACTION RECOMMENDED:**

That the Committee and Mr. Mizikar vote to ratify the enclosed three-year contract with the Shrewsbury Education Association Unit A.

### **MEMBERS & STAFF AVAILABLE FOR PRESENTATION:**

Ms. Sandra Fryc, Chairperson & Negotiating Team Member  
Mr. Jon Wensky, Vice Chairperson & Negotiating Team Member  
Dr. Joseph M. Sawyer, Superintendent of Schools  
Ms. Barbara Malone, Director of Human Resources



# Shrewsbury Public Schools

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Barbara A. Malone  
Director of Human Resources

June 12, 2019

To: Shrewsbury School Committee  
Mr. Kevin Mizikar, Town Manager  
Re: Shrewsbury Education Association Negotiations

The contract negotiation with the Shrewsbury Education Association, Unit A has been concluded. At time of print the SEA members were scheduled to vote on the changes on June 12, 2019, in the afternoon. Ms. Sandra Fryc and Mr. Jon Wensky were the School Committee representatives during this negotiation.

We negotiated a three-year contract, effective August 25, 2019 – August 24, 2022.

Contract changes from the previous contract include:

- Cost of living increases of 2.2%, 2.9%, and 2.0% for each of the three contract years
- Increase of \$500 in FY 20 and again in FY 21 for members who also serve as evaluators
- Agreement on elementary level common planning time and collaboration for allied arts and foreign language teachers
- Changes to family sick, bereavement, and personal day language which incorporates flexibility in family relationships
- Process for approving coaching and other stipends
- Mentors (for new educators to Shrewsbury): expectations and stipends

We are asking the School Committee and Mr. Mizikar to vote to approve the new contract. Please see the attached Memorandum of Agreement and attachments for more information, including wage charts, and costs.

We are available to answer any questions.

## MEMORANDUM OF AGREEMENT

The Negotiating Subcommittee of the Shrewsbury School Committee (hereinafter “the Committee”), acting subject to the ratification of this Memorandum of Agreement (hereinafter “the Agreement”), by the School Committee to whom the Subcommittee agrees to recommend acceptance, and the Negotiating Team of the Shrewsbury Education Association (“the Association”), acting subject to ratification of this Agreement by the membership of the Association, to whom the Negotiating Team agrees to recommend acceptance, hereby mutually agree to the following terms and conditions of settlement for the successor collective bargaining agreement that will be in effect for the three-year period from August 25, 2019 through August 24, 2022.

1. All terms and provisions of the predecessor Collective Bargaining Agreement that was effective from August 25, 2016 to August 24, 2019 shall, except as modified by the terms of this Memorandum, be extended for a three-year period from August 25, 2019 through August 24, 2022.
2. All references to dates in the successor Collective Bargaining Agreement shall be changes to reflect the terms of the successor Agreements unless otherwise provided for in this document.
3. The Parties agree to make all agreed “housekeeping” changes prior to publication of the successor agreement. These agreed upon “housekeeping” changes are attached hereto.
4. Article III, Section E **Working Conditions**, subsection 2, replace the current first paragraph on page 9, which reads:

Every effort will be made to provide classroom teachers at the elementary level with one (1) common planning period per week. This is in addition to the guaranteed five (5) individual preparation periods.

With the below new language:

By the end of the third week of October, each elementary school will provide options for teacher-directed collaboration time for elementary educators that will be optional on a sign-up basis. This time will be scheduled during student arrival and/or dismissal time through the alternative supervision of students in order to minimize impact on student instructional time. Scheduling of these collaboration times will be at the principal's discretion, in consultation with the building Association representatives, as well as other staff as determined by the principal. Modifications to the schedule may be made due to the school calendar, testing schedule, and staff availability. It is understood that each elementary school will have a unique schedule due to the various demands of the schedule and availability of staff. Every effort will be made to provide equitable access to staff who wish to access these collaboration times. It is understood that other times for collaboration may be made available by the principal for other purposes. This is in addition to the guaranteed five (5) individual preparation periods.

5. Article III, Section E **Working Conditions**, add a new subsection 2(c), which shall read as follows:

It is understood, however, that unforeseen emergencies may arise and in these instances the administration may assign the teacher an alternate assignment on what would ordinarily be his prep period. Special situations including, but not limited to IEP meetings, special programming/schedule, state testing, and student emergencies may arise that require the teacher to use another available block/period during the day for his prep period. When possible, in these special situations the administration will provide the teacher with at least five (5) days advance notice of the need to use the designated prep period. It is understood that teachers, especially in team teaching situations, may elect to change their schedule, including prep period times, to accommodate the needs of the specific team – these situations are exempt from the following requirement of designating a specific period as the prep period. Also, when teachers agree among themselves to provide coverage for one another there will be no violation of the spirit of the following language regarding the designation of the prep period.

A non-teaching period is defined as a period of the student day where teachers are not responsible for direct instruction of students and may be used for meetings, collaboration, or duties as determined by the building principal. Any teacher who has more than one non-teaching period in their daily schedule will have one of those periods designated as their prep by September 15th.

If Allied Arts and Foreign Language teachers at the Middle Level (grades 5-8), are required to teach six (6) out of eight (8) or more class periods per day, one (1) non-teaching period per 6-day cycle will be designated as a collaboration period, one (1) non-teaching period per 6-day cycle will be designated as an administration

**meeting, and four (4) non-teaching periods may be used for planning, grading, curriculum development, collaboration, travel time or other duties related to their teaching responsibilities.**

6. Article V, Section A **Personal Days**, revise current language to read as follows:

Each employee shall be permitted three (3) Personal Days with pay each school year to be used for personal, legal business, household, medical or family matters which require the individual to be absent. Advanced notice is given whenever possible. Personal days shall not be taken for ~~recreational and/or leisure activities~~ **vacation**.

- (1) Each employee shall be permitted three (3) Personal days without reason and unused days may be added to sick leave accumulation at the end of the school year.
- (2) No contract guaranteed Personal Day shall be denied for personal, legal business, household, medical or family matters, **or non-recurring significant events** which require the individual to be absent.
- (3) Personal Days may not be taken prior to or immediately following a vacation or holiday except in case of an emergency and upon approval **by the principal; or for non-emergency personal, legal business, household, medical or family matters, or non-recurring significant events upon approval** of the Superintendent of Schools **or designee, with advance notice of 30 calendar days**.

**The advance notice may be waived by the Superintendent if the situation is deemed warranted. Multiple consecutive non-emergency personal days that include the day prior to or immediately following a vacation or holiday will require approval of the Superintendent of Schools or designee with 30 calendar days advance notice.**

**There will be a maximum limit of five percent (5%) of professional (SEA) staff per school allowed to take non-emergency personal days prior to or immediately following a vacation or holiday, unless an exception is granted by the Superintendent of Schools or designee. Personal day requests described in this section must include the reason for the request.**

- (4) A personal day may be requested for Good Friday when Good Friday is a scheduled work day. However, there will be a maximum limit of ten percent (10%) of the professional (SEA) staff allowed to take such personal day on Good Friday based on the order of the requests.

7. Article V, Section B **Temporary Leaves of Absence with Pay**, subsection 3 shall be amended as follows:



Up to five (5) school days at any one time in the event of death in the immediate family. Immediate family is construed to include only parent, **stepparent**, parent-in-law, **step-parent-in-law**, grandparent, **step-grandparent**, grandchild, **step-grandchild**, wife, husband, domestic partner, child, stepchild, brother or sister, **step-sibling**, **fiancée**, or person residing in the immediate household as approved by the Superintendent of Schools. Three (3) days shall be provided in the event of the death of a brother-in-law or sister-in-law. Two (2) days shall be provided in the event of a death of a niece or nephew, **aunt or uncle**. One (1) day shall be provided in the event of the death of an extended family member not listed above. If needed, additional bereavement days **may be requested through a request to the human resources department, and approved by the Superintendent of Schools or designee.**

If bereavement time is requested for someone not listed in the contract, **a request may be made to the human resources department and may be approved by the Superintendent of Schools or designee as bereavement or as personal time.**

8. Article V, Section C **Sick Leave**, subsection 2(b), revise the language as follows:

Employees may utilize up to ~~five (5)~~ **seven (7)** days of their earned sick leave per year to care for sick members of their immediate families. ~~In cases where the circumstances would qualify for FMLA Leave, an additional three (3) days may be utilized.~~

9. Article V, Section E **Combining Sick Leave Days and Personal Days**, delete current language and replace with the following new language:

**In the case of an emergency situation, upon request of an employee, the Superintendent may combine earned and unused Personal Days and Sick Days and, at his or her discretion, apply them against days lost due to the emergency.**

**If an emergency concerns the health of an employee's immediate family member (parent, spouse, or child), or that immediate family member is experiencing a significant illness, once the employee has utilized all available Family Sick Days, the Superintendent, upon request of an employee, and at his or her discretion, may combine the employee's earned and unused Personal Days with the employee's earned and unused Sick Days to allow for use of up to a maximum of thirty (30) consecutive days as additional Family Sick Days.**

**In such cases, if the employee has fewer than thirty (30) earned and unused Personal and Sick Days, and the employee is eligible for the Sick Leave Bank, the employee may apply to the Sick Leave Bank to request days to be used as Family Sick Days in combination with any remaining earned and unused Personal and Sick Days to reach the amount of days approved by the Superintendent, up to the maximum of thirty (30) consecutive Family Sick days. The vote of the Sick Leave Bank**

**Committee shall be final and not subject to grievance or arbitration. Any days utilized as part of this maximum of thirty (30) consecutive Family Sick Days will run concurrently with any approved Family Medical Leave (FMLA).**

10. Article V, Section F **Sick Leave Bank**, add the below language as a new subsection 2 and renumber the remaining subsections:

**The employee may apply to the Sick Leave Bank to request days to be used as Family Sick Days in combination with any remaining earned and unused Personal and Sick Days to reach the amount of days approved by the Superintendent, up to the maximum of thirty (30) consecutive Family Sick days. The vote of the Sick Leave Bank Committee shall be final and not subject to grievance or arbitration. Any days utilized as part of this maximum of thirty (30) consecutive Family Sick Days will run concurrently with any approved Family Medical Leave (FMLA).**

11. Appendix A, **Employee (S.E.A.) Pay Scales**, adjust the pay scales as follows:

School Year 2019-2020 (August 25, 2019-August 24, 2020): Increase all steps and lanes by 2.2%

School Year 2020-2021 (August 25, 2020-August 24, 2021): Increase all steps and lanes by 2.9%

School Year 2021-2022 (August 25, 2021-August 24, 2022): Increase all steps and lanes by 2.0%

The salary tables are attached hereto.

12. Appendix B, C, D, and all Stipendiary Positions: Increase all amounts by 1.0% each year of the contract
13. Appendix B, **Athletic Coaching Stipends**, all assistant coach positions that could be included for either a boys or a girls team will be labeled B/G, just as the varsity coach would be. Head and assistant coach positions that could be for either a boys, girls, or a co-ed team (such as skiing or swimming) will be noted as such, e.g., "Swimming Head Coach (B/G/Co-Ed)".
14. Appendix B, add the following language at the end of the Appendix:

**In order for a new paid coaching or assistant coaching position to be considered the Director of Athletics must present the position to the principal of the school and the principal of the school must first approve the new coaching or assistant coaching position.**

**Factors a principal might consider could include:**

- **Educational benefit to students**
- **Interest/demand for the sport**
- **Student safety**
- **The principal's professional judgement**
- **Details provided to the principal by the Director of Athletics**
- **Any other factor the principal deems important to consider**

**Once it has been determined by the principal that a new paid coaching or assistant coaching position should be approved in a particular school year, the SEA and the Shrewsbury School Committee or their designee shall negotiate the amount of the stipend.**

15. Appendix C, Department Directors' Salary Schedule, change subsection C as follows:

A) Change title of section to "C. **Definition of Roles, Work Year and Work Hours**"

B) Add new language prior to current first paragraph:

**The positions covered by Appendix C include the following roles in existence as of the 2019-2020 school year:**

**Group I: K-12 Directors (includes multiple grade spans)**

**Director of English Language Education**

**Director of Foreign Language**

**Director of Instructional Technology & Media Services**

**Director of School Nursing**

**Director of Performing Arts**

**Director of Special Education – Specialized Programs**

**Director of Visual Arts**

**Group II: Single Grade Level Span Directors**

**Director of English (Grades 9-12)**

**Director of Mathematics (Grades 9-12)**

**Director of School Counseling (Grades 9-12)**

**Director of Science & Engineering (Grades 9-12)**

**Director of Social Sciences (Grades 9-12)**

**Director of Special Education (Grades Preschool-Grade 4)**

**Director of Special Education (Grades 5-8)**

**Director of Special Education (Grades 9-12)**

**Director of Title I Services (Grades Preschool - Grade 4)**

**Group III: Middle Level Curriculum Coordinators**  
**Coordinator of English Language Arts (Grades 5-8)**  
**Coordinator of Mathematics (Grades 5-8)**  
**Coordinator of Science & Engineering (Grades 5-8)**  
**Coordinator of Social Studies (Grades 5-8)**

**Group IV: K-12 Director(s) Overseeing Three or More Subjects**  
**Director of Health, Physical Education, & Family Consumer Science**

**If a new Unit A supervisory position is added to the district during the term covered by the contract, the administration will consult with the SEA leadership regarding the Group in which the position will be included prior to making that determination.**

C) Delete all language currently on page 49, which would be all language in subsection C, and replace with the following:

**The work year for all directors/coordinators shall be ten (10) days beyond the teacher work year. The directors/coordinators will work the scheduled teacher year plus their allotment of ten (10) administrative days, which shall be scheduled in consultation with their supervisor(s).**

**Directors/Coordinators may request additional administrative work days from the Superintendent to complete their leadership duties, such as for special projects or extraordinary personnel activity. Such days will be requested and approved or declined in writing in advance of working the days. Approved additional administrative work days will be paid at the director's/coordinator's per diem rate. Any additional days worked beyond the ten (10) allotted administrative work days without express written approval from the Superintendent may not be compensated.**

**The work day for all directors/coordinators shall be the length of the teacher day and whatever additional time is necessary for the performance of their duties.**

**The scheduling of teaching responsibilities for directors and coordinators will be determined by the principal(s) and/or Central Office administration, in consultation with the director/coordinator regarding the needs of their department.**

**A director/coordinator who is responsible for supervising fewer than eight (8) Unit A educators as a primary evaluator in a particular school year will be required to teach at least the equivalent of 20% FTE (one full-year class or two semester classes), but will not be scheduled to teach more than the equivalent of 60% FTE (three full-year classes or six semester classes) during that school year.**

A director/coordinator who is responsible for supervising eight (8) to twenty (20) Unit A educators as a primary evaluator in a particular school year will be required to teach at least the equivalent of 10% FTE (one semester class), but will not be scheduled to teach more than the equivalent of 40% FTE (two full-year classes or four semester classes) during that school year.

A director/coordinator who is responsible for supervising more than twenty (20) Unit A educators as a primary evaluator in a particular school year will be required to teach at least the equivalent of 10% FTE (one semester class), but will not be scheduled to teach more than the equivalent of 20% FTE (one full year class or two semester classes) class during that school year; further, the Central Office administration, in consultation with the principal(s) and the director/coordinator, may determine that a director/coordinator who is responsible for supervising more than twenty (20) Unit A educators as a primary evaluator shall have no teaching responsibilities in a particular school year.

It is understood that, due to different program administrative responsibilities, the minimum and maximum class equivalent teaching responsibilities listed above do not apply to Directors of Special Education, English Language Education, School Nursing, and Director of Title I Services. Because of responsibilities that include participating in IEP team meeting processes when necessary; attending to the hiring and supervision of paraprofessionals; securing nursing substitutes; coordinating or administering mandated testing and health screenings; determining and scheduling mandated services; and other duties related to Special Education, English Language Education, School Nursing, and Title I Services functions, the Central Office administration, in consultation with school principals and the directors, may determine that Special Education, English Language Education, School Nursing, and Title I Services Directors will have limited or no direct teaching or direct student service responsibilities.

D) Change the titles of the headings on the stipend schedules on p. 50 and 51 to match the Group I through IV titles listed in B above. The current two versions of the “**Group II: High School Directors**,” one with 8 or more and one with fewer than 8, will be labeled as “**Group IIA: Single Grade Span Directors with 8 or more staff members**” and “**Group IIB: Single Grade Span Directors with fewer than 8 staff members**.”

E) In recognition of the increased administrative workload due to the educator evaluation system, all stipends listed on p. 50 and p. 51 will be increased by \$500 effective at the start of the 2019-2020 school year, and by an additional \$500 effective at the start of the 2020-2021 school year. This amount will be added after the 1% COLA adjustment is applied in each year.

F) Add the following language to the overall contract MOA (not to the master contract):

The following adjustments will be made to the Educator Evaluation agreement between the parties:

Group I, II, and IV Directors listed in Appendix C will be the primary evaluators of all Unit A members in their respective departments. However, If the number of Unit A members for whom a Special Education, English Language Education, or School Nursing Director is the primary evaluator exceeds 20 individuals, the Central Office administration, in consultation with the **SEA (per page 6, section I of the Educator Evaluation Agreement)**, principal(s) and the director, may shift of some primary evaluator responsibilities from the director to a principal or assistant principal.

Beginning in the 2019-2020 school year, at Oak Middle School, Group III Middle Level Curriculum Coordinators will be the primary evaluator for at least 50% of Unit A educators in their respective subject areas and will serve as a secondary evaluator for all Unit A educators in their respective subject areas for whom they are not the primary evaluator, where the principal or assistant principal is the primary evaluator.

At Sherwood Middle School, there will be no change to the current arrangement during the 2019-2020 school year, where principals/assistant principals will serve as primary evaluators of Unit A team teachers and Middle Level Curriculum Coordinators will serve as secondary evaluators. In the 2020-2021 school year, Middle Level Curriculum Coordinators will serve as the primary evaluator for at least one Unit A team teacher in both Grade 5 and Grade 6 (total of two per Curriculum Coordinator). Starting with the 2021-2022 school year, Middle Level Curriculum Coordinators will be primary evaluators for 25% of Unit A team teacher in their respective subject areas. They will be scheduled as secondary evaluators for Unit A educators in their respective subject areas for whom the principal or assistant principal is the primary evaluator, with the understanding that a) no Sherwood Middle School team teacher will have Middle Level Curriculum Coordinators as both primary and secondary evaluators in the same evaluation cycle, and b) each coordinator will consult on the evaluation of any Unit A educator at Sherwood Middle School who teaches in their subject area when they are not the primary or secondary evaluator for that educator.

16. Appendix B and D, make the following changes to the stipends:

- Middle School Yearbook Advisor and Assistant Yearbook Advisor for Sherwood will be combined into on “***Sherwood Yearbook Advisor***” Stipend in the amount of \$1,736.
- **MS Yearbook Advisor** and **MS Assistant Yearbook Advisor** will be changed to *Oak Yearbook Advisor and Oak Assistant Yearbook Advisor* – stipends for both remain the same.
- Change the name of **Science Club** to ***Science Team***; remains at same rate
- Change two separate lines for **Excelsior Art** and **Excelsior Writing** at \$292 each to just “***Excelsior***” at a stipend rate of \$584
- Add ***Assistant*** to Math Counts currently in the contract at a rate of \$352 at each middle school

**Add:**

- Making HERstory (formerly All Hands on Deck/Girls Up) \$292

- Computer Club \$292
- Biology Club \$292
- Calligraphy Club \$292
- Marine Biology Club \$292
- Improv Club \$394
- Ultimate Frisbee \$292
- Astronomy Club \$292
- Business Club \$292
- Film Making Club \$292
- Henna Club \$292
- Martial Arts Club \$394
- SHS Medical Club \$292
- MCAS Prep English \$540
- MCAS Prep Science \$540
- MCAS Prep Math \$540
- e-Sports Fall \$706
- e-Sports Spring \$706
- National Social Science Honor Society (to match others) \$1057
- Reality Check Financial Literacy Fair \$1250
- Add National English Honor Society at \$1057
- Add intramural ski club at the high school level (same rate as middle level - \$20.06 per hour)
- Add ***Math Counts Lead*** at a rate of \$706 at each middle school

**Remove:**

- SHS Academic Decathlon \$1408
- SHS DREAM Team Advisor \$706
- SHS Quill and Scroll Honor Society \$1057
- SHS Remove 2 of the 4 Senior Exhibition Advisors at \$394 each
- SHS Sports Management \$706
- SHS Varsity Math Team Coach remove 1 of the 2 \$846
- SHS Red Cross Trainers \$292 (paid hourly, shouldn't be on stipend list)
- OMS Knowledge Master Open \$352
- OMS Saturday School hourly
- OMS Student Voice Advisor \$352 X 2
- OMS Student Voice (separate line) \$352
- OMS Student Outreach \$352

**Change Stipend/Name:**

- SHS First Robotics Head Coach from 2701, 2755, 2810 to flat \$7104
- OMS First Lego League Head Coach from 0 to \$1336
- SHS Coordinator Senior Exhibition changed to CAPSTONE coordinator, stipend same
- SHS Senior Exhibition Advisor changed to CAPSTONE advisor (2), stipend same
- SHS High school activities coordinator currently \$3600, reduce to \$1800
- SHS Freshman Math Team Coach from \$775 to \$846
- SHS Yearbook Advisors from \$3514 to \$3764 (2)

- OMS Community Service and Leadership (replaces Student Advisor) \$680

**Change Stipend (mistake):**

- All National Honor Society at \$1057 (some mistakenly listed at \$1054)

**Athletics:**

- SHS Cheerleading Head Coach and Assistant Coach matches Gymnastics (wasn't changed in last final printing)
- SHS JV Golf Coach (64% of steps for Head Coach)
- All Middle Level Sports Coach \$1495, \$1643, \$1793, \$1942, \$2091 except intramurals
- All Middle Level Sports Assistant Coach \$747.50 (50% at each step)
- SHS Add Unified Track Head Coach for SHS \$1856
- SHS Add Unified Track Assistant Coach for SHS \$1276

**Performing Arts:**

- Add Oak Select Orchestra at a rate of \$1659
- Add HS Chamber Orchestra at a rate of \$1761

17. Appendix D, add the following language at the end of the Appendix:

**In order for a new club or activity at any school, including intramural sports, to be considered for a stipend in a particular year, the principal of the school must first approve the new club or activity for a two-year trial period to determine the viability of that club or activity.**

**Factors a principal might consider could include:**

- **Educational benefit to students**
- **Frequency of meetings**
- **Projected numbers of students involved**
- **The principal's professional judgement**
- **Details provided to the principal by a staff member, student, or parent proposing the club or activity**
- **Any other factor the principal deems important to consider**

**Once it has been determined by the principal that a new club or activity shall be approved to run in a particular school year, the payment shall be as follows:**

**Year one: Unpaid**

**Year two: \$100 for the year**

**Year three: The SEA and the Shrewsbury School Committee or their designee shall negotiate the amount of the stipend in advance of the beginning of year three. The Year One and/or Year Two phases may be waived by the principal.**



18. Appendix E, **New Employee Mentoring/Orientation**, delete the current language and replace with the below language:

**Both parties recognize the need to properly orient Bargaining Unit Members to the requirement and expectations of the Shrewsbury Public Schools over the course of the first three years of employment. In recognition of this need, therefore, it is agreed as follows:**

**1. There will be an orientation program for Bargaining Unit Members prior to the start of the school year. The length of the orientation program will be up to two days. The SEA will be informed of the specific days of the orientation program prior to the end of the school year. At the time of hire the Bargaining Unit Members will be informed of the dates and the responsibility to attend the orientation program. Attendance at the orientation program is a professional obligation. There is no compensation associated with attendance at the orientation program.**

**2. The President of the SEA (or designee) will be provided time on the orientation program agenda to address the Bargaining Unit Members. This time will also allow for the review and completion of paperwork required to process SEA membership.**

**3. Prior to orientation, the SEA will be provided with a list of the names and school department of each of the Bargaining Unit Members.**

**4. In addition to these orientation-related activities, all Bargaining Unit Members will be assigned a mentor to assist the new employee in their first three years of employment in the district. The mentor program and responsibilities will be part of the new staff orientation program. No later than at the new staff orientation meetings, a schedule of required after-school mentor / Bargaining Unit Members district-wide meetings will be provided to each Bargaining Unit Members. Mentors will be scheduled to attend one of the two Bargaining Unit Members orientation days. A mentor who is unable to attend the orientation day session due to personal and/or family scheduling conflicts must inform the Director of Human Resources of the anticipated absence.**

**5. Districts are required by the Department of Education to develop and offer a Employee Induction Program that is designed to support Bargaining Unit Members in their entry to the profession for the first three years of employment. Induction programs must include ongoing orientation and provide mentors who will work with new Bargaining Unit Members.**

6. Mentor Employee Responsibilities: Provide one-to-one support to a Bargaining Unit Members by meeting for a minimum of ten formal meetings and being available to provide support as needed; participate in mentor training and Bargaining Unit Members orientation (see item 4 above); arrange for Bargaining Unit Members to observe classes of master employees; complete five peer observations and provide informal feedback to the new staff member.

7. In addition to mentor / Bargaining Unit Members activities associated with the new staff orientation program, the number of district-wide after-school meetings for mentors and Bargaining Unit Members will not exceed four (4) per year. The total number of hours for the four meetings will not exceed ten (10) Hours. Attendance at these meetings is a professional responsibility of the Bargaining Unit Members and there is no compensation associated with such attendance for the Bargaining Unit Members. PDP's will be granted to Bargaining Unit Members for attendance and completion of work product in the form of a reflective journal.

8. The mentor program planning committee will include representation from the SEA and Mentor Program Coordinators. Among the responsibilities of the planning committee is to make necessary adjustments in the mentor program to best meet the needs of both Bargaining Unit Members and mentors. Attempts will be made to differentiate the mentor program for those new staff that are new to both Shrewsbury and teaching versus those educators who are experienced and primarily need information relative to the practices and policies associated with the Shrewsbury Public Schools.

9. As required by the Department of Secondary and Elementary Education, individuals who serve as mentors are required to receive training as a mentor during summer orientation for new Bargaining Unit Members. It is agreed that this initial training will not need to be duplicated for each year the individual serves as a mentor. Individuals who complete the mentor training program will be compensated at the after-school professional rate. Mentors will attend up to four (4) Mentor / District Meetings and ongoing meetings with the new Bargaining Unit Members. Mentors and Bargaining Unit Members will be compensated for any additional after-school meetings called by the administration.

10. Mentors will be responsible for providing support to the Bargaining Unit Member for such activities as:

1. Attend one full day training/ orientation in August
2. Participate in one after school mid-year retreat

3. Complete Induction/Mentoring Meeting & Observation Logs on an ongoing basis
4. Provide instructional, professional, and personal support.
5. Maintain a confidential relationship with the new teacher.
6. Participate in a support process for maintaining a mentor/mentee relationship
7. Serving as a liaison and resource by connecting Bargaining Unit Members to other district and/or community resources, as needed

11. Facilitators/Presenters at the mentor training sessions, orientation, sessions or District-wide meetings will be compensated at the Professional Development Presenters stipend range as outlined in Appendix D for time presenting and preparing.

12. Compensation for mentors of year 1 bargaining members will be:

- \$ 700 for one (1) year 1 Bargaining Unit Member
- \$1,100 for two (2) year 1 Bargaining Unit Member

13. Compensation for Building-Based Mentors of year 2 and/or year 3 Bargaining Unit Members will be:

- \$300 for 1 Bargaining Unit Member in Year 2 or Year 3
- \$500 for 2 Bargaining Unit Members in Year 2 and/or Year 3
- \$600 for 3 Bargaining Unit Members in Year 2 and/or Year 3
- \$700 for 4 or more Bargaining Unit Members in Year 2 and/or Year 3

It is understood that if a building has more than 5 year two and year three Bargaining Unit Members, they will be shared across multiple Building-Based Mentors.

14. Compensation for Mentor Program Coordinator(s) will be:

- \$1,000 for each Mentor Program Coordinator

15. Mentor / Bargaining Unit Members matches will be made as soon as possible after the hire of the new employee. Mentors should have professional status, be of the same discipline and grade level as the new employee if at all possible.

16. Building Based Mentors will be responsible for providing support to the Bargaining Unit Members in years two and three of employment for such activities as:

1. Mentor all second year and third year educators in assigned building(s)
2. Meet at least monthly with second year educators in a group setting
3. Coordinate a book study for year three educators that will include monitoring monthly online postings
4. Assist second year and third year educators in documenting hours needed to attain professional licensure
5. Communicate with department chairs, curriculum coaches and school administrators to support the needs of second year and third year teachers  
Attend up to a full-day Mentor Training in August and one, two-hour mid-year Mentor Retreat

19. The Parties agreed to the Memorandum of Agreement attached hereto at Exhibit 1.

For the Shrewsbury Education Association

For the Shrewsbury School Committee

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Date

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Date

## Housekeeping Items

### Page 1:

- Article 1: A. Parties - *Change date*

### Page 2:

- Article 1: D. Recognition
  - Change title in g. Director of Special Education and Pupil Personnel Services to *Assistant Superintendent for Student Services*
  - Change title in h. Director of Business Services to *Assistant Superintendent of Business Services*

### Page 3:

- Article II: C. Payroll Deductions
  - (3) Add "in writing" after employee in the first sentence: Dues for the NEA, MTA and the Shrewsbury Education Association, when authorized individually and voluntarily by an employee *in writing*, will be deducted each pay period.....

### Page 4:

- Article II: C. Payroll Deductions
  - (7) Change January 1 for the following year to "*prior to the first day of school*" for the following year

### Page 4:

- Article II: C. Payroll Deductions
  - (8) After the word "authorize" in the second sentence, add "*in writing*"

### Page 5:

- Article III: B. Work Day
  - **2018: Fix font and punctuation**

### Page 7:

- Article III: C. Work Year
  - (1) Change "Coordinator of Pupil Services for 766 Specialist" to *Assistant Superintendent for Student Services*.
  - (1) Update "*The work year shall be as follows*" dates to reflect agreement

### Page 11:

- Article III: H. Promotions
  - (1) (c) typo, need to insert "*c*" - (*this same typo appears throughout contract and needs to be corrected – any place there should be a "c", it appears as an "I"*)

### Pages 13 and 14:

- Article III: L. Agency Service Fee
  - **REMOVE entire section**
  - **Re-letter remainder of section**

Page 15:

- Article IV: C. Tuition Reimbursement
  - (1) insert the word "*a*" prior to the word "maximum" in the first sentence

Page 22:

- Article V: F. Sick Leave Bank
  - (12) Quarterly reports on Sick Leave Bank usage made by Sick Leave Bank to School Committee – *Remove School Committee (continue to submit reports to Association and Superintendent)*

Page 24:

- Article V: G. Extended Sick Leave Bank
  - (5) *A study committee will be formed in the Fall of 2010 to explore the establishment of a long-term disability plan to replace the Extended Sick Leave Bank - REMOVE*

Page 26:

- Article V: J. Jury Duty
  - Remove "*Provided that where applicable the employee involved uses his/her best efforts to be excused*" from the beginning of the first sentence (encourage civic duty)

Page 27:

- Article VI: Employee Evaluation
  - *Educator Evaluation final agreement needs to be affixed to the main contract as Appendix G*

Page 30:

- Article VIII: Miscellaneous
  - D. Practice Teaching - Change to "*Student Teaching*"

Page 31:

- Article VIII: Miscellaneous
  - G. Bargaining During the Contract - *Dates need to change to reflect current dates*

Page 31:

- Article VIII: Miscellaneous
  - 2018 Amendment to this Agreement – *Correct FONT*

Page 32:

- Article IX: Grievance and Arbitration
  - Level 2: 2018 – *Correct FONT*

Page 34:

- Article X: Health and Safety
  - E. "Each spring, the Health and Safety Committee will present an annual report to the Committee" - *Keep in and institute a spring report out*

Page 37:

- Article XIII: Duration
  - *Update contract dates and signatures*

Pages 38 - 40:

- Appendix A: Pay Scales – *update with new pay scales per agreement*

Pages 41 - 48:

- Appendix B: Pay Scales, Athletic Activities Salary Schedule - *update with new pay scales per agreement*

Pages 49 - 51:

- Appendix C: Department Directors' Salary Schedule - *update with new pay scales per agreement*

Pages 51 - 57 :

- Appendix D: Extra Duty Assignments Salary Schedule - *update with new pay scales per agreement*

Page 58:

- Stipendiary Positions
  - *Change dates and adjust stipends per COLA agreement*

Page 59:

- Special Education Lead Employees
  - *Change amounts per COLA agreement*
  - *Add School Psychologist to list of lead employees*
  - *Remove "Lead Nurse" (We now have a Director of Nursing)*

Pages 60 - 61:

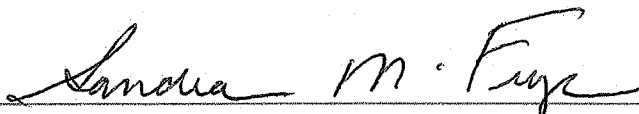
- Appendix E: New Employee Mentoring/Orientation
  - *Revise mentoring language to reflect current practice*
  - *Add year 2 & 3 of mentoring*
  - *Update compensation for mentors*

Page 62:

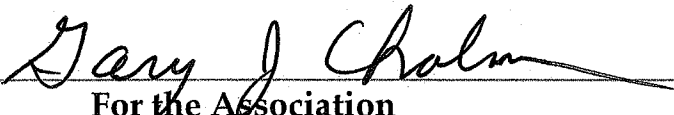
- Appendix F: Side Letters
  - *Remove first 2 paragraphs related to Special Education Study Committee*

Page 64:

- Special Education Testing
  - *Remove section*



For the School Committee



For the Association

2019-2020							
Step	B	B-15	M	M-15	M-30	M-45	M-60
1	\$48,656	\$50,925	\$53,962	\$55,974	\$58,170	\$60,670	\$62,377
2	\$50,303	\$52,407	\$55,791	\$57,804	\$59,998	\$62,012	\$64,204
3	\$51,949	\$54,145	\$56,891	\$59,451	\$61,645	\$63,840	\$65,668
4	\$53,597	\$55,791	\$58,718	\$61,095	\$63,292	\$65,395	\$67,133
5	\$55,243	\$57,435	\$60,363	\$62,561	\$64,754	\$66,950	\$68,779
6	\$57,620	\$59,998	\$62,926	\$65,120	\$67,314	\$69,329	\$71,339
7	\$61,827	\$63,655	\$66,766	\$68,486	\$71,157	\$73,352	\$75,180
8	\$64,204	\$66,218	\$68,961	\$71,707	\$73,901	\$75,728	\$77,741
9	\$66,583	\$68,595	\$71,887	\$74,084	\$76,279	\$78,291	\$80,120
10	\$70,975	\$72,803	\$76,643	\$78,473	\$80,486	\$81,950	\$84,144
11	\$75,603	\$77,615	\$80,908	\$82,921	\$85,299	\$87,310	\$89,690
12	\$79,278	\$81,518	\$84,301	\$87,114	\$90,287	\$91,408	\$93,646
13	\$83,780	\$86,021	\$88,804	\$91,618	\$94,791	\$95,910	\$98,149
COLA	2.2	multiplier	1.022				
2020-2021							
Step	B	B-15	M	M-15	M-30	M-45	M-60
1	\$50,067	\$52,402	\$55,526	\$57,597	\$59,857	\$62,429	\$64,186
2	\$51,762	\$53,927	\$57,409	\$59,481	\$61,737	\$63,810	\$66,066
3	\$53,456	\$55,715	\$58,540	\$61,175	\$63,433	\$65,692	\$67,572
4	\$55,151	\$57,409	\$60,421	\$62,867	\$65,128	\$67,291	\$69,080
5	\$56,845	\$59,101	\$62,114	\$64,375	\$66,632	\$68,892	\$70,773
6	\$59,291	\$61,737	\$64,750	\$67,008	\$69,266	\$71,340	\$73,407
7	\$63,620	\$65,501	\$68,702	\$70,472	\$73,220	\$75,479	\$77,361
8	\$66,066	\$68,139	\$70,961	\$73,786	\$76,044	\$77,924	\$79,996
9	\$68,514	\$70,584	\$73,972	\$76,232	\$78,491	\$80,562	\$82,443
10	\$73,033	\$74,914	\$78,865	\$80,749	\$82,820	\$84,327	\$86,585
11	\$77,796	\$79,866	\$83,254	\$85,326	\$87,773	\$89,842	\$92,291
12	\$81,577	\$83,882	\$86,745	\$89,641	\$92,905	\$94,059	\$96,362
13	\$86,210	\$88,515	\$91,379	\$94,275	\$97,539	\$98,691	\$100,995
COLA	2.9	multiplier	1.029				



2021-2022							
Step	B	B-15	M	M-15	M-30	M-45	M-60
1	\$51,069	\$53,450	\$56,637	\$58,749	\$61,054	\$63,678	\$65,469
2	\$52,797	\$55,005	\$58,557	\$60,670	\$62,972	\$65,086	\$67,387
3	\$54,525	\$56,829	\$59,711	\$62,398	\$64,701	\$67,005	\$68,923
4	\$56,254	\$58,557	\$61,629	\$64,124	\$66,431	\$68,637	\$70,462
5	\$57,982	\$60,283	\$63,356	\$65,662	\$67,964	\$70,270	\$72,189
6	\$60,477	\$62,972	\$66,045	\$68,348	\$70,651	\$72,767	\$74,876
7	\$64,892	\$66,811	\$70,077	\$71,882	\$74,685	\$76,989	\$78,908
8	\$67,387	\$69,502	\$72,381	\$75,262	\$77,565	\$79,483	\$81,596
9	\$69,885	\$71,996	\$75,452	\$77,757	\$80,061	\$82,173	\$84,092
10	\$74,494	\$76,413	\$80,443	\$82,364	\$84,476	\$86,013	\$88,316
11	\$79,352	\$81,463	\$84,919	\$87,032	\$89,528	\$91,639	\$94,137
12	\$83,208	\$85,559	\$88,480	\$91,433	\$94,763	\$95,940	\$98,289
13	\$87,934	\$90,286	\$93,207	\$96,161	\$99,490	\$100,665	\$103,015
COLA	2	multiplier	1.62				

# **Exhibit 1**

## **Special Education**

### **Memorandum of Agreement**

This memorandum formalizes the joint agreement between the Shrewsbury School Committee and the Shrewsbury Education Association (SEA) regarding the following issues related to special education, as a result of discussions during the contract negotiations conducted in the spring of 2019.

Both parties agree with the following statements:

- 1) The Special Education & Pupil Personnel Services Department provides critically important educational services for our students. These services are governed and heavily regulated by state and federal law and regulations, which the School Department administration and all members of the SEA are responsible for following. It is the joint responsibility of the School Department administration and the members of the SEA who are special educators to follow special education legal and ethical requirements and administrator and educator standards.
- 2) Special educators in the Shrewsbury Public Schools shall be afforded all of the rights and responsibilities inherent in the collective bargaining agreement between the School Committee and the SEA, i.e., the "contract." These include benefits such as duty-free lunch and preparation periods per the terms of the contract.
- 3) It is understood that the work of special educators is challenging and requires sound professional judgment, as well as significant effort to meet the needs of the students they serve. The administration shall work collaboratively with special educators to provide clear guidance and communicate expectations regarding their responsibilities, and the administration shall seek to support the work of special educators by monitoring student caseloads and scheduling requirements in terms of both number of students to be serviced and their needs. The administration shall also work collaboratively with special educators to monitor issues such as timing and volume of IEP team meetings, required testing (including achievement testing and the MCAS-Alt portfolios), newly-qualifying students, schedule changes, etc., in order to mitigate potential issues related to varying workload across the school year based on such factors. In cases where the workload may create issues with legal requirements such as timelines, the administration will work with the special educator to provide support and/or alternative means to complete the required responsibilities.

4) It is understood that if a special educator misses a duty-free lunch period or preparation period due to an emergency or urgent situation, they should communicate this to the appropriate team chair or building-based administrator per a process communicated to special education staff at each school by September 15 of each school year so that alternate arrangements may be made according to the provisions of the contract.

5) It is understood that if a special educator perceives that responsibilities such as, but not limited to, completing testing according to a legal timeline, participating in an IEP team meeting, making up missed IEP services, will prevent the special educator from having a duty-free lunch or preparation period, the special educator should communicate this concern per the school's process, in advance if possible, in order to work with the team chair and/or administration in an effort to make arrangements that will provide the contractual time.

6) It is understood that if a special educator, because of personal preference, chooses to not access a duty-free lunch period or preparation period in order to perform duties related to their role, this does not require any action to mitigate the loss of that time.

7) It is understood that special education programming often requires special education professionals to direct and guide the work of paraprofessionals. In programs that rely heavily on paraprofessional support, such as ELC or Life Skills programs, the administration will consult with the coordinators of the programs regarding how the coordinator can most effectively provide opportunities for communications with the paraprofessionals. This may include times to meet with the paraprofessionals in a group or individually, within what is possible with student and paraprofessional schedules, with the understanding that the availability of paraprofessionals must align with the terms of the Shrewsbury Paraprofessional Association contract and the paraprofessionals' work day as determined by the administration. The administration will direct the ongoing training of paraprofessionals in consultation with the program coordinators. Administration will monitor these programs' caseloads, staffing, and workload, including testing requirements such as the MCAS-Alt, as noted in #3 above.

8) It is understood that all staff who are part of making recommendations and decisions for students' special education services, including teachers (both special education and non-special education) and related service providers, team chairs, and administrators (both special education and non-special education), are responsible for using their best professional judgment regarding the recommendation of supports and services for students, as well as for their participation in the special education team

decision process to create individualized education plans (IEPs). It is understood that these recommendations and decisions should be made based on knowledge of research and best practices, student assessment data, and established practices and protocols. It is understood that administrators cannot unilaterally change Special Education team decisions. It is also understood that it is the responsibility of administrators to ensure compliance with district practices and protocols, as well as compliance with state and federal regulations. If official IEP team decisions, or any decisions related to the special education process, are thought to be potentially in conflict with established practices, protocols, or legal regulations, an administrator will communicate with those involved regarding these potential conflicts and work with them to resolve them.

9) It is understood that the administration and special educators are jointly responsible for working to achieve the district's strategic priorities and goals, as set by the School Committee and directed by the administration. Input and feedback from special educators regarding how to best achieve these priorities and goals will be actively sought and considered by the administration.

10) The Central Office administration and the SEA officers shall make the topic of special education a standing agenda item at their regular meetings, and principals and SEA building representatives will as well at their regular meetings, in order to ensure that issues, questions, concerns, and successes related to special education are discussed and addressed on a regular basis.

*This language will be attached to the Memorandum of Agreement between the parties memorializing the tentative agreements reached during the 2019-2022 successor contract negotiations. This language will not be incorporated into the collective bargaining agreement.*



For the School Committee



For the Association

**UNIT A LABOR AGREEMENT  
COST PROJECTION**

	FY19	FY20	FY21	FY22	Totals
<b>Base Salaries</b>	<b>Base Year</b>	<b>2.20%</b>	<b>2.90%</b>	<b>2.00%</b>	<b>7.10%</b>
Step Cost		\$ 652,432	\$ 620,644	\$ 554,458	\$ 1,827,534
COLA Cost		\$ 905,635	\$ 1,238,053	\$ 889,679	\$ 3,033,367
<b>Total New Cost</b>		<b>\$ 1,558,067</b>	<b>\$ 1,858,697</b>	<b>\$ 1,444,137</b>	<b>\$ 4,860,901</b>
<b>Sub-Total Salary Cost</b>	<b>\$ 40,512,776</b>	<b>\$ 42,070,843</b>	<b>\$ 43,929,539</b>	<b>\$ 45,373,677</b>	<b>\$ 131,374,059</b>
	FY19	FY20	FY21	FY22	Totals
		1%	1%	1%	3%
<b>Dept Head Stipends</b>		\$ 210,000	\$ 222,600	\$ 235,326	\$ 667,926
COLA		\$ 2,100	\$ 2,226	\$ 2,353	\$ 6,679
Add'l \$500 for 21 staff		\$ 10,500	\$ 10,500	NA	\$ 21,000
<b>Total Cost</b>	<b>\$ 210,000</b>	<b>\$ 222,600</b>	<b>\$ 235,326</b>	<b>\$ 237,679</b>	<b>\$ 674,605</b>
<b>Athletic Coaching</b>		\$ 340,000	\$ 343,400	\$ 346,834	\$ 1,030,234
COLA		\$ 3,400	\$ 3,434	\$ 3,468	\$ 10,302
<b>Total Cost</b>	<b>\$ 340,000</b>	<b>\$ 343,400</b>	<b>\$ 346,834</b>	<b>\$ 350,302</b>	<b>\$ 1,040,536</b>
<b>Exta-Curricular Stipends</b>		\$ 200,000	\$ 202,000	\$ 204,020	\$ 606,020
COLA		\$ 2,000	\$ 2,020	\$ 2,040	\$ 6,060
<b>Total Cost</b>	<b>\$ 200,000</b>	<b>\$ 202,000</b>	<b>\$ 204,020</b>	<b>\$ 206,060</b>	<b>\$ 612,080</b>
<b>Total Payroll Costs</b>	<b>\$ 41,262,776</b>	<b>\$ 42,838,843</b>	<b>\$ 44,715,719</b>	<b>\$ 46,167,719</b>	<b>\$ 133,701,281</b>
<b>Annual Increases/New Payroll Costs</b>		<b>\$ 1,576,067</b>	<b>\$ 1,876,876</b>	<b>\$ 1,452,000</b>	<b>\$ 4,904,943</b>
<b>Percentage Increase Over Prior Year</b>		<b>3.8%</b>	<b>4.4%</b>	<b>3.2%</b>	

*For comparative purposes, this model assumes no new staff.*



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

**ITEM NO: IV. Time Scheduled Appointments:**  
**B. Staff Retirements: Recognition**

**MEETING DATE: 6/12/19**

**BACKGROUND INFORMATION:**

Nineteen staff are ending their education careers with a well-deserved retirement. In combination, they have served the students of Shrewsbury for 364 years. This total represents an average of 19.16 years of service in Shrewsbury and does not include prior educational experience in other districts. Each of these talented staff members is recognized for their commitment and dedication to the children of Shrewsbury.

The enclosed document shows retirees' names, positions, schools, and years of service to Shrewsbury.

**ACTION RECOMMENDED:**

That the School Committee hear the presentation and recognize the staff members who are retiring this year from Shrewsbury Public Schools.

**STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools  
Ms. Barbara Malone, Director of Human Resources



# Shrewsbury Public Schools

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Barbara A. Malone  
Director of Human Resources

June 7, 2019

## **Retiring Staff: 2018-2019 School Year**

Nineteen staff are ending their education careers with a well-deserved retirement. In combination, they have served the students of Shrewsbury for 364 years. This total represents an average of 19.16 years of service in Shrewsbury and does not include prior educational experience in other districts. Each of these talented staff members is recognized for their commitment and dedication to the children of Shrewsbury. Listed below are the names, positions, schools, and years of service to Shrewsbury. We wish them a healthy, happy, and fun retirement.

### **Teachers/Professional Staff:**

Karen Binder has served 15 years as an educator in Shrewsbury. She is retiring as a Seventh Grade Social Studies Teacher from Oak Middle School.

Patricia Crosson has served 31 years as an educator with 13 of those years here in Shrewsbury. She is retiring as a Family and Consumer Science Teacher from Shrewsbury High School.

Deborah Gouley has served 39 years as an educator in Shrewsbury. She is retiring as a Fifth Grade Math and Science Teacher from Sherwood Middle School.

Susan Harrington has served 35 years as an educator with 29 of those years here in Shrewsbury. She is retiring as a First Grade Teacher from Floral Street School.

Elizabeth Hebert has served 22 years as an educator with 18 of those years here in Shrewsbury. She is retiring as a Special Education Teacher from Calvin Coolidge School.



Rita Innamorati has served 25 years as an educator in Shrewsbury. She is retiring as a Third Grade Teacher from Calvin Coolidge School.

Mary Kwiatkowski has served 39 years as an educator, with 19 of those years here in Shrewsbury. She is retiring as a Sixth Grade Math and Science Teacher from Sherwood Middle School.

Catherine LaRoche has served 34 years as an educator, with 10 of those years here in Shrewsbury. She is retiring as the Director of High School Special Education from Shrewsbury High School.

Derric Lowery has served 20 years as an educator, with 16 of those years here in Shrewsbury. He is retiring as a Science & Engineering Teacher from Shrewsbury High School.

Deborah Martel has served 21 years as an educator in Shrewsbury. She is retiring as a Second Grade Teacher from Floral Street School.

Elizabeth McGandy has served 32 years as an educator, with 12 of those years here in Shrewsbury. She is retiring as an English Language Education Teacher from Shrewsbury High School.

Beth Neiman has served 40 years in psychology with 13 of those years here in Shrewsbury. She is retiring as a School Psychologist from Shrewsbury High School.

Barbara O'Connor has served 19 years as an educator in Shrewsbury. She is retiring as a Science & Engineering Teacher from Shrewsbury High School.

Jose Schroen has served 20 years as an educator in Shrewsbury. She is retiring as a Physics and Mathematics Teacher from Shrewsbury High School.

Deborah Vigneaux has served 26 years as an educator with 9 of those years here in Shrewsbury. She is retiring as a Spanish Teacher from Shrewsbury High School.

Camille Viscomi has served 30 years as an educator with 20 of those years here in Shrewsbury. She is retiring as a First Grade Teacher from the Walter J. Paton School.

**Paraprofessionals:**

Hannah Mansfield has served 13 years in Shrewsbury. She is retiring as a Child Specific Aide from Sherwood Middle School.

**Other Roles:**

Diane Abbott has served 25 years in Shrewsbury. She is retiring as the Registrar for the district.

Tim Callahan has served 28 years in Shrewsbury. He retired in December 2018 as the Courier/Equipment & Supply Coordinator for the district.



## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **6/12/19**

### **A. Summer Reading Program Changes: Report**

#### **BACKGROUND INFORMATION:**

During the summer months, it is crucial for students to continue to read in order for them to sustain their academic skills. To help ensure that students remain engaged readers during the summer, district curriculum leaders worked together with educators and librarians to revise the program and boost engagement for all students. In her report, Ms. Clouter will share details about the district's new approach to summer reading.

#### **ACTION RECOMMENDED:**

That the School Committee hear the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

#### **STAFF AVAILABLE FOR PRESENTATION:**

Ms. Amy Clouter, Assistant Superintendent for Curriculum, Instruction, and Assessment



# Shrewsbury Public Schools

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Amy B. Clouter  
Assistant Superintendent for Curriculum, Instruction, & Assessment

June 3, 2019

To: School Committee

From: Amy Clouter  
Assistant Superintendent for Curriculum, Instruction, & Assessment

Re: Summer Reading 2019

Author and educator Jim Trelease said, "No player in the NBA was born wanting to play basketball. The desire to play ball or to read must be planted...shooting baskets with a child creates a basketball player; reading with a child creates a reader." As curriculum leaders in the district reflected on our Summer Reading structure, we wondered together about how well our summer reading program was growing readers.

Anecdotal feedback we've received at each level from students, teachers, and parents suggested that children that enjoy reading happily continue to do so over the summer. Our concern then centered on students for whom reading is more struggle than pleasure. We were confident that, working together with educators and librarians, we could revise the program and boost engagement for all students. Accordingly, this summer we are trying a new approach. In my presentation I look forward to sharing the details of what the new program will look like.

Briefly, at every level, we aspire to:

- empower and support students to make choices about what to read based on their reading ability and interests
- foster interest and engagement by partnering with the Shrewsbury Public Library, and
- spark joy and connection when school resumes by engaging students in thematic discussions (versus book-based assignments)

**The more  
you read,  
the more  
you know.  
The more  
you know,  
the smarter  
you grow.**

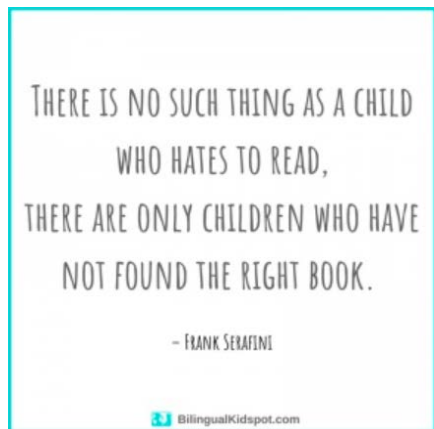
This plan came together as a result of the hard work of committed educators in the district and in our community. I want to acknowledge our talented Curriculum team:

Liza Trombley	English Department Director, Grades 9-12
Lisa Daly	English Language Arts Curriculum Coordinator, Grades 5-8
Rebecca Dumphy	Elementary Curriculum Coordinator Parker Road PreSchool & Beal Early Childhood Center
Erin Kendrick	Elementary Curriculum Coordinator, Coolidge School
Shelley Hoey	Elementary Curriculum Coordinator, Floral Street School
Kathleen Camerato-Barnes	Elementary Curriculum Coordinator, Floral Street School
Lisa Papazian	Elementary Curriculum Coordinator, Paton School
Donna Rice	Elementary Curriculum Coordinator, Spring Street School

Just as importantly, I'd like to thank the professionals (and volunteers!) in our Media Centers and at the Shrewsbury Public Library. All of the people listed below embraced the new approach, enthusiastically joined the effort and provided resources to guide students and families:

Ellen Dolan	Director, Shrewsbury Public Library
Annie Lee King	Young Adult Librarian, SPL
Sonja Drotar	Head of the Children's Department, SPL
Shawna Powers	Director of Instructional Technology and Media Services
Emily Bredberg	Library Media Specialist, Shrewsbury High School
Nancy Bedard	Library Media Specialist, Oak Middle School
Hilary Clegg	Library Media Specialist, Sherwood Middle School
Pamela Santilli	Library Media Specialist, Elementary Schools

Attached please find some of the related resources that are available to parents and families on our district and individual school websites. I am eager to explore them in more depth together.





## ***Elementary Summer Reading List***

Dear Parents & Caregivers,

During the summer months, it is crucial for children to continue to read daily in order for them to sustain their academic skills. Studies have shown that students who read during the summer can actually improve their reading skills. It is important that students are encouraged to read and understand books that are suitable to their level of comprehension. However, students entering kindergarten and grade one may not be able to read the selections independently. You are encouraged to read the selections to, or with, your child. Parents should be aware that books labeled at higher levels often contain mature themes and content.

To utilize this reading list, you should:

- Select titles that match (or are close to) your child's independent reading level as indicated on the June report card.

Feel free to choose books from any genre to stretch or match your child's interest. To assist you in choosing a book for your child, a brief summary of each book is included in the listing.

The goal of the summer reading program is to foster a love of reading and to maintain skills over the summer vacation. When children struggle with reading, modifications and supports should be used to help ensure success. The Shrewsbury Public Library is a tremendous resource and can provide a great deal of assistance in making book choices. The public library also provides a number of wonderful programs for children.

Best wishes for an enjoyable summer!

Amy Clouter

# *Shrewsbury Public Schools Elementary Summer Reading List*

## **FICTION:**

**The Berenstain Bears in the House of Mirrors** by Stan & Jan Berenstain - Fat looks thin. Happy looks sad. A house of mirrors can be a very confusing place. *Guided Reading Level A*

**Do You Want to Be My Friend?** by Eric Carle - Mice, a rottweiler, an arachnid and a few other assorted critters make sturdy reappearances in this book. *Guided Reading Level A*

**My Class** by Josie Stewart and Lynn Salem - A counting book from one to six. The boys and girls add up to twenty-one children ready for picture day. *Guided Reading Level A*

**Growing Colors** by Bruce McMillan - Such a brilliant presentation of colors will be an eyeful for any young reader. *Guided Reading Level A*

**Cars** by Gail Saunders-Smith - Engage young readers' natural curiosity about familiar vehicles. Appealing photos and simple text help readers compare and contrast cars, trucks, boats and airplanes according to size, type, and use. *Guided Reading Level A*

**Have You Seen My Cat?** by Eric Carle -A little boy's cat is missing, and he embarks on a fantastic round-the- world quest to find his lost pet. *Guided Reading Level B*

**Have You Seen My Duckling?** by Nancy Tafuri - A mother duck loses her eighth duckling, and asks the other pond animals for help. *Guided Reading Level B*

**Mrs. Wishy-Washy's Farm** by Joy Cowley - This gently rhyming text with just the right amount of tension will be a splendid choice for story time and welcomed by beginning readers. *Guided Reading Level B*

**Where's the Fish?** by Taro Gomi - A neon-pink fish leaps from its bowl and is seen camouflaged against backdrops such as a pink-spotted curtain, a jar full of candy or a pot of flowers. *Guided Reading Level B*

**Fun with Hats** by Lucy Malka - Three girls explore the contents of a trunk of costumes, and as they don various hats, they imagine being a clown, a pirate, and a magician. *Guided Reading Level B*

**Brown Bear, Brown Bear, What do you See?** by Bill Martin - The gentle rhyming and gorgeous, tissue-paper collage illustrations in this classic picture book make it a dog-eared favorite on many children's bookshelves. *Guided Reading Level C*

**What's for Lunch?** by Eric Carle - This book incorporates many basic concepts such as counting, manual dexterity, fruit naming, and colors. Repetition allows a young reader to read the book. *Guided Reading Level C*

**The Fox on the Box** by Barbara Gregorich - This is a sweet, funny story that is enhanced by beautiful watercolor illustrations. *Guided Reading Level C*

**Bugs!** by Patricia C. McKissack - Rookie Readers "RM" have provided entertaining, high-quality introductions to reading for more than a generation. Each title features full-color, often hilarious illustrations and engaging stories that always involve a young child figuring out concepts or solving problems on his or her own. Every new title contains a Word List and a color-coded reading-level key on the back cover. *Guided Reading Level C*

**Sheila Rae's Peppermint Stick** by Kevin Henkes - One peppermint stick and two sisters. See sibling rivalry turn to sweet solidarity. *Guided Reading Level C*

**School Bus** by Donald Crews - Follows the progress of school buses as they take children to school and bring them home again. *Guided Reading Level D*

**Bears on Wheels** by Stan and Jan Berenstain - When the Berenstain Bears go acrobatic in BEARS ON WHEELS, pre-school children begin to relate words to pictures while learning about numbers and counting. *Guided Reading Level D*

**The Monster and the Baby** by Virginia Mueller - A three-horned monster babysits his/her infant sibling who won't stop crying. To restore some peace, Monster builds block towers and only when s/he knocks the tower over does Baby laugh. *Guided Reading Level D*

**A Dog Called Mischief** by Leslie Wood - A story about a dog pilfering sausages, a pie, and a chicken from the various shops. Wood uses only 11 words. The colorful, action-filled illustrations show Mischief running away with his meal, giving children excellent picture clues. *Guided Reading Level D*

**One Happy Classroom** by Charnan Simon - Set in what appears to be a kindergarten classroom, this simple little book features double-page spreads of children engaged in activities such as greeting their teachers, painting, walking to the lunchroom, eating apples, and resting on their mats. *Guided Reading Level D*

**Bess and Tess** by Susan Blackaby - This book compares Lucy's two lovable dogs who are exact opposites in personality. The comparison concept is enhanced by the acrylic picture clues. *Guided Reading Level E*

**Bobby's Zoo** by Carolyn Lunn - Bobby doesn't know what to do with all the animals that are in his house. *Guided Reading Level E*

**The Gum on the Drum** by Barbara Gregorich - This book and most of the books in the same line are very entertaining compared to the other first readers. The illustrations are detailed enough to discuss and the stories are really funny. *Guided Reading Level E*

**Henry's Busy Day** by Rod Campbell - A mischievous puppy named Henry has a very busy day doing everything he likes and never staying still. *Guided Reading Level E*

**Morris the Moose** by Bernard Wiseman - This book features a lovable four-legged creature who acts like a person. In this story Morris encounters what he considers to be a funny-looking moose. Cow



insists that she is a cow but since she has "four legs and a tail and things on her head," Morris concludes that she is a moose like him. *Guided Reading Level E*

**Cookie's Week** by Cindy Ward - Cookie undergoes a week of disasters that dePaola illustrates with his usual skill, so that even the garbage Cookie strews over the floor looks great. *Guided Reading Level F*

**Dear Zoo** by Rod Campbell - This delightful pop-up storybook is about a youngster looking for a perfect pet. Lift the flaps and see each three-dimensional animal the ZOO has sent --and the special touch-and-feel surprise at the end. *Guided Reading Level F*

**Just Like Daddy** by Frank Asch - A very young bear describes all the activities he does during the day that are just like his daddy's. *Guided Reading Level F*

**Lightning Liz** by Larry Brimmer - An energetic young girl rushes on the way to bake a cake. *Guided Reading Level F*

**Six Empty Pockets** by Matt Curtis Charles's six empty pockets come in handy for carrying such treasures as a blue star marble, an old crow's feather, and seven striped stones. *Guided Reading Level F*

**Addition Annie** by David Gisler - By targeting a skill, like being able to count, use numbers and recognize shapes, young readers are building fundamental skills with the help of fun, lively, colorfully illustrated stories. *Guided Reading Level G*

**Biscuit** by Alyssa Capucilli - Young readers will be sympathetic to this endearing puppy's nighttime routine: wanting a snack, a drink, a hug and a kiss; hearing a story; getting his blanket and doll; and being tucked in. *Guided Reading Level G*

**The Great Race** by David McPhail - To relieve their boredom, six barnyard friends decide to hold a race. *Guided Reading Level G*

**I Am in Charge of Me** by Dana Rau - A boy recounts the many things in his life that he is responsible for. *Guided Reading Level G*

**I Like Me** by Nancy Carlson - By admiring her finer points and showing that she can take care of herself and have fun even when there's no one else around, a charming pig proves the best friend you can have is yourself. *Guided Reading Level G*

**Listen to Me** by Barbara Neasi - Mom and Dad have many things to keep them busy but Grandma can always find time to talk to and listen to her grandson. *Guided Reading Level G*

**One Monday Morning** by Uri Shulevitz - A queen and a prince come to visit a small boy one Monday morning, but he wasn't home. Every day they check to see if the little boy is in, always with someone new in tow, until Sunday, when they come with a king, a knight, a royal guard, cook, barber, jester and a little dog. *Guided Reading Level G*

**What Game Shall We Play?** by Pat Hutchins - The animals ask each other what game they should play, but only

Owl has an answer. *Guided Reading Level H*

**Goodnight, Moon** by Margaret Wise Brown - In a great green room, tucked away in bed, is a little rabbit saying goodnight: to mittens and kittens, to socks and clocks, to a picture of three little bears sitting in chairs...*And a comb and a brush and a bowl full of mush/And a quiet old lady who was whispering "hush."* *Guided Reading Level H*

**Come Out and Play, Little Mouse** by Robert Kraus - Every day of the week, a cat asks a little mouse to play, but the little mouse has many things to do during the day. One day, however, the little mouse's brother says that he will play with the cat. Will the little mouse's brother have fun when he plays? *Guided Reading Level H*

**We Are Best Friends** by Aliko - Robert is angry when his best friend Peter moves away. Although he grows sad when there is no one to play with or share with, Robert makes friends with a new boy in school. *Guided Reading Level H*

**George Shrinks** by William Joyce - George is an ordinary little boy with chores and responsibilities. But one morning he wakes up and finds he has shrunk to the size of a mouse. George discovers innovative ways to wash the dishes, care for his younger brother and pet cat, and take a bath. *Guided Reading Level H*

**The Kissing Hand** by Audrey Penn - When Chester the raccoon is reluctant to go to kindergarten for the first time, his mother teaches him a secret way to carry her love with him. *Guided Reading Level I*

**Noisy Nora** by Rosemary Wells - Nora is the middle child in her mouse family. Her older sister and little brother get all the attention. But Nora is determined to turn her parents' heads with noise. *Guided Reading Level I*

**Goodnight, Owl!** by Pat Hutchins Owl couldn't sleep --not while the bees were buzzing, the crows croaking, the starlings chittering, and the jays screaming. Every time there seemed to be some peace and quite, someone else landed in the hollow tree and woke Owl up again. Would Owl ever get any rest? *Guided Reading Level I*

**Just a Mess** by Mercer Mayer - When Little Critter loses his baseball mitt, his mother tells him to look in his room. Will Little Critter be able to find anything in his messy room? *Guided Reading Level I*

**Henny Penny** by Paul Galdone - Convinced the sky is falling, Henny Penny and a band of gullible friends march off to tell the king, only to meet their end at the hands of a wily fox. *Guided Reading Level I*

**Leo the Late Bloomer** by Robert Kraus - Poor Leo, a young tiger, is having a really rough time — all of his friends can read, write, draw, eat neatly, and speak clearly; and Leo can't do any of those things very well. Worried and sad, Leo wonders if he'll ever catch up to his friends. *Guided Reading Level I*

**Bunny Cakes** by Rosemary Wells - Max makes an earthworm cake for Grandma's birthday and helps Ruby with her angel surprise cake. *Guided Reading Level J*

**Young Cam Jansen and the Library Mystery** by David Adler - Cam uses her photographic memory to find a shopping list that her dad lost at the library. *Guided Reading Level J*

**Will I Have a Friend?** by Miriam Cohen - A boy's anxieties on his first day of school are happily forgotten when he makes a new friend. *Guided Reading Level J*

**Henry and Mudge: the First Book** by Cynthia Rylant - Henry, feeling lonely on a street without any other children, finds companionship and love in a big dog named Mudge. *Guided Reading Level J*

**The Doorbell Rang** by Pat Hutchins - Each time the doorbell rings, there are more people who have come to share Ma's wonderful cookies. *Guided Reading Level J*

**Green Eggs and Ham** by Dr. Seuss - In verse, Sam-I-am tells of the virtues of green eggs and ham. *Guided Reading Level J*

**Three by the Sea** by Edward Marshall - Three friends relax after their picnic lunch by each telling his or her best story. *Guided Reading Level J*

**Corduroy** by Don Freeman - A teddy bear spends his days waiting in a store for someone to buy him. *Guided Reading Level K*

**A Letter to Amy** by Ezra Jack Keats - Peter wants to invite Amy to his birthday party but he wants it to be a surprise. *Guided Reading Level K*

**Nate the Great** by Marjorie Sharmat - Nate the Great solves the mystery of the missing picture. *Guided Reading Level K*

**Arthur's Family Vacation** by Marc Brown - Arthur is unhappy about going on vacation with his family, but he shows them how to make the best of a bad situation when they end up stuck in a motel because of rain. *Guided Reading Level K*

**Dear Annie** by Judith Caseley - Presents a series of postcards and letters Annie sends to or receives from her loving grandfather from the timeshe is born. *Guided Reading Level K*

**Get Ready for Second Grade, Amber Brown** by Paul Danziger - Amber Brown and her classmates are worried about the new teacher. Their concerns are soon put to rest as Ms. Light meets them at the door wearing cool earrings & revealing a great attitude. *Guided Reading Level K*

**Frog and Toad are Friends** by Arnold Lobel - This book contains five tales recounting the adventures of two best friends--Frog and Toad. *Guided Reading Level K*

**The Relatives Came** by Cynthia Rylant - The relatives come to visit from Virginia and everyone has a wonderful time. *Guided Reading Level K*

**A House for Hermit Crab** by Eric Carle - A hermit crab that has outgrown his old shell moves into a new one, which he decorates and enhances with the various sea creatures he meets in his travels. *Guided Reading Level K*

**Young Cam Jansen and the Missing Cookie** by David Adler - In this Easy-to-Read story about Cam Jansen, Cam again uses her photographic memory to solve a mystery in daily life. It's a scenario many kids will recognize. *Guided Reading Level K*

**Chrysanthemum** by Kevin Henkes - Chrysanthemum loves her name, until she starts going to school and the other children make fun of it. *Guided Reading Level L*

**Homework Hassles (Ready, Freddy!" series)** by Abby Klein - Freddy's teacher has assigned a report about a nocturnal animal. Freddy has a good idea, but trouble always seems to find him. *Guided Reading Level L*

**Shark Tooth Tale (Ready, Freddy!" series)** by Abby Klein - In book nine of the "Ready, Freddy!" series, first- grader Freddy Thresher wants to buy a fossilized prehistoric shark tooth. However, it costs more money than Freddy has, and his parents won't buy it for him. What can Freddy do? *Guided Reading Level L*

**Marvin Redpost: A Magic Crystal? (Marvin Redpost series)** by Louis Sachar - Marvin Redpost is mysteriously drawn to Casey Hapleton and surprises even himself when he accepts an invitation to her house. Everything becomes clear when Casey shows him the magic crystal that grants simple wishes. They happily share this secret until a spat causes Marvin to make a wish that keeps Casey silent-perhaps forever! *Guided Reading Level L*

**Alone in his Teacher's House (Marvin Redpost Series)** by Louis Sachar - Marvin is pleased when his teacher asks him to take care of her dog while she's away, but he soon finds that there's more pressure involved than he likes. *Guided Reading Level L*

**Swimmy** by Leo Lionni - Swimmy, a small black fish, finds a way to protect a school of small red fish from their natural enemies. *Guided Reading Level L*

**Tops and Bottoms** by Janet Stevens - Hare turns his bad luck around by striking a clever deal with the rich and lazy bear down the road. *Guided Reading Level L*

**The Owl and the Pussycat** by Edward Lear (Jan Brett, illustrator) After a courtship voyage of a year and a day, Owl and Pussy finally buy a ring from Piggy and are blissfully married. *Guided Reading Level L*

**Ira Sleeps Over** by Bernard Waber - A little boy is excited at the prospect of spending the night at his friend's house but worries how he'll get along without his teddy bear. *Guided Reading Level M*

**The Art Lesson** by Tomie DePaola - Having learned to be creative in drawing pictures at home, young Tommy is dismayed when he goes to school and finds the art lesson there much more regimented. *Guided Reading Level M*

**Don't Forget the Bacon** by Pat Hutchins - A little boy goes grocery shopping for his mother and tries hard to remember her instructions. *Guided Reading Level M*

**A Chair for My Mother** by Vera Williams - A child, her waitress mother, and her grandmother save dimes to buy a comfortable armchair after all their furniture is lost in a fire. *Guided Reading Level M*

**Freckle Juice** by Judy Blume - Andrew wants freckles so badly that he buys Sharon's freckle recipe for fifty cents.

*Guided Reading Level M*

**Jake Drake Series** by Andrew Clements - Jake is an endearing boy who uses his head to sort out appropriate conclusions to bad situations. *Guided Reading Level M*

**I Was a Third Grade Science Project (plus the sequel I Was a Third Grade Spy)** by Mary Jane Auch - A science project gone wrong provides the backdrop for these 2 books as Arful the dog can talk like a human but think like a dog. *Guided Reading Level N*

**The Gadget War** by Betsy Duffey - Kelly is an ingenious inventor with 43 inventions to her credit and she is only in third grade. Then she meets Albert and he is determined to prove that he is the real gadget wiz. *Guided Reading Level N*

**Andy and Tamika** by David Adler - Fourth grader Andy Russell is at it again. Dreaming in class and caring for his animals, Andy is plagued by the curiosity of what gender his parents' new baby is going to be. In the middle of all that, he volunteers to donate some of his gerbils as prizes for the school carnival, which means he has to take the animals to school. *Guided Reading Level N*

**Martin Bridge Blazing Ahead!** by Jessica Kerrin - In this book in the "Martin Bridge" series, Martin camps with the Junior Badgers and is kept busy watching out for Alex's slime attacks. Martin also is unhappy when he can't watch his favorite television show because he must help his father fix the lawn mower. *Guided Reading Level N*

**One Green Apple** by Eve Bunting - While on a school field trip to an orchard to make cider, a young Muslim immigrant named Farah gains self-confidence when the green apple she picks perfectly complements the other students' red apples. *Guided Reading Level N*

**Judy Moody Gets Famous! (Judy Moody Series)** by Megan McDonald - Everyone seems to have had a brush with fame except for third grader Judy Moody. Judy's plans to become famous take on unusual forms like finding George Washington's cherry pit and more. *Guided Reading Level N*

**A-Z Mysteries: Absent Author** by Ron Roy - Dink and his friends investigate a variety of mysterious occurrences in their hometown. This intriguing mystery series for young readers is a great introduction to the mystery genre. *Guided Reading Level N*

**Owl Moon** by Jane Yolen - On a winter's night under a full moon, a father and daughter trek into the woods to see the Great Horned Owl.

*Guided Reading Level O*

**Farewell to Shady Glade** by Bill Peet - When building machinery moves into their woodland home, the animal inhabitants of Shady Glade must search for a new place to live. *Guided Reading Level O*

**The Hundred Dresses** by Eleanor Estes - Wanda faces mockery at school both because of her funny last name and her claim that she has 100 dresses even though she wears the same one to school each day. *Guided Reading Level O*

**All About Sam** by Lois Lowry - The adventures of Sam, Anastasia Krupnik's younger brother, from his first day as a newborn through his mischievous times as a toddler. *Guided Reading Level O*

**Boxcar Children, #1** by Gertrude Chandler Warner - Four orphans set up housekeeping in an old boxcar. In this series, the Alden children investigate a series of baffling mysteries that lead them into some intriguing situations. *Guided Reading Level 0*

**Attaboy Sam** by Lois Lowry - In this second book about Anastasia Krupnik's younger brother, Sam concocts a perfume made of his mother's favorite smells to honor her request for only homemade gifts for her birthday. *Guided Reading Level P*

**Encyclopedia Brown and the Case of the Sleeping Dog** by Donald Sobol - Encyclopedia Brown and his partner, Sally, solve many cases in this mystery collection. Discover how Bugs invented a pen with invisible ink and how Ed stole Chester's soccer tickets! *Guided Reading Level P*

**Fantastic Mr. Fox** by Roald Dahl - Fantastic Mr. Fox is on the run and the three meanest farmers around are out to get him. Fat Boggis and skinny Bean have joined forces, and they have Mr. Fox and his family surrounded. Mr. Fox would never surrender. But only the most fantastic plan ever can save him now. *Guided Reading Level P*

**Stone Fox** by John R. Gardiner - Few characters are as determined as ten-year-old Willy, once he learns that his grandfather is sick in bed because he has no reason to live. Little Willy and his grandfather make their home on a potato farm in Wyoming, and although the work can be back breaking, it is also a lot of fun, especially when Grandfather plays with Willy. *Guided Reading Level P*

**Island: Shipwreck** by Gordan Korman - Six children try to survive on a deserted island in the Pacific Ocean after a storm destroys their boat. *Guided Reading Level Q*

**Anastasia Krupnik** by Lois Lowry - These stories present the emotional ups and downs and adventures of a young girl, her family, and friends. *Guided Reading Level Q*

**Center Court Sting** by Matt Christopher - Daren and Lou are basketball teammates, but they can't seem to stop saying hurtful things to one another. Daren's attitude begins to cause problems with several of his friends. *Guided Reading Level Q*

**Mr. Popper's Penguins** by Richard Atwater - Mr. Popper starts out with one penguin in his house, but before he knows it there are twelve. *Guided Reading Level Q*

**Frindle** by Andrew Clement - When he decides to turn his fifth-grade teacher's love of the dictionary around on her, clever Nick Allen invents a new word and begins a chain of events that quickly moves beyond his control. *Guided Reading Level R*

**How to Eat Fried Worms** by Thomas Rockwell - Two boys set out to prove that worms can make a delicious meal. *Guided Reading Level R*

**The Whipping Boy** by Sid Fleischman - A bratty prince and his whipping boy have many adventures when they inadvertently trade places after becoming involved with dangerous outlaws. *Guided Reading Level R*

**In the Year of the Boar and Jackie Robinson** by Bette Lord - In 1947, a Chinese child comes to Brooklyn where she becomes Americanized at school, in her apartment building, and by her love for baseball. *Guided Reading Level S*

**Granny Torrelli Makes Soup** by Sharon Creech - This story of a friendship, told around food and delivered in small, digestible bites, is a tasty treat. *Guided Reading Level S*

**The Year of the Dog** by Grace Lin - Frustrated at her seeming lack of talent for anything, a young Taiwanese American girl sets out to apply the lessons of the Chinese Year of the Dog, those of making best friends and finding oneself, to her own life. *Guided Reading Level T*

**Harriet the Spy** by Louise Fitzhugh - In an effort to become a famous writer, Harriet follows a regular spy route and records everything she sees in her secret notebook — until it falls into the wrong hands. *Guided Reading Level T*

**Sounder** by William Armstrong - Sounder traces the keen sorrow and abiding faith of a poor African-American boy in the 19th-century South. *Guided Reading Level T*

**Something Upstairs** by Avi - After moving into a 1789 row house, Kenny meets the ghost of Caleb, a 16-year-old slave. According to records from the period, Caleb killed himself in the little attic room of the house. Caleb says otherwise and involves Kenny in a centuries old mystery that could leave him trapped in the past forever. *Guided Reading Level T*

**A Picture of Freedom** by Patricia McKissack - In 1859, twelve-year-old Clotee, a house slave who must conceal the fact that she can read and write, records in her diary her experiences and her struggle to decide whether to escape to freedom. *Guided Reading Level T*

**My Side of the Mountain** by Jean Craighead George - Every kid thinks about running away at one point or another; few get farther than the end of the block. Young Sam Gribbley gets to the end of the block and keeps going--all the way to the Catskill Mountains of upstate New York. There he sets up house in a huge hollowed-out tree, with a falcon and a weasel for companions and his wits as his tool for survival. *Guided Reading Level U*

**The Real Thief** by William Steig - Gawain the Goose is the Chief Guard of the King's treasury and things are disappearing from the treasury. Gawain is falsely accused of taking things from the treasury by all of his friends and is forced to run away and live in a cave with homemade furniture and shoes until the real thief is found. *Guided Reading Level U*

**The Secret Garden** by Frances Hodgson Burnett - Set in Misselthwaite Manor on the Yorkshire moors, Mary Lennox who has been orphaned arrives from India at her uncle Mr. Archibald Craven's home. There she discovers a cousin Colin who is sickly and spoiled, almost as much as she is. In time Mary discovers that her cousin simply needs some encouragement and the once spoiled girl becomes a secret cheerleader as they set out to get Colin walking. *Guided Reading Level U*

**The View from Saturday** by E.L. Konigsburg - The View From Saturday follows the lives of four sixth grade quiz bowl champs and their paraplegic coach/teacher. Alternating their final quiz bowl championship match with short stories about the different journeys each kid has had to make, the book is adept at distinguishing between each individual in the group.

## *Guided Reading Level U*

**The Incredible Journey** by Sheila Burnford - The Incredible Journey tells the story of three animal companions -a young Labrador Retriever, an aging Bull Terrier, and a feisty Siamese cat -who embark on a dangerous journey home through the Canadian wilderness. They had been staying with a family friend while their real owners were temporarily residing in Europe, but they lit out for home on their own after their current keeper left for vacation. *Guided Reading Level V*

**Maniac Magee** by Jerry Spinelli - Maniac Magee (whose real name is Jeffrey) became a homeless kid who lost his parents in a trolley accident. He wants a real home with a family and that is what he looks for in the story. He's really unusual. He is famous for running everywhere and is so fast that no one can beat him. *Guided Reading Level V*

**Absolutely Normal Chaos** by Sharon Creech - Thirteen-year-old Mary Lou grows up considerably during the summer while learning about romance, homesickness, death, and her cousin's search for his biological father. *Guided Reading Level V*

**Everything on a Waffle** by Polly Horvath - Eleven-year-old Primrose, who lives in a small fishing village in British Columbia, recounts her experiences and all that she learns about human nature and the unpredictability of life in the months after her parents are lost at sea. *Guided Reading Level V*

**The Breadwinner** by Deborah Ellis - Because the Taliban rulers of Kabul, Afghanistan, impose strict limitations on women's freedom and behavior, eleven-year-old Parvana must disguise herself as a boy so that her family can survive after her father's arrest. *Guided Reading Level V*

**The Black Pearl** by Scott O'Dell - At 16, Ramon was finally allowed to go with his father and dive for pearls. The only thing is that he has to stay aboard the ship, for pearl diving is much too dangerous. Shortly after he properly learns how to dive, Ramon finds the great Pearl of Heaven in the Manta Diablo's cave. But Ramon's joyous occasion is cut short when bad things begin to happen. *Guided Reading Level W*

**Missing May** by Cynthia Rylant - After being passed among relatives, Summer joins her aunt and uncle and marvels at the couple's deep love for one another. But after Aunt May dies, Summer and Uncle Ob are brought together in their struggles to come to terms with the death. Cletus, a neighbor boy, comes along to help provide an answer. *Guided Reading Level W*

**Call it Courage** by Armstrong Sperry - Fifteen year old Mafatu has been afraid of the sea for as long as he can remember. Though his father is the Great Chief of Hikueru -an island whose seafaring people worship courage - Mafatu feels like an outsider. Mafatu paddles out to sea, ready to face his fears. What he learns on his lonesome adventure will change him forever and make him a hero in the eyes of his people. *Guided Reading Level X*

**Hoops** by Walter Dean Myers - A teenage basketball player from Harlem is befriended by a former professional player who, after being forced to quit because of a point shaving scandal, hopes to prevent other young athletes from repeating his mistake. *Guided Reading Level X*



**Where the Red Fern Grows** by Wilson Rawls - Billy lives in the Ozarks and wants 2 hunting dogs. He saves for 2 years, then sends away to get 2 puppies. Once the puppies arrive -Old Dan and Little Ann -Billy begins to live his dream, never realizing that more is happening than he is aware of. *Guided Reading Level X*

**Philip Hall Likes Me, I Reckon Maybe** by Bette Greene - Philip Hall is the cutest, smartest boy in the sixth grade, and Beth Lambert loves him. The fact that he beats her in classwork, sports, and almost everything else doesn't bother Beth at first. Then she realizes that Philip might be best because she's letting him beat her. Beth knows that she deserves to be Number One--and she's going to prove it! This funny, universal story of a girl learning that she matters in the world has delighted readers for over twenty years. *Guided Reading Level Y*

**White Fang** by Jack London - The story of a young wolf who is adopted by an Indian tribe, struggling between civilization and being a wild animal. He goes through many phases of his life and settings as he gets into fights, adapts to civilization, eventually finds his place in the world. *Guided Reading Level Y*

**Peak** by Roland Smith - A fourteen year old boy who likes to scale tall buildings gets punished for his actions by a judge and is shipped off to the Himalayas, where he is trained in mountain-climbing techniques. Faced with being the youngest person ever to scale Mt. Everest he must make a decision between a new friend and glory. *Guided Reading Level Y*

**Black Beauty** by Anna Sewell - Set in Victorian London, the novel follows the shifting fortunes of a horse as he moves from owner to owner. Narrated by the noble Black Beauty himself, the tale offers an animal's perspective of the world, and highlights the thoughtless, even cruel treatment animals endured during that period. *Guided Reading Level Z*

**The Adventures of Tom Sawyer** by Mark Twain - Enjoy the pranks, adventures, and fun of Tom Sawyer, a boy growing up in a Mississippi River town in the early 19th century. *Guided Reading Level Z*

**And Now Miguel** by Joseph Krumgold - Every summer the men of the Chavez family go on a long and difficult sheep drive to the mountains. All the men, that is, except for twelve-year old Miguel. All year long, twelve-year- old Miguel tries to prove that he, too, is up to the challenge and is ready to take the sheep into his beloved Sangre de Cristo Mountains –until his prayer is finally answered, with a disturbing and dangerous exchange. *Guided Reading Level Z*

## NONFICTION / INFORMATIONAL:

**Eating Apples** by Gail Saunders-Smith - Simple text and photographs describe different ways to enjoy apples--whole, sliced, cooked, and juiced.

*Guided Reading Level A*

**What Time is It?** by Laron Davis - This colorful book begins to get readers acquainted with the clock. *Guided Reading Level A*

**Carrots** by Gail Saunders-Smith - Simple text and photographs describe the growing cycle of the carrot, from planting through cooking and eating. *Guided Reading Level B*

**Spring Is Here / Llego La Primavera** by Taro Gomi - Spring is here! The English and Spanish text paired with Taro Gomi's bright illustrations show the changes in seasons. The illustrations cleverly build up from one another, from a white spring lamb, to a field of grass and flowers, to melting snow, and a final growing calf. *Guided Reading Level B*

**Chickens** by Peter Brady - Introduces the most common bird in the world by presenting facts about its physical characteristics, what it eats, where it lives, and the eggs it lays. *Guided Reading Level B*

**Boats** by Gail Saunders-Smith - Appealing photos and simple text help readers compare and contrast boats according to size, type and use.

*Guided Reading Level C*

**Trucks** by Gail Saunders-Smith - Appealing photos and simple text help readers compare and contrast trucks according to size, type and use.

*Guided Reading Level C*

**Family Pets** by Lola Schaefer - Simple text and photographs present family pets and how they interact with their families. *Guided Reading Level C*

**On the Farm** by Henry Pluckrose - Each book in this series is full of photographs showing machines at work in different places. An illustrated glossary provides a useful first reference tool to the machines featured in the book. *Guided Reading Level C*

**Families** by Gail Saunders-Smith - This book looks at different family members and their relationships with one another. *Guided Reading Level D*

**Footprints in the Snow** by Cynthia Benjamin - Children see tracks left in the snow and then follow the footprints into the homes of different forest animals.

*Guided Reading Level D*

**Black Bears** by Marcia Freeman - Text and photographs describe the appearance, behavior, and habitat of black bears. *Guided Reading Level E*

**Where Do Frogs Come From?** by Alex Vern - Colorful photographs explain the development of a frog from egg to adult. Beginning readers will be attracted to this book from the first page, where they will see a partially submerged, bug-eyed frog staring directly at them. *Guided Reading Level E*

**Fireflies** by Cheryl Coughlan - From ants and beetles, to wasps and water bugs, amazing up-close photographs explore the fascinating world of insects. Readers learn about the body parts and daily activities of common insects. *Guided Reading Level E*

**Maple Trees** by Marcia Freeman - Compare and contrast trees by their shapes, sizes, seeds, and leaves. These books present trees from a variety of regions and climates. *Guided Reading Level F*

**Koalas** by Gail Saunders-Smith - Text and photographs describe various activities of koalas and their joeys. *Guided Reading Level F*

**We Are All Alike We Are All Different** by Aliko - Photographs enhance kindergartners' descriptions of themselves, explaining how they can be the same and how they can be different. *Guided Reading Level G*

**Waiting for Wings** by Lois Ehlert - Simple text and bright pictures show how butterflies use flowers and identify several types of butterflies. *Guided Reading Level H*

**The Top and Bottom of the World** by Allan Fowler - This series meets National Curriculum Standards for: Science: Earth and Space Science, Life Science. Social Studies: Global Connections, People, Places, & Environments, Production, Distribution, & Consumption *Guided Reading Level I*

**Tale of a Tadpole** by Karen Wallace - Stunning photographs combine with lively illustrations and engaging, age- appropriate stories in "Eyewitness Readers." *Guided Reading Level I*

**Old Mother Hubbard and Her Wonderful Dog** by Sarah Martin (James Marshall, illustrator) - Old Mother Hubbard runs errand after errand for her remarkable dog. *Guided Reading Level J*

**Keep the Lights Burning, Abbie** by Peter Roop - In the winter of 1856, a storm delays the lighthouse keeper's return to an island off the coast of Maine, and his daughter must keep the lights burning by herself. *Guided Reading Level K*

**The Best of Times: Math Strategies That Multiply** by Greg Tang - Greg Tang teaches readers simple but powerful techniques for multiplying numbers from 0 to 10. *Guided Reading Level K*

**The Hershey's Milk Chocolate Fractions Book** by Jerry Pallotta - A Hershey's milk chocolate bar is made up of 12 little rectangles that provide the perfect opportunity to teach fractions! *Guided Reading Level K*

**Icky Bug Shapes** by Jerry Pallotta - Kids will love learning their shapes with help from icky bugs. *Guided Reading Level K*

**My Baseball Book** by Gail Gibbons - Book provides an introduction to baseball, describing the equipment, playing field, rules, players, and process of the game. *Guided Reading Level K*

**Math-terpieces: the Art of Problem Solving** by Greg Tang - A series of rhymes about artists and their works introduces counting and grouping numbers, as well as such artistic styles as cubism, pointillism, and surrealism. *Guided Reading Level L*

**The Grapes of Math: Mind Stretching Math Riddles** by Greg Tang - This book will challenge all kids — and parents, too — to open their minds and solve problems in new and unexpected ways. *Guided Reading Level L*

**Math Appeal** by Greg Tang - Greg Tang deals with four key rules for problem solving: have an open mind, look for unusual number combinations, use multiple skills, and look for patterns. *Guided Reading Level L*

**Cats** by Gail Gibbons - A delight for cat lovers, young and old, Gibbons has come up with an easy-to-read picture book that provides a complete introduction to a common household friend. *Guided Reading Level M*

**Fire! Fire!** by Gail Gibbons - The alarm sounds. Fire! Fire! Big trucks roll out of the firehouse and race to the scene. *Guided Reading Level M*

**Math Fables: Lessons That Count** by Greg Tang - These playful rhyming math stories give young learners a start on higher-level math by encouraging readers to think about groups and numbers in creative ways. *Guided Reading Level M*

**The Icky Bug Counting Book** by Jerry Pallotta - In this creepy, crawly adventure, children can count from 0 to 26 and learn about 26 different kinds of creatures...not all of them icky! *Guided Reading Level M*

**Air is All Around You** by Franklyn M. Branley - Air is everywhere. Your bedroom alone holds about seventy-five pounds of it! But since you can't see, smell, or feel air, how do you know it's there? There are some cool experiments you can do to prove it for yourself. *Guided Reading Level M*

**My Visit to the Dinosaurs** by Aliko - A visit to a museum of natural history provides a little boy with an introduction to the habits, characteristics, and habitats of fourteen kinds of dinosaurs. *Guided Reading Level N*

**This Land is Your Land** by Woody Guthrie - This well-known folk song is accompanied by a tribute from folksinger Pete Seeger, the musical notation, and a biographical scrapbook with photographs. *Guided Reading Level N*

**Deadline: From News to Newspaper** by Gail Gibbons - This book follows the daily work at a newspaper from editorial meetings until the paper leaves the printing press and is delivered to homes. *Guided Reading Level N*

**Hershey's From Addition to Multiplication** by Jerry Pallotta - Pictures of Hershey chocolate products and a group of mountain climbers help children understand the different ways to multiply, for example, by using repeated addition, arrays, and place value. *Guided Reading Level N*

**The Story of Money** by Betsy Maestro - A history of money; beginning with the barter system in prehistoric times, to the first use of coins and paper money, to the development of the modern monetary system. *Guided Reading Level N*

**Bats** by Gail Gibbons - Each book combines easy-to-read text with outstanding photographs to give kids an introduction to a favorite topic. *Guided Reading Level O*

**Knights In Shining Armor** by Gail Gibbons - This colorfully illustrated book about knights introduces children to the armor, weapons, duties, and chivalry of the Middle Ages. It also explains how modern knighthood differs from its earlier counterpart. *Guided Reading Level O*

**Grizzly Bears** by Gail Gibbons - Grizzly bears are considered by some to be very frightening animals. They can run as fast as horses and they eat almost anything. Gail Gibbons gives many details to enrich any reader's understanding of these powerful animals, as well as provide insight into the danger of their extinction. *Guided Reading Level O*

**Earthquakes** by Franklyn M. Branley - This book discusses why earthquakes happen, what their sometimes devastating effects can be, where the danger zones are, and what measures people can take to safeguard themselves. *Guided Reading Level O*

**The Story of Harriet Tubman** by Kate McMullen - Harriet Tubman devoted her life to helping slaves find their freedom. In this book, her life is portrayed in away that is fascinating and exciting. *Guided Reading Level P*

**Apples** by Gail Gibbons - This colorfully illustrated book introduces readers to the history, varieties, and uses of apples.  
*Guided Reading Level P*

**Fill It Up! All About Service Stations** by Gail Gibbons - Have you ever wondered how a mechanic fixes a flat tire or how the gas travels from the pump to your gas tank? This book is all about a service station. Read this book to learn about the jobs of a service station worker.  
*Guided Reading Level P*

**Marshes & Swamps** by Gail Gibbons - This descriptive book will give readers a good look at wetlands. After reading, students will be able to tell the difference between swamps and marshes, and will have learned about the differences in their environments.  
*Guided Reading Level P*

**Animals Nobody Loves** by Seymour Simon - The author explores the attributes of twenty sometimes unattractive, sometimes unnerving, often dangerous, yet always misunderstood animals. Discover how each of them fills a unique roll within nature's community.  
*Guided Reading Level Q*

**If Your Name Was Changed at Ellis Island** by Ellen Levine - This unique, interactive history book encourages readers to step into the past guided by a question-and answer format in full color. It's also packed with quotes from children and adults who passed through Ellis Island.  
*Guided Reading Level Q*

**The Wampanoag** by Stacy Dekeyser - The Wampanoag provides a fascinating look at the traditions and beliefs of this northeastern coastal people as well as a glimpse into the life of the Wampanoag today. *Guided Reading Level Q*

**Horses** by Seymour Simon - Children will learn about the history and beauty of horses as this book shows a large variety of breeds from around the world. *Guided Reading Level R*

**The Discovery of the Americas** by Betsy Maestro - This book discusses both hypothetical and historical voyages of discovery to America by the Phoenicians, Saint Brendan of Ireland, the Vikings, and such later European navigators as Columbus, Cabot, and Magellan. *Guided Reading Level S*

**On My Honor** by Marion Dane Bauer

Joel dares his best friend, Tony, to a swimming race in a dangerous river. Both boys jump in, but when Joel reaches the sandbar, he finds Tony has vanished. How can he face their parents and the terrible truth? *Guided Reading Level S*

**Destination: Rocky Mountains** by Jonathan Grupper - The Rocky Mountains stretch across the western United States from Canada to New Mexico. Encompassing many different terrains, this vast mountain range is home to thousands of plants and animals. *Guided Reading Level S*

**N.C. Wyeth's Pilgrims** by Robert D. San Souci - The story of the Pilgrims, including the first Thanksgiving, is a central part of America's history and, over the course of time, it has taken on an almost mythical quality. Drawing upon a variety of resources, including the author's trip to the Plimouth Plantation, the text dispels some popular misconceptions about the setting of our nation as it broadens our understanding of the bravery and determination of our forebears. *Guided Reading Level S*

**Comets, Meteors, And Asteroids** by Seymour Simon - This book shows how comets, meteors, and asteroids move through our solar system and explains the composition of a comet's tail. *Guided Reading Level T*

**Indian Winter** by Russell Freedman - This book relates the experiences of a German prince, his servant, and a young Swiss artist as they traveled through the Missouri River Valley in 1833 learning about the territory and its inhabitants and recording their impressions in words and pictures. *Guided Reading Level U*

**Amos Fortune, Free Man** by Elizabeth Yates - This book is the story of an African man who was captured by slave traders and brought to Massachusetts, where he was a slave until he was able to purchase his freedom. This book won the Newbery Medal. *Guided Reading Level V*

**Christa McAuliffe: Teacher In Space** by Corinne J. Naden, Rose Blue - Christa McAuliffe would have been the first private American citizen in space if not for the accident that destroyed the space shuttle "Challenger." *Guided Reading Level W*

**Into the Volcano** by Donna O'Meara - Donna O'Meara and her husband, Steve, explore active volcanoes, gather data about them, and photograph volcanic eruptions for magazines, such as

*National Geographic*. Following a description of her early life, O'Meara vividly describes her visits to observe volcanoes in Hawaii, Costa Rica, Guatemala, and Italy. ***Guided Reading Level X***

**Separate But Not Equal: The Dream and the Struggle** by James Haskins - A moving history of the struggle of African-Americans for equal education rights from colonial times to the present. ***Guided Reading Level Y***

**Where Was Atlantis? (Unsolved Mysteries)** by Brian Innes - Discusses the legend of the lost civilization of Atlantis and whether it may have been based on a real place. ***Guided Reading Level Z***

## HISTORICAL FICTION:

**Sleds on Boston Common** by Louise Borden - Henry complains to the royal governor, General Gage, after his plan to sled down the steep hill at Boston Common is thwarted by the masses of British troops camped there. *Guided Reading Level P*

**On the Mayflower: Voyage of a Ship's Apprentice and a Passenger Girl** by Kate Waters - A twelve-year-old apprentice and a seven-year-old passenger experience the first voyage of the Mayflower.  
*Guided Reading Level P*

**Our Strange New Land, Elizabeth's Jamestown Colony Diary, Book One** by Patricia Hermes - Written in journal format, the story focus on young Elizabeth and the daily life of people who lived in Jamestown in 1609. Also, the characters in this series live on in future books. *Guided Reading Level P*

**Meet Molly (American Girl series)** by Valerie Tripp - While her father is away fighting in World War II, Molly finds her life full of change as she eats terrible vegetables from the victory garden and plans revenge on her brother for ruining her Halloween. *Guided Reading Level Q*

**Meet Felicity (American Girl series)** by Valerie Tripp - In Williamsburg in 1774, nine-year-old Felicity rescues a beautiful horse that is being beaten and starved by her cruel owner. *Guided Reading Level Q*

**Catherine (The Royal Diaries series)** by Kristiana Gregory Princess Sophie's life changes forever when Empress Elizabeth searches for the perfect bride for her nephew Charles-Peter, the future ruler of Russia. Suddenly, Sophie finds herself whisked to Moscow, engaged to a weak, immature boy, and battling a cruel mother who craves the riches. *Guided Reading Level R*

**Kazunomiya (The Royal Diaries series)** by Kathryn Lasky - Princess Kazunomiya of Japan was a pawn in the power struggle between the Emperor's Court and the shogun. Torn between her love for Prince Arisugawa and her duty to marry the next shogun, Yoshitomi, she summoned the courage to bring honor to her family and face an uncertain fate. *Guided Reading Level R*

**The Journal of Jasper Jonathan Pierce: Pilgrim Boy** by Ann Rinaldi - "Plymouth, 1620" A fourteen-year-old indentured servant keeps a journal of his experiences on the Mayflower and during the building of Plymouth Plantation in 1620 and 1621. *Guided Reading Level S*

**Journey to the New World: Diary of Patience Whipple** by Kathryn Lasky - "Mayflower, 1620" Twelve-year-old Mem presents a diary account of the trip she and her family made on the Mayflower in 1620 and their first year in the New World. *Guided Reading Level T*

**Dear America Series (the following 3 titles): Across the Wide and Lonesome Prairie: the Oregon Trail Diary of Hattie Campbell; A Journey to the New World : The Diary of Remember Patience Whipple; A Light in the Storm : The Civil War Diary of Amelia Martin**  
Written in a diary format, each historical novel is extensively researched from actual letters and diaries, allowing readers to experience the daily lives of girls from different times in American history. A companion series--My Name Is America--follows the adventures of boys from America's past. *Guided Reading Level T*



**My Name is America Series: The Journal of Scott Pendleton Collins: a World War II Soldier** by Walter Dean Myers - A ground breaking, adventure-based historical fiction series written in journal format and designed to appeal to boy readers. A companion series--Dear America--invites readers into the personal worlds of girls from different times in American history. *Guided Reading Level T*

**Number the Stars** by Lois Lowry - An incredibly moving account of the Jews in World War II Denmark. Annemarie Johansen worries what might happen to her Jewish friend, Ellen Rosen, as the Nazis capture and "relocate" all Jews. During this time, Annemarie learns about the power of evil, the strength of family, and the unbreakable bonds of friendship. *Guided Reading Level U*

**My Name is America Series: The Journal of James Edmond Pease: a Civil War Union Soldier** by Jim Murphy - A groundbreaking, adventure-based historical fiction series written in journal format and designed to appeal to boy readers. A companion series--Dear America--invites readers into the personal worlds of girls from different times in American history. *Guided Reading Level W*

**Anacaona (The Royal Diaries series)** by Edwidge Danticat - When her uncle's weaver makes a cloth for her to write symbols on, Anacaona records her life as the niece of Haiti's ruler in the 15th century. She reveals the customs of her people as she matures, gets married to a chief, and faces the men who come to threaten her people. *Guided Reading Level X*

**The Midwife's Apprentice** by Karen Cushman - This story takes place in medieval England. Our protagonist is Alyce, who rises from the dung heap (literally) of homelessness and namelessness to find a station in life-- apprentice to the crotchety, snaggle-toothed midwife Jane Sharp. On Alyce's first solo outing as a midwife, she fails to deliver. Instead of facing her ignorance, Alyce chooses to run from failure--never a good choice. *Guided Reading Level X*

**Out of the Dust** by Karen Hesse - Out of the Dust tells the story of a girl named Billie Jo, who struggles to help her family survive the dust-bowl years of the Depression. Fighting against the elements on her Oklahoma farm, Billie Jo takes on even more responsibilities when her mother dies in a tragic accident. A testament to the American spirit, this novel is an instant classic. *Guided Reading Level X*

**A House of Tailors** by Patricia Reilly Giff - A story about a young girls during World War II in Germany who leaves her mother's house, a house of tailors, to join her uncle in America, also a tailor. She grows to love her new family and learns to become anew person – relying on the trade she has started to resent. Genre: Fiction. *Guided Reading Level Y*

**We Shall Not be Moved: The Women's Factory Strike of 1909** by Joan Dash

This is an historical account of the women's strike of 1909, which led to the formation of the Women's Trade Union League. The book tells the story of how young women working in appalling conditions found the courage to stand up and create change. *Guided Reading Level Y*

## FANTASY:

**Magic Tree House Series: Afternoon on the Amazon** by Mary Pope Osborne - This series is an interesting mix of fiction & nonfiction. Each book takes the characters (siblings Jack & Annie) to another place and/or time to get a clue to solve a mystery or challenge. *Guided Reading Level L*

**Magic Tree House Series: Buffalo Before Breakfast** by Mary Pope Osborne - The Magic Tree House takes Jack and Annie back in time by almost 200 years. On the Great Plains, they meet a Lakota boy who shows them how to hunt buffalo. But something goes wrong! They must stop a thousand buffalo from stampeding! *Guided Reading Level M*

**Magic Tree House Series: Civil War on Sunday** by Mary Pope Osborne - The Magic Tree House takes Jack and Annie back in time to the American Civil War. They meet Clara Barton, the famous nurse, and help take care of wounded soldiers. *Guided Reading Level M*

**Flat Stanley** by Jeff Brown - When a bulletin board falls on Stanley while he's sleeping, he is completely flattened. Although Stanley makes good use of his new dimensions, he lives in a world of round people. Will Stanley ever feel like himself again?

*Guided Reading Level M*

**Stanley, Flat Again!** by Jeff Brown - Although there are a lot of cool things about being flat, Stanley laments his strange condition. After his father explains that things happen for a purpose, Stanley is recruited to save a classmate. *Guided Reading Level N*

**Dragon Slayers Academy Series** (these 4 titles): **Beware! It's Friday the 13th; Revenge of the Dragon Lady; Sir Lancelot, Where Are You?; The Ghost of Sir Herbert Dungeonstone** by Kate McMullan - These are stories of dragons and knights, full of knock, knock jokes, pig-latin, comical and gross and a great fantasy series. *Guided Reading Level N*

**Secrets of Droon Series** (these 3 titles): **Flight of the Genie; Fortress of the Treasure Queen; The Golden Wasp** by Tony Abbott - Eric, Julie and Neal stumble upon the magical world of Droon, populated by wizards and sorcerers, invisible cities, vanishing islands, and castles under the sea. *Guided Reading Level N*

**Invisible Stanley** by Jeff Brown - After discovering that he is invisible, Stanley becomes a celebrity, but after a while he doesn't like being invisible because he is often ignored. *Guided Reading Level O*

**Hank the Cowdog Series: Murder in the Middle Pasture** by John R. Erickson - There's been a brutal murder on the ranch, and it's up to Hank the Cowdog, Head of Ranch Security, to conduct the investigation. The only problem is, no one's talking. *Guided Reading Level P*

**Dragonling** by Jackie French Koller - Darek is filled with envy when his older brother returns from his dragonquest with the claws of a Great Blue, the largest and fiercest of all dragons. Then Darek discovers a dragonling in the pouch of its dead mother. There's only one thing to do: he must get Zantor, a hungry little dragon with wobbly legs, back to his own kind. *Guided Reading Level Q*

**Rhianna Chronicles Series** (these 2 titles): **The Girl, The Apprentice, and The Dogs of Iron; The Girl, The Dragon, and The Magic** by Dave Lockett - You can't live without magic -everyone in the Land knows that. Magic controls everything. But what happens when the magic goes wrong?  
*Guided Reading Level Q*

**Spiderwick Chronicles Series: The Field Guide** by Holly Black & Tony DiTerlizzi - It all starts when Jared Grace finds their great uncle's book, 'Arthur Spiderwick's Field Guide to the Fantastic World Around You' and the Grace kids realize that they are not alone in their new house. Now the kids want to tell their story but the faeries will do everything they can to stop them. *Guided Reading Level Q*

**Spiderwick Chronicles Series: The Ironwood Tree** by Holly Black & Tony DiTerlizzi - When the Grace children go to live at their Great Aunt Lucinda's worn Victorian house, they discover a field guide to fairies and other creatures and begin to have some very unusual experiences.  
*Guided Reading Level R*

**Spiderwick Chronicles Series: The Wrath of Mulgarath** by Holly Black & Tony DiTerlizzi - After narrowly escaping the dwarven quarry, a battered and bruised Jared, Simon, and Mallory return home to find it has been ransacked by the evil Mulgarath, and that he's made off with "Arthur Spiderwick's Field Guide to the Fantastical World Around You" along with something far more precious to the Grace kids — their mother. *Guided Reading Level R*

**Baseball Card Adventures Series: Babe and Me** by Dan Gutman - Perfect for fans of time-travel, fantasy, and baseball! Full of sports trivia and historical documents. Joe Stoshack travels back in time to meet Babe Ruth! *Guided Reading Level S*

**Baseball Card Adventures Series Shoeless Joe and Me** by Dan Gutman - Perfect for fans of time-travel, fantasy, and baseball! Full of sports trivia and historical documents. Joe Stoshack travels back in time to meet Joe Jackson! *Guided Reading Level T*

**Chronicles of Narnia Series** (these 4 titles): **The Lion, the Witch and the Wardrobe; The Magician's Nephew; Prince Caspian; The Horse and His Boy** by C.S. Lewis - The Chronicles of Narnia is a series of seven fantasy novels for children written by C. S. Lewis. They present the adventures of children who play crucial roles in the unfolding history of the realm of Narnia where some animals talk, magic is rampant, and good is fighting evil. *Guided Reading Level T*

**Wizard of Oz** by L. Frank Baum - Dorothy, a young girl who is transported by a cyclone to the magical world of Oz where she makes wonderful friends, battles evil, and must face down a wizard to return home to Kansas. *Guided Reading Level U*

**Merlin Series** (these 3 titles): **Hobby; Passagers; Merlin: The Young Merlin Trilogy** by Jane Yolen Worthy introduction to Arthurian legend for the younger reader. *Guided Reading Level V*

**Series of Unfortunate Events Series** (these 2 titles): **The Bad Beginnings; The Austere Academy** by Lemony Snickett Tales of three likable, resilient, and unfortunate Baudelaire orphans, Violet, Klaus, and Sunny, in search of a home--stories that are literary and irreverent, hilarious and deftly crafted.  
*Guided Reading Level V*

**Harry Potter and the Goblet of Fire** by J.K. Rowling - Harry, now 14, has only two more weeks with his Muggle relatives before returning to Hogwarts School of Witchcraft and Wizardry. Yet

one night a vision harrowing enough to make his lightning-bolt-shaped scar burn has Harry on edge and contacting his godfather- in-hiding, Sirius Black. *Guided Reading Level W*

**A Wrinkle in Time** by Madeleine L'Engle A coming of age fantasy story that addresses typical teenage girl awkwardness and insecurity. It highlights courage, resourcefulness and the importance of family ties to overcoming them. *Guided Reading Level W*

**Shadow Children series: Among the Hidden** by Margaret Haddix In the future, when it is illegal for a family to have more than two children, Luke, a twelve-year-old boy, lives his life in hiding because he is a third child. Luke lives in isolation until he discovers another third child. One day, the Population Police knock on the front door. What will happen to Luke? *Guided Reading Level W*

**Artemis Fowl** by Eoin Colfer - Twelve-year-old Artemis Fowl is the most ingenious criminal mastermind in history. With two trusty sidekicks in tow, he hatches a cunning plot to divest the fairy folk of their pot of gold. This fantasy takes the reader on an adventure that includes kidnapping, ransom, and an unexpected but crafty sidekick. *Guided Reading Level X*

**Gathering Blue** by Lois Lowry - Kira, newly orphaned and lame from birth, is taken from the turmoil of the village to live in the grand Council Edifice because of her skill at embroidery. There she is given the task of restoring the historical pictures sewn on the robe worn at the annual Ruin Song Gathering, a solemn day-long performance of the story of their world's past. With the help of a cheerful waif called Matt and his little dog, Kira at last finds the way to the plant that will allow her to create the missing color--blue--and, symbolically, to find the courage to shape the future by following her art wherever it may lead. *Guided Reading Level X*

**Shadow Children series: Among the Free** by Margaret Haddix - Luke Garner is a third-born in a restrictive society that allows only two children per family. Risking his life, he came out of hiding to fight against the Population Police laws. Now, in the final volume of Margaret Peterson Haddix's suspenseful Shadow Children series, Luke inadvertently sets off a rebellion that results in the overthrow of the government. The people are finally free. But who is in charge now? And will this new freedom be everything they had hoped? *Guided Reading Level Z*

**The Redwall Series** by Brian Jacques - A magical tale filled with animals in which a mouse fights to save Redwall Abbey from an evil rat warlord. *Guided Reading Level Z*

## MYSTERY:

**Bone Mysteries Series includes: Bones and the Big Yellow Mystery)** by David Adler - Young detective

Jeffery Bones is always ready to help when a mystery strikes! *Guided Reading Level J*

**Cam Jansen Adventure Series: Young Cam Jansen and the Lost** by David Adler - Fifth grader Cam Jansen uses her phenomenal photographic memory to solve mysteries. Stories are in "Beginning Chapter- Book" format. *Guided Reading Level J*

**Cam Jansen Adventure Series: Young Cam Jansen and the New Girl Mystery** by David Adler - Fifth grader Cam Jansen uses her phenomenal photographic memory to solve mysteries. Stories are in "Beginning Chapter-Book" format. *Guided Reading Level K*

**Nate the Great Series: Nate the Great and the Boring Beach Bag** by Margerie Sharmat - Nate, the boy detective, plunges into each new and baffling case, solves the mystery, and tracks down the culprits. *Guided Reading Level K*

**Nate the Great Series: Nate the Great and the Monster Mess** by Margerie Sharmat - Nate, the boy detective, plunges into each new and baffling case, solves the mystery, and tracks down the culprits. *Guided Reading Level L*

**Cam Jansen Adventure Series: Cam Jansen and the Mystery of Flight 54)** by David Adler - Fifth grader Cam Jansen uses her phenomenal photographic memory to solve mysteries. Stories are in "Beginning Chapter-Book" format. *Guided Reading Level L*

**Meg Mackintosh Mystery at Camp Creepy** by Lucinda Landon - While attending summer camp for the first time, Meg tries to solve the mystery of the camp's legendary ghost. The reader is challenged to interpret each clue before Meg finds the solution. *Guided Reading Level L*

**Jigsaw Jones Series includes** (these 2 titles): **The Case of the Stinky Science Project; The Case of the Christmas Snowman** by James Preller - Puzzle-crazy Jigsaw Jones searches for clues and pieces them together to solve the mystery. Line-art brings additional humor and warmth to these chapter-books. *Guided Reading Level N*

**Ghost of Popcorn Hill** by Betty Ren Wright - Martin and Peter acquire a mischievous new dog and two lonely ghosts. *Guided Reading Level N*

**The Ghost in Room 11** by Betty Ren Wright - When his family moves to a small town near Milwaukee, Matt's efforts to fit into his new fourth-grade class are complicated by his poor spelling and his encounter with the ghost of one of the school's former teachers.  
*Guided Reading Level P*

**Nothing but Trouble** by Betty Ren Wright - Vannie Kirkland and her dog, Muffy, are dropped off at an elderly aunt's house while her parents look for work in California. *Guided Reading Level P*

**The Curse of the Blue Figurine** by John Bellairs - Johnny Dixon is plunged into a terrifying mystery- adventure when he removes a blue figurine called a Ushabti from church. *Guided Reading Level S*

**Herculeah Jones Sseries** (these 2 titles): **Dead Letter; Disappearing Acts** by Betsy Byars - The intrepid

Herculeah Jones helps her mother, a private investigator, solve puzzling and frightening cases.

*Guided Reading Level S*

**Sammy Keyes Series** (these 2 titles): **Sammy Keyes and the Hotel Thief ; Sammy Keyes and the Skeleton Man** by Wendelin VanDraanen - Exciting mysteries starring the feisty and funny, smart and spunky seventh-grade ace detective, Samantha Keyes. *Guided Reading Level T*

**Herculeah Jones Sseries** (these 2 titles): **Death's Door; The Dark Stairs** by Betsy Byar - The intrepid Herculeah

Jones helps her mother, a private investigator, solve puzzling and frightening cases.

*Guided Reading Level V*

**Sammy Keyes Series** (these 2 titles): **Sammy Keyes and the Search for Snake Eyes; Sammy Keyes and the Psycho Kitty Queen** by Wendelin VanDraanen - Exciting mysteries starring the feisty and funny, smart and spunky seventh-grade ace detective, Samantha Keyes. *Guided Reading Level W*

**Sammy Keyes Series: Sammy Keyes and the Hollywood Mummy** by Wendelin VanDraanen - Exciting mysteries starring the feisty and funny, smart and spunky seventh-grade ace detective, Samantha Keyes. *Guided Reading Level X*

## BIOGRAPHY:

**Rookie Biographies: Paul Revere** by Will Mara. Published by Scholastic - Clear biographies about famous people, both contemporary and historical. *Guided Reading Level J*

**Rookie Biographies: George Washington Carver** by Lynea Bowdish. Published by ScholasticClear biographies about famous people, both contemporary and historical. *Guided Reading Level J*

**Rookie Biographies: Thurgood Marshall** by Christine Taylor-Butler . Published by ScholasticClear biographies about famous people, both contemporary and historical. *Guided Reading Level K*

**Rookie Biographies: Lewis & Clark** by Lisa Wade McCormick. Published by ScholasticClear biographies about famous people, both contemporary and historical. *Guided Reading Level L*

**A Picture Book of Christopher Columbus** by David Adler - The author provides a brief account of the life and accomplishments of Christopher Columbus in thisf ascinating book. *Guided Reading Level M*

**George Washington: A Picture Book Biography** by James Cross Giblin - This portrait brings the country's first president vividly to life through splendid paintings illustrating Washington's progress from boyhood to father of a nation. *Guided Reading Level N*

**I am Rosa Parks** by Rosa Parks - Rosa Parks, the African-American woman who refused to give up her seat on a bus to a white man in 1955,tells why she decided it was time to take a stand against segregation, and discusses the impact of her actions on the Civil Rights movement. *Guided Reading Level N*

**Picture Book of George Washington** by David Adler - The author provides a brief account of the life and accomplishments of Christopher Columbus in this fascinating book. *Guided Reading Level O*

**Childhood of Famous Americans: Louisa May Alcott** by Beatrice Gormley & Meryl Henderson - The majority of these stories emphasize the famous historical persons formative years. There is very little about their lives as adults. *Guided Reading Level O*

**My First Book of Biographies** by Jean Marzollo - This informative text provides fascinating facts about some of the greatest and most influential people in the world. *Guided Reading Level P*

**Childhood of Famous Americans: Crispus Attucks; Black Leader of Colonial Patriots** by Dharathula H.Millender Published by Aladdin Paperbacks. The majority of these stories emphasize the famous historical persons formative years. There is very little about their lives as adults. *Guided Reading Level R*

**Leonardo da Vinci** by Diane Stanley - In this stunning pictorial biography, acclaimed author/artist Diane Stanley introduces young readers to one of the most compelling personages of all time. *Guided Reading Level S*

**The First Woman Doctor: The Story of Elizabeth Blackwell, M.D. by Rachel Baker**

An engrossing biography of Elizabeth Blackwell, the first woman doctor, who founded a women's hospital and medical college. *Guided Reading Level T*

**Don't Know Much About the Presidents** by Kenneth C. Davis - Hail to the Chief! The commander in chief is the leader of our nation, the President of the United States. Here's your chance to learn about the presidents' inaugurations and important political achievements, as well as their nicknames, hobbies and even what kind of foods they did (and did not) eat. Discover how life in the White House has changed, and the diverse ways the First Ladies helped America. *Guided Reading Level U*

**Stealing Home: The Story of Jackie Robinson** by Barry Denenberg - Stealing Home is a moving and poignant account of a man who was determined to play baseball regardless of the color of his skin. This biography tells the story of Jackie Robinson, the first black man to play in baseball's major leagues in the United States. *Guided Reading Level V*

**Counting Coup: Becoming a Crow Chief on the Reservation and Beyond** by Joseph Meicine Crow - Picture a Crow Indian elder, his wizened eyes catching yours in the ancient flicker of firelight. Mismesmerizing stories span the ages, from Custer to World War II to the 21st Century. He is the last traditional chief of his people. He is over 90 years old. Now picture that same man lecturing at colleges nationwide, and addressing the United Nations on the subject of peace. *Guided Reading Level W*

**Meet Eli Manning** by Sloane Macrae - Biography of famous quarterback, Eli Manning, the star quarterback of the New York Giants. *Guided Reading Level Y*

**The Contender** by Robert Lipsyte - This acclaimed novel is a stirring evocation of self-discovery in difficult circumstances. Former sports journalist, Robert Lipsyte, makes the boxing scenes vivid and realistic, but he is equally successful at depicting life on the streets and Alfred's inner struggle to find within himself the man he would like to be. Recommend this powerful story to sports-minded young adults and reluctant readers. *Guided Reading Level Z*



## POETRY:

**Bright Eyes, Brown Skin** by Cheryl Willis Hudson - In a charming picture book designed to build self-esteem, four African-American kindergartners enjoy their day together. As they draw with crayons, play games, eat their lunch, dress up, dance, and take a nap, they revel in each other's company. Meanwhile, the simple rhyming poem celebrates the beauty of "Chubby fingers, Ticklish toes . . . . A playful grin, A perfect nose. *Guided Reading Level D*

**Guess Who?** by Diane Namm - A little boy sits in his room wondering who will come to play. Will it be someone who can climb, or someone with green slime? This book uses pictures and rhymes to introduce simple vocabulary to very young readers.

*Guided Reading Level F*

**I SPY Lightning in the Sky** by Jean Marzollo - All-new, easy-to-read picture-clue riddles are paired with fun photographs culled from the bestselling I SPY Treasure Hunt. *Guided Reading Level G*

**Chicka Chicka 1, 2, 3** by Bill Martin, Michael Sampson - One hundred and one numbers climb the apple tree in this bright, rollicking, joyous book for young children. As the numerals pile up and bumblebees threaten, what's the number that saves the day? (Hint: It rhymes with "hero.") Read and count and play and laugh to learn the surprising answer. *Guided Reading Level J*

**Celebrations** by Myra Cohn Livingston - Celebrate American holidays through this collection of poems with colorful illustrations. *Guided Reading Level M*

**Good Books, Good Times!** by Lee Bennet Hopkins - An anthology of poems about the joys of books and reading. Includes selections by David McCord, Karla Kuskin, Myra Cohn Livingston, and Jack Prelutsky. *Guided Reading Level M*

**Beneath a Blue Umbrella** by Jack Prelutsky - A collection of short humorous poems in which a hungry hippo raids a melon stand, a butterfly tickles a girl's nose, and children frolic in a Mardi Gras parade. *Guided Reading Level N*

**Animals, Animals** by Eric Carle - This illustrated collection of poems is written by many authors and describes the peculiarities of wild and domestic animals. *Guided Reading Level O*

**A Child's Calendar** by John Updike - This collection of poems highlights the unique wonders children can find in each month of the year. *Guided Reading Level O*

**The Frogs Wore Red Suspenders** by Jack Prelutsky - Prelutsky presents tongue-twisting (but real) places to visit, such as Tuscaloosa and Winnemucca in these verses with new partner in rhyme. *Guided Reading Level O*

**When We Were Very Young** by A.A. Milne - These verses were written for Christopher Robin including nonsense, whimsy and rhythmic surprises. *Guided Reading Level O*

**The New Kid on the Block** by Jack Prelutsky - Collected here are more than 100 humorous poems, profusely illustrated, about such strange creatures and people as the Gloopy Gloopers and Baloney Belly Billy. *Guided Reading Level P*

**Scranimals** by Jack Prelutsky - On Scranimal Island you will find the fragrant Rhinoceros, the cunning Broccolions, and, if you are very, very quiet, you'll spot the gentle, shy Pandaffodil *Guided Reading Level P*

**Falling Up** by Shel Silverstein - Poor Screamin' Millie is just one of the unforgettable characters in this wondrous new book of poems and drawings by the creator of "Where the Sidewalk Ends" and "A Light in the Attic." Here you will also meet Allison Beals and her twenty-five eels; Danny O'Dare, the dancing bear; the Human Balloon; and Headphone Harold. *Guided Reading Level P*

**Hopscotch Love** by Nikki Grimes - Twenty-two poems celebrate the different faces of love within the African- American community. There's something here for every age and every taste, from sweet to sassy to sentimental. *Guided Reading Level R*

**A Dime a Dozen** by Nikki Grimes - Nikki Grimes expresses feelings shared by many young people in this collection of poetry, including thoughts about family members and secrets untold. *Guided Reading Level R*

**Walt Whitman: Words for America** by Barbara Kerley - Serving as a nurse in Civil War-era Washington, Walt Whitman treated all soldiers who needed his aid-Union and Confederate, black and white. In time, Walt saw that his writing could give these men a voice and capture the true spirit of America. *Guided Reading Level R*

**Love that Dog: A Novel** by Sharon Creech - Jack hates poetry. Only girls write it and every time he tries to, his brain feels empty. But his teacher, Ms.Stretchberry, won't stop giving her class poetry assignments — and Jack can't avoid them. But then something amazing happens. The more he writes, the more he learns he does have something to say. *Guided Reading Level T*


**Call Me Maria** by Judith Ortiz Cofer - Maria is a girl caught between two worlds: Puerto Rico, where she was born, and her new home, New York. As she struggles to lose her island accent, María does her best to find her place within the unfamiliar culture of the barrio. With the Spanglish of the barrio people ringing in her ears, she finds the poet within herself. *Guided Reading Level V*

**What Is Goodbye?** by Nikki Grimes - A series of poems reveals how nothing has been the same for Jesse and Jerilyn since their older brother, Jaron, suddenly died. Their parents are quiet and sad, never hugging their two remaining children or seeming to remember that they're even there. *Guided Reading Level W*

Name \_\_\_\_\_ Entering Grade \_\_\_\_\_

*Enjoy reading this summer! Complete an activity on the Bingo board, and cross off the box. Try to complete as many activities as you can! For every Bingo you complete (5 consecutive boxes, either horizontally, vertically, or diagonally), you will earn 1 ticket below. If you complete the entire board, you will earn all 5 tickets! Return this board with your ticket(s) filled out, and you may win an extra recess for your class!*

## Shrewsbury Public Schools K-4 Summer Reading Bingo

Read while sitting on a beach blanket or towel.	Read a book you borrowed from a library, or read at the library.	Read twice in the same day.	Read a book that makes you laugh out loud.	Turn out the lights and read using a flashlight.
Read a book you loved when you were younger.	Read a Caldecott Medal or Caldecott Honor book.	Read a book and invent a new title for it.	Read a book that has an animal on the cover.	Read in your favorite cozy spot!
Read a book with comics in it.	Read a recipe from a cookbook.	Read anything you like to read! 	Read at least 5 poems found in a poetry book.	Read a book from the SPS summer reading list.
Read a book published this year.	Read when it is raining or thundering.	Read a fantastic nonfiction book.	Read while wearing a swimsuit.	Read to someone over the phone or over your computer.
Read a great biography.	Take turns reading with someone.	Read out loud to an animal (real or stuffed).	Read while wearing sandals or flip-flops.	Read in bed in your pajamas.

Name: _____	Name: _____	Name: _____	Name: _____	Name: _____
Teacher: _____	Teacher: _____	Teacher: _____	Teacher: _____	Teacher: _____

**Sherwood Middle School Summer Reading 2019**  
**Letter to Parents**

May 2019

Dear Families,

Summer provides a wonderful opportunity for students and families to enjoy great books together! The goal of the middle school summer reading program is *to foster a love of reading*. Reading over the summer can also help students to maintain or even improve their reading skills. In order to meet the needs of each students' reading skills and interests, the Sherwood summer reading lists contain a variety of genres at various reading levels. Students should be encouraged to read books that match their level of comprehension. All books are listed by reading level (level 3 = challenging, level 2 = average, level 1 = easy).

There are no required novels for grades 5 and 6. Students may select books from the entire Sherwood Middle School Summer Reading List, or from the list of recommended authors at the bottom of the list.

The school year will begin with activities and discussions related to summer reading books. **All students are asked to select and read three books. Students are also asked to complete the grade-level appropriate graphic organizer based on one of the books they read.**

The Sherwood Middle School Summer Reading List and the graphic organizers can be found on the Sherwood Middle School homepage: <http://schools.shrewsburyma.gov/sherwood/>.

Also, although it is not required, we recommend that students use strategies to help them to engage in the text. Some strategies may include keeping a reading journal or annotating the book as they read with questions, ideas, or personal responses. Students may also benefit from reading the same title as a friend or family member and engaging in ongoing discussions about the book. Students should be ready to engage in a discussion about their book, or complete a quick assignment having to do with one or more of the books they read.

Summer reading books should be selected according to interest and independent reading ability. If your child is struggling with a book, please have them try another text that more comfortably fits their independent reading level. If your child is having difficulty finding an appropriate selection, please contact Lisa Daly ([ldaly@shrewsbury.k12.ma.us](mailto:ldaly@shrewsbury.k12.ma.us)) and further accommodations may be discussed.

Best wishes for an enjoyable summer!

**Shrewsbury Public Schools**  
**Sherwood Middle School Summer Reading List 2019**

Students are asked to read three novels over the summer. The list below contains titles that are recommended for early middle-level readers. If the list does not contain a novel that suits a students' interest or reading level, please see the recommended author's section at the bottom of the page for more suggestions!

**New and Notable**

**Front Desk** by Kelly Yang (Realistic Fiction)

Level Two

Mia Tang and her parents expected to work hard when they came to the United States, but they had no idea how difficult things would be. After a year or two struggling to make ends meet, they find themselves managing a motel for a cruel and exploitive owner. The work is exhausting and the problems are many, but the Tangs approach their new responsibility with determination, creativity, and compassion, making friends everywhere and sheltering a trickle of immigrants in worse straits than themselves. Ten-year-old Mia takes over the front desk, and makes it her own, while dreaming of a future as a writer.

**New Kid** by Jerry Craft (Graphic Novel)

Level One

Jordan Banks is anxious about being the new kid at Riverdale, especially since he'd rather be going to art school. He's even more nervous when he realizes that, unlike in his Washington Heights neighborhood, at Riverdale, he's one of the few kids of color. Despite some setbacks, Jordan eventually makes a few friends and chronicles his experiences in his sketch pad.

**The Parker Inheritance** by Varian Johnson (Historical Fiction / Mystery)

Level Two

Candice and her mother have moved temporarily from Washington, D.C., to her mother's hometown in Lambert, SC, while her parents finalize the plans of their amicable divorce. Candice is miserable until she meets Brandon and finds an old letter addressed to her from her deceased grandmother with a puzzle enclosed. Twenty years prior, her grandmother had tried unsuccessfully to solve the puzzle that would yield a great deal of money to the town and the person who solved it. Together, Candice and Brandon make their own attempt. Who were Enoch, Leanne, and Siobhan Washington? How does an illegal tennis match played in 1957 between the white Wallace School and African American Perkins School factor into the solution?

**Non-Fiction**

Level One:

**Any book from the *I Survived* Series**

Level Two:

**Zombie Makers: True Stories of Nature's Undead** by Rebecca L. Johnson

Are zombies real? Scientists know this for sure: dead people do not come back to live and start walking around, looking for trouble. But there are things that can take over the bodies and brains of innocent creatures, turning them into senseless slaves. Meet nature's zombie makers--including a fly-enslaving fungus, a suicide worm, and a cockroach-taming wasp--and their victims.

**Into the Unknown: How Great Explorers Found Their Way by Land, Sea, and Air.** By Stuart Ross, Illus. by Stephen Biesty

How did those great explorers travel? What did they wear? Where did they pee? And what did they find on their journeys? Much is revealed in the text and unfolding cross-sections of this fascinating volume.

Level Three:

**Almost Astronauts: 13 Women Who Dared to Dream** by Tanya Lee Stone

Profiles thirteen women who challenged social norms and government policies to prove they could be exceptional astronauts

**Born to Write: The Remarkable Lives of Six Famous Authors** by Charis Cotter

Looks at the childhoods of six celebrated authors, including Madeleine L'Engle, E. B. White, L. M. Montgomery, Philip Pullman, Christopher Paul Curtis, and C. S. Lewis, and discusses how their youthful experiences influenced their writing.

## Adventure

### Level One:

**Any title from The Everest Series: The Contest, The Climb, The Summit** by Gordon Korman

The climbing contest to see who will be the youngest person to climb Mount Everest turns into a life or-death rescue mission.

**Any title from the *Island* series** by Gordon Korman

A dramatic survival trilogy follows a group of six kids who have been sent to a deserted island for a character-building experience as they embark on a quest for survival that will test their limits.

**Any title from The Titanic Series** by Gordon Korman

The Titanic is meant to be unsinkable, but as it begins its maiden voyage, there's plenty of danger waiting for four of its young passengers. Paddy is a stowaway, escaping a deadly past. Sophie's mother is delivered to the ship by police - after she and Sophie have been arrested. Juliana's father is an eccentric whose riches can barely hide his madness. And Alfie is hiding a secret that could get him kicked off the ship immediately. The lives of these four passengers will be forever linked with the fate of Titanic. And the farther they get from shore, the more the danger looms. . . .

**Little House in the Big Woods, Little House on the Prairie** by Laura Ingalls Wilder

The first two stories about Laura Ingalls and her family. The Ingalls family travels by covered wagon across the Midwest in the 1870's first settling in Wisconsin then moving to Kansas.

### Level Two:

**Brian's Winter, Brian's Return, and Brian's Hunt** by Gary Paulsen

These three books are sequels to Hatchet.

**On the Banks of Plum Creek** by Laura Ingalls Wilder

Laura and her family move to Minnesota where they live in a dugout until a new house is built and face misfortunes caused by flood, blizzard, and grasshoppers.

**Jason's Gold** by Will Hobbs

Fifteen-year-old Jason embarks on a ten thousand-mile journey in 1897 in hopes of striking it rich after hearing the news that gold has been discovered in Canada's Yukon Territory.

### Level Three:

**Hatchet** by Gary Paulsen

After a plane crash, thirteen-year-old Brian spends fifty-four days in the wilderness, learning to survive with only the aid of a hatchet given him by his mother, and learning also to survive his parents' divorce.

**Canyons** by Gary Paulsen

Finding a skull on a camping trip in the canyons outside El Paso, Texas, Brennan becomes involved with the fate of a young Apache Indian who lived in the late 1800s.

## Graphic Novels

### Any Level:

**Zita the Spacegirl.** By Ben Hatke, Illus. by the author. First Second.

When a little red button crashes to earth any self-respecting graphic novel character would push it. When Joseph is whisked through an inter-dimensional portal to an alien planet, Zita follows to rescue him.

**Roller Girl**, by Victoria Jamieson – *John Newbery Medal*

For most of her twelve years, Astrid has done everything with her best friend Nicole. But after Astrid falls in love with roller derby and signs up for derby camp, Nicole decides to go to dance camp instead. And so begins the most difficult summer of Astrid's life as she struggles to keep up with the older girls at camp, hang on to the friend she feels slipping away, and cautiously embark on a new friendship. In this graphic novel debut that earned a Newbery Honor and five starred reviews, real-life derby girl Victoria Jamieson has created an inspiring coming-of-age story about friendship, perseverance, and girl power!

## **Fantasy**

### Level One:

**The Lion, The Witch, and The Wardrobe** or any book in the Chronicles of Narnia series

**The Boggart** by Susan Cooper

After visiting the castle in Scotland, which her family has inherited, and returning home to Canada, twelve-year-old Emily finds that she has accidentally brought back with her a boggart, an invisible and mischievous spirit with a fondness for practical jokes.

**Princess Sonora and the Long Sleep** by Gail Carson Levine

In this retelling of the fairy tale Sleeping Beauty, Princess Sonora, who is ten times smarter than anyone else, vows to choose for herself the best time to be pricked by the spindle.

**The Wish** by Gail Levine

When granted her wish to be the most popular girl in school, Wilma, an eighth grader, forgets that she will graduate in three weeks and her popularity will vanish.

### Level Two:

**Ella Enchanted** by Gail Levine

In this novel based on the story of Cinderella, Ella struggles against the childhood curse that forces her to obey any order given to her.

**The Trials of Apollo: The Hidden Oracle**, by Rick Riordan

How do you punish an immortal? By making him human. After angering his father Zeus, the god Apollo is cast down from Olympus. Weak and disoriented, he lands in New York City as a regular teenage boy. Now, without his godly powers, the four-thousand-year-old deity must learn to survive in the modern world until he can somehow find a way to regain Zeus's favor. But Apollo has many enemies-gods, monsters, and mortals who would love to see the former Olympian permanently destroyed. Apollo needs help, and he can think of only one place to go . . . an enclave of modern demigods known as Camp Half-Blood.

**Magnus Chase and the Gods of Asgard**, by Rick Riordan

Magnus Chase has always been a troubled kid. Since his mother's mysterious death, he's lived alone on the streets of Boston, surviving by his wits, keeping one step ahead of the police and the truant officers. One day, he's tracked down by an uncle he barely knows-a man his mother claimed was dangerous. Uncle Randolph tells him an impossible secret: Magnus is the son of a Norse god. The Viking myths are true. The gods of Asgard are preparing for war. Trolls, giants and worse monsters are stirring for doomsday. To prevent Ragnarok, Magnus must search the Nine Worlds for a weapon that has been lost for thousands of years. When an attack by fire giants forces him to choose between his own safety and the lives of hundreds of innocents, Magnus makes a fatal decision. Sometimes, the only way to start a new life is to die . . .

**Books from the 'Redwall' series** by Brian Jacques

### Level Three:

**Splendors and Glooms**, by Laura Amy Schlitz

The master puppeteer, Gaspare Grisini, is so expert at manipulating his stringed puppets that they appear alive. Clara Wintermute, the only child of a wealthy doctor, is spellbound by Grisini's act and invites him to entertain at her birthday party. When Clara vanishes that night, suspicion of kidnapping falls upon the puppeteer and, by association, Lizzie Rose and Parsefall. As they seek to puzzle out Clara's whereabouts, Lizzie and Parse uncover Grisini's criminal past and wake up to his evil intentions. Fleeing London, they find themselves caught in a trap set by Grisini's ancient rival, a witch with a deadly inheritance to shed before it's too late.

**Golden Compass** by Philip Pullman

Accompanied by her daemon, Lyra Belacqua sets out to prevent her best friend and other kidnapped children from becoming the subject of gruesome experiments in the Far North.

## Science Fiction

### Level Three:

#### **A Wrinkle in Time** by Madeleine L'Engle

A tesseract (in case the reader doesn't know) is a wrinkle in time. To tell more would rob the reader of the enjoyment of Miss L'Engle's unusual book. *A Wrinkle in Time*, winner of the Newbery Medal in 1963, is the story of the adventures in space and time of Meg, Charles Wallace, and Calvin O'Keefe (athlete, student, and one of the most popular boys in high school). They are in search of Meg's father, a scientist who disappeared while engaged in secret work for the government on the tesseract problem.

#### **Any Science Fiction book by Nancy Farmer**

## Realistic Fiction

### Level One:

#### **Junonia.** By Kevin Henkes. Greenwillow Books.

Alice knows just how her vacation on Sanibel Island should be: the same as the previous nine, except that this year she hopes to find a rare junonia shell. Alice's tenth birthday, however, brings unexpected changes.

#### **Judy Moody** by Megan McDonald (any book in the series)

Third grader Judy Moody is in a first day of school bad mood until she gets an assignment to create a collage all about herself and begins creating her masterpiece, the Me collage.

**Heads or Tails** by Jack Gantos - Jack's diary helps him deal with his problems that include dog-eating alligators, a terror for an older sister, a younger brother who keeps breaking parts of himself, and next-door neighbors who are really weird.

#### **The Landry News: A Brand New School Story** by Andrew Clements

A fifth-grader starts a newspaper with an editorial that prompts her burnt-out classroom teacher to really begin teaching again, but he is later threatened with disciplinary action as a result.

#### **The Jacket** by Andrew Clements

Sixth-grader Phil comes to an awareness of his own racial prejudice after he sees Daniel, an African-American boy, wearing his brother's one-of-a-kind jacket and leaps to the conclusion that Daniel has stolen the coat.

### Level Two:

#### **Lucky Broken Girl** by Ruth Behar

Ruthie Mizrahi and her family recently emigrated from Castro's Cuba to New York City. Just when she's finally beginning to gain confidence in her mastery of English—and enjoying her reign as her neighborhood's hopscotch queen—a horrific car accident leaves her in a body cast and confined her to her bed for a long recovery. As Ruthie's world shrinks because of her inability to move, her powers of observation and her heart grow larger and she comes to understand how fragile life is, how vulnerable we all are as human beings, and how friends, neighbors, and the power of the arts can sweeten even the worst of times.

#### **Rain Reign** by Ann M. Martin

Rose Howard is obsessed with homonyms. She's thrilled that her own name is a homonym, and she purposely gave her dog Rain a name with two homonyms (Reign, Rein). Not everyone understands Rose's obsessions, her rules, and the other things that make her different. She struggles to control the obsessions and outbursts that are symptomatic of her high-functioning autism. When a storm hits their rural town, rivers overflow, the roads are flooded, and Rain goes missing. Rose's father shouldn't have let Rain out. Now Rose has to find her dog, even if it means leaving her routines and safe places to search.

**Breaking Stalin's Nose.** By Eugene Yelchin, Illus. by the author, Henry Holt.



On the eve of his induction into the Young Pioneers, Sasha's world is overturned when his father is arrested by Stalin's guard. (A 2012 Newbery Honor Book)

**Emmy and the Incredible Shrinking Rat** by Lynne Jonell

When Emmy discovers that she and her formerly loving parents are being drugged by their evil nanny with rodent potions that can change people in frightening ways, she and some new friends must try everything possible to return things to normal.

**Rules** by Cynthia Lord

Growing up with a brother with autism, twelve-year-old Catherine struggles to come to her own understanding of what it means to be "normal".

**Walk Two Moons** by Sharon Creech

After her mother leaves home suddenly, thirteen-year-old Sal and her grandparents take a car trip retracing her mother's route. Along the way, Sal recounts the story of her friend Phoebe, whose mother also left.

**Beetles Lightly Toasted** by Phyllis Reynolds Naylor

Andy's entering the fifth-grade essay contest stirs his imagination to creative heights as he competes with his know-it-all cousin by making recipes with some unusual food sources and testing them on unaware friends and family.

**Hoot** by Carl Hiaasen

Roy Eberhart, the new kid in town, hooks up with teenage runaway Mullet Fingers (so named because he can catch fish with his bare hands) and his sister Beatrice, a "major soccer jock...with a major attitude." The three discover that the proposed site for a Mother Paula's All-American Pancake House is also a nesting ground for small burrowing owls, a protected species, and they attempt to halt construction, initiating a cover-up that reaches all the way to the mayor's office.

Level Three:

Any '**Alex Ryder Adventure**' by Anthony Horowitz

**Dead End in Norvelt.** By Jack Gantos. Farrar Straus Giroux.

An achingly funny romp through a dying New Deal town. While mopping up epic nose bleeds, Jack narrates this screw-ball mystery in an endearing and believable voice. (2012 Newbery Medal Book)

**Inside Out and Back Again.** By Thanhha Lai.

Hà and her family flee war-torn Vietnam for the American South. In spare, vivid verse, she chronicles her struggle to find her place in a new world. (A 2012 Newbery Honor Book)

**The Year of the Dog** by Grace Lin

Frustrated at her seeming lack of talent for anything, a young Taiwanese American girl sets out to apply the lessons of the Chinese Year of the Dog, those of making best friends and finding oneself, to her own life.

**Hello, Universe** by Erin Entrada Kelly – John Newbury Medal

Level Three

Newbery Medalist Erin Entrada Kelly's *Hello, Universe* is a funny and poignant neighborhood story about unexpected friendships. Told from four intertwining points of view—two boys and two girls—the novel celebrates bravery, being different, and finding your inner *bayani* (hero).

**Historical Fiction**

Level One:

**The Secret Soldier: the story of Deborah Sampson** by Ann McGovern

This biography features a woman who disguised herself as a man and joined the Continental Army during the Revolutionary War.

**War Comes to Willy Freeman** by James Lincoln Collier

A free thirteen-year-old black girl in Connecticut is caught up in the horror of the Revolutionary War and the danger of being returned to slavery when her patriot father is killed by the British and her mother disappears.

## Level Two:

**Nurse, Soldier, Spy: The Story of Sarah Edmonds, a Civil War Hero**, by Marissa Moss

The incredible life story of Sarah Edmonds, who fought for the Union army disguised as a man and later became the only woman recognized as a Civil War veteran.

**Lunch-Box Dream**, by Tony Abbott

Narrated from different perspectives, this is a moving tale about the North and South during the era of Jim Crow, through the experiences of two young boys, one white and one black.

**The Devil's Arithmetic** by Jane Yolen

Hannah resents stories of her Jewish heritage and of the past until, when opening the door during a Passover Seder, she finds herself in Poland during World War II where she experiences the horrors of a concentration camp, and learns why she-- and we--need to remember the past.

**Girl in Blue** by Ann Rinaldi

To escape an abusive father and an arranged marriage, fourteen-year-old Sarah, dressed as a boy, leaves her Michigan home to enlist in the Union Army, and becomes a soldier on the battlefields of Virginia as well as a Union spy working in the house of Confederate sympathizer Rose O'Neal Greenhow in Washington, D.C.

**Jump Ship to Freedom** by James Lincoln Collier

By rights young Daniel Arabus and his mother, slaves in Captain Iver's house in Stratford, Conn., should be free. But the Captain refuses to honor their agreement and instead sells Daniel on board a ship to the West Indies.

**Any book from the Trilogy: *One Crazy Summer*, *P.S. Be Eleven*, *Gone Crazy in Alabama***, by Rita Williams Garcia

The Coretta Scott King Award-winning *Gone Crazy in Alabama* by Newbery Honor and *New York Times* bestselling author Rita Williams-Garcia tells the story of the Gaither sisters as they travel from the streets of Brooklyn to the rural South for the summer of a lifetime. Delphine, Vonetta, and Fern are off to Alabama to visit their grandmother Big Ma and her mother, Ma Charles. Across the way lives Ma Charles's half sister, Miss Trotter. The two half sisters haven't spoken in years. As Delphine hears about her family history, she uncovers the surprising truth that's been keeping the sisters apart. But when tragedy strikes, Delphine discovers that the bonds of family run deeper than she ever knew possible.

## Level Three:

**May B** by Caroline Starr Rose

May is helping out on a neighbor's Kansas prairie homestead. She wants to contribute, but it's hard to be separated from her family by 15 long, unfamiliar miles. Then the unthinkable happens: May is abandoned. Trapped in a tiny snow-covered sod house, isolated from family and neighbors, May must prepare for the oncoming winter. While fighting to survive, May's memories of her struggles with reading at school come back to haunt her. But she's determined to find her way home again.

**The Cheshire Cheese Cat: A Dickens of a Tale**. By Carmen Agra Deedy and Randall Wright, Illus. by Barry Moser. Peachtree Publishers.

Alley-cat Skilley finds a perfect home, gets help from a friend to return an injured raven to the Tower of London and saves all the Cheshire Cheese Inn mice from the evil Pinch.

**Catherine Called Birdy** by Karen Cushman

The daughter of an English country knight keeps a journal in which she records the events of her life, particularly her longing for adventures beyond the usual role of women and her efforts to avoid being married off.

**Wild Man Island** – by Will Hobbs – After fourteen-year-old Andy slips away from his kayaking group to visit the wilderness site of his archaeologist father's death, a storm strands him on Admiralty Island, Alaska, where he manages to survive, encounters unexpected animal and human inhabitants, and looks for traces of the earliest prehistoric immigrants to America.

## **Mystery**

#### Level One:

**The Dollhouse Murders** by Betty Ren Wright

A dollhouse filled with a ghostly light in the middle of the night, and dolls that have moved from where she last left them, lead Amy and her mentally handicapped sister to unravel the mystery surrounding grisly murders that took place years ago.

**Any Chet Gecko Mystery** by Bruce Hale

"Those who haven't read a 'Chet Gecko' mystery don't know what they're missing." School Library Journal

#### Level Two:

**Any mystery by John Bellairs**

**Any book in the Moon Based Alpha Series**

**The Puzzling World of Winston Breen**, by Eric Berlin

**Holes** by Louis Sachar

As further evidence of his family's bad fortune, which they attribute to a curse on a distant relative, Stanley Yelnats is sent to a hellish correctional camp in the Texas desert where he finds his first real friend, a treasure, and a new sense of himself.

**Chasing Vermeer** by Blue Balliett

When seemingly unrelated and strange events start to happen and a precious Vermeer painting disappears, eleven-year-olds Petra and Calder combine their talents to solve an international art scandal.

**Room One: A Mystery or Two** by Andrew Clements

In small-town Platttsford, Nebraska, sixth-grade paperboy/Boy Scout/4-H-er/mystery buff Ted Hammond secretly befriends a girl who is hiding with her mother and brother in an abandoned farmhouse. When they disappear, Ted must figure out what happened.

**Any mystery by Joan Nixon**

#### Level Three:

**Wonderstruck** by Brian Selznick

Parallel stories of hearing-impaired characters are set 50 years apart. The journeys of these two characters are chronicled in unique and creative ways. One journey is told through prose while the other is described by exceptional illustrations.

**The Invention Of Hugo Cabret** by Brian Selznick

When twelve-year-old Hugo, an orphan living and repairing clocks within the walls of a Paris train station in 1931, meets a mysterious toy seller and his goddaughter, his undercover life and his biggest secret are jeopardized. This book won the 2008 Caldecott Medal.

#### **Poetry**

##### Level Two:

**The Dream Keeper** by Langston Hughes

A collection of sixty-six poems, selected by the author for young readers, including lyrical poems, songs, and blues, many exploring the black experience.

##### Level Three:

**The Place My Words are Looking For** by Paul Janeczko

Thirty-nine United States poets share their poems, inspirations, thoughts, anecdotes, and memories.

#### **Traditional**

##### Level Two:

**Gilgamesh the Hero** by Geraldine McCaughrean -In this version of the epic, the mythic strongman, whose unrestrained vigor in building his city makes him more tyrant than hero, battles with Enkidu, a "wild man" who signifies the natural, uncivilized world. The two become friends and join in heroic adventures.

**Soft Rain, A Story of the Cherokee Trail of Tears** by Cornelia Cornelissen

A nine-year-old Cherokee girl, is forced to relocate, along with her family, from North Carolina to the West.

Level Three:

**One Thousand and One Arabian Nights** by Geraldine McCaughrean -Collection of stories told by Shahrazad to her husband King Shahryar in an effort to keep him from having her put to death she tells tales of Sinbad, Ali Baba, and other characters of the desert world.

**Autobiography**

Level Two:

**Knots in My Yo-yo String**, Autobiography of a Kid by Jerry Spinelli

This Italian-American Newbery Medalist presents a humorous account of his childhood and youth in Norristown, Pennsylvania.

**My Life in Dog Years** by Gary Paulsen

The author describes how dogs have impacted his life from childhood through the present day, recounting the stories of his first dog, Snowball, in the Philippines; Dirk, who protected him from bullies; and Cookie, who saved his life.

**Looking Back: A Book of Memories** by Lois Lowry

Using family photographs and quotes from her books, the author provides glimpses into her life.

Level Three:

**Brown Girl Dreaming** by Jacqueline Woodson

Raised in South Carolina and New York, Woodson always felt halfway home in each place. In vivid poems, she shares what it was like to grow up as an African American in the 1960s and 1970s, living with the remnants of Jim Crow and her growing awareness of the Civil Rights movement. Woodson's eloquent poetry reflects the joy of finding her voice through writing stories, despite the fact that she struggled with reading as a child.

Recommended Authors – The following authors are also great for middle level readers!: Avi, C.S.

Lewis, Robert Newton Peck, Lloyd Alexander, Sharon Creech, Gary Paulsen, Katherine Paterson, John Bellairs, E.L.Konigsburg, T.M. Murphy, Phyllis Reynolds Naylor, Jane Yolen, Patricia McLachlan, Scott O'Dell, Betsy Byars, Paul Zindel, James Lincoln Collier & Christopher Collier, J.K.Rowling. Kathryn Lasky, Louis Sachar, Russel Freedman,Walter Dean Meyers, Mildred Taylor

# ***Summer Theme Experiences 2019***

## ***Oak Middle School and Shrewsbury High School***

“Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results.”

— John Dewey

### **Summer Theme Experiences**

We have made some changes regarding what we are asking incoming 7th - 12th grade students to do over the summer months. We are evolving from our previous summer reading practices at OMS and SHS into *Summer Theme Experiences*.

### **Why Summer Theme Experiences?**

- We want our students to know that reading is a lifelong activity, not a school activity. Reading adds value to the human experience. We also want them to know that it is not the only activity of value and that all of their experiences matter.
- We want to develop our students into self-motivated, lifelong learners, and know that providing students with choice and agency are critical components towards this endeavor.
- We want to know our students as whole people. Activities at the start of the school year will be designed to broaden our understanding of our students and to let them know that we value their contributions.

### **How do students engage in summer theme experiences?**

A theme has been established for each grade-level. The goal of the themes is to establish a common discussion across each grade-level at the start of the school year, as well as to build on these themes over the course of the year. Please also see the appropriate grade-level theme document to get more information about each of the themes and some examples of what you might do to meet the goal of the theme experiences activity.

The themes were chosen because they are relevant to the ideas and content that students will be learning about that year, in addition to being consistently present in many of the books, stories, ideas, and experiences that students may choose to engage with. Whether an activity speaks directly to the theme, or is somehow related, students will be able to draw connections to these themes in a variety of ways.

**Grade 7: Using Your Voice**

**Grade 8: The Individual and the Community**

**Grade 9: Facing Adversity**

**Grade 10: Seeking Justice**

**Grade 11: Exploring Your Dreams** (PLEASE NOTE THAT STUDENT IN AP ENGLISH LANGUAGE &

**Grade 12: Finding Your Way** AP ENGLISH LITERATURE WILL DO ALTERNATE WORK.)

Students are asked to explore these themes over the summer months by engaging in at least three activities. Listed below are some ways to think about activities that will help students to engage in their theme. We encourage students to accomplish a ***balance*** of different activities.

**Activities to consider:**

- ***READ Text-based (In print or audio book format):***

Read realistic fiction, graphic novels, biographies, current news articles, fantasy, science fiction, blogs, informational books, poetry, recent award winners.

- ***LISTEN / WATCH Audio/visual-based:***

Listen to a podcast series, attend a lecture/speaker series, watch a film adaptation of a book, watch a documentary.

- ***DO Experience-based:***

Volunteer in your community, take advantage of SPS Summer Enrichment activities, participate in activities at the public library, visit museums, engage in regular journaling activities, create artwork, attend cultural events, travel, enjoy nature, go to summer camp, build something.

**Is there a specific reading list?**

There are ***no lists of specific books*** or activities that students must choose from. We have provided a number of excellent resources to assist students and families in finding books, podcasts, documentaries, and activities that match a student's interests, prior experiences, and goals.

**How should students keep track of and reflect upon connections to the theme?**

Students are invited to keep track of connections to their theme during the summer as they make them, but are not required to do so. On paper, electronically, or in video form, students can keep a list of activities that they engaged in along with their personal connections. When students return to school, they will have an opportunity to share their connections with their teachers and each other.

**Some examples of ways that students could go about their Summer Theme Experiences:**

***Jake:***

Jake enjoys reading comic series, and would like to continue to read a series over the summer. He finds a series that connects to the theme because the central character is fighting for a better way of life for his society. Jake also is interested in a recent documentary about a famous sports player who wanted to change the way that other players were treated. Finally, Jake plays on a summer league for baseball, and notices that there are some players on the team who really help build team spirit. Jake keeps a Notability page that lists these three activities and writes down some notes for himself about how they connect to the theme.

### **Allanah:**

Allanah and her friends trade books often, and they all have a few in mind that they want to read next. Her friend suggests one that she read that fits the theme because the character is really quiet in the beginning of the book and has to find courage by the end of the book. So she decides to read it. They both also know that the book has a movie adaptation, so they watch the adaptation together and talk about which they like better. For Allanah's final summer theme experience, she thinks about her visit to see extended family in New York and reflects on how difficult it was to get her ideas across to a large group. Her ideas were different than what others wanted to do, and sometimes when she tried to share her ideas they weren't accepted. Allanah doesn't love to write, so she decides to keep track of her thoughts and connections by recording herself on her iPad after each of her theme experiences.

### **Arnav:**

Arnav is a rising 8th grader. He is very interested in the problem of hunger and malnutrition. He signs up for a one-day volunteer activity at the Worcester County Food Bank. He doesn't love to read, but his parents want him to read at least one book over the summer. While at the food bank, he asks for suggestions about a book on the struggles related to hunger. To his surprise, a fellow volunteer reveals that it was *The Hunger Games* series that made her interested in the problems and desperation that surround hunger and poverty. He has heard of the books before, but never read them. Arnav decides to read the first book in the series and watch the first movie. Both connect to the theme of facing adversity. Arnav's three experiences fulfill the summer reading assignment. Because the three experiences were so meaningful to him, he isn't worried about writing anything down--he knows he will be able to share his learning with his classmates in September.

### **Janice:**

Janice really doesn't like to read at all, but she loves to write and draw. As a rising 11th grader, her theme is Exploring Your Dreams. Janice decides that she is going to try three new things this summer, and plans to record her experiences by either writing or drawing about them. Janice is very interested in pursuing art in college, so she books a tour at MASS ART and while she is there sits down and draws a sketch of the campus. As she draws, she reflects on the school and whether or not it is a good fit for her. The next week, Janice and her family are traveling to the Outer Banks of North Carolina for their vacation. While on vacation, she tries parasailing for the first time. She reflects in her journal about what it felt like to fly, and how much she enjoyed taking a risk. On the way home from North Carolina, Janice and her family stop in New York City to visit the Metropolitan Museum of Art. While there, Janice thinks about becoming a famous artist one day and draws a sketch of a sculpture that inspires her. Janice has completed her summer theme assignment through these three experiences, but for good measure she picks up an art book in the gift shop on the way out of the museum. On the ride home she reads about her favorite artist, Vermeer.

**If you have any questions during the summer about Summer Theme Experiences, please contact Lisa Daly (grades 7-8) at [ldaly@shrewsbury.k12.ma.us](mailto:ldaly@shrewsbury.k12.ma.us) or Liza Trombley (grades 9-12) at [ltrombley@shrewsbury.k12.ma.us](mailto:ltrombley@shrewsbury.k12.ma.us). We are happy to help!**

**Shrewsbury High School / Oak Middle School**  
**Summer Theme Experiences**

There is a theme that has been established for each grade-level. The goal of the themes are to establish a common discussion across each grade-level at the start of the school year, as well as to build on these themes over the course of the year.

<p><b>The Grade 7 theme is <u>Using Your Voice</u></b>  <b>Some questions that students might consider:</b></p> <ul style="list-style-type: none"> <li>• What are ways to “Use Your Voice?” (“Use Your Voice” means to <i>express yourself or your ideas</i>, not to talk or sing.)</li> <li>• Who are individuals or characters who have used their voice in memorable or important ways?</li> <li>• How can you use your voice in a positive way? (<i>To help yourself be successful? To help others? To solve conflict? To create change?</i>)</li> <li>• What can be the cost of standing up for yourself or others? Are people always celebrated for using their voice? Or not?</li> <li>• Can voices be used in ways that are not helpful or positive? What are some examples of this?</li> </ul>	<p><b>The Grade 8 theme is <u>The Individual and the Community</u></b>  <b>Some questions that students might consider:</b></p> <ul style="list-style-type: none"> <li>• What are the different groups that you are a part of?</li> <li>• How do you fit into a group?</li> <li>• What do you like about being part of a group? What can be hard about being part of a group?</li> <li>• When are groups important, when can they help?</li> <li>• When do groups present struggles or challenges to us?</li> <li>• What can you learn about the impact of an individual on a community? What can you learn about the power of a community? Is the power of the community a positive one or not?</li> <li>• What stories, historical events or figures, main characters, or experience can help you to reflect on these ideas?</li> </ul>
<p><b>The Grade 9 theme is <u>Facing Adversity</u></b>  <b>Some questions that students might consider:</b></p> <ul style="list-style-type: none"> <li>• Adversity comes in various forms; besides the physical, what are other forms of adversity?</li> <li>• Think about the protagonist, or a character, from the books you read, podcasts you listened to, etc., and identify all the different ways they were met with and/or were hindered by adversity.</li> <li>• Why are some people better able to face and overcome adversity?</li> <li>• What can a study of your own background/upbringing reveal about your ability to overcome adversity?</li> <li>• As you begin high school, what fears or concerns do you have in facing adversity? What skills do you think are essential in overcoming adversity?</li> <li>• What experiences can you embark on over the summer that will encourage you to become more able to confront adversity with grace and confidence?</li> <li>• What have you learned after overcoming adversity (or not overcoming adversity)?</li> </ul>	<p><b>The Grade 10 theme is <u>Seeking Justice</u></b>  <b>Some questions that students might consider:</b></p> <ul style="list-style-type: none"> <li>• How does (social) justice manifest itself in society?</li> <li>• Whose voices are missing from this story? How can we raise those voices up?</li> <li>• Where are needs left unmet? How can we reach those needs?</li> <li>• When is it necessary to fight against an unjust system?</li> <li>• What are the different ways we can stand up for justice?</li> <li>• Why and how do individuals try to change society?</li> <li>• Who determines what is right: the law, the authority, the individual, the society?</li> <li>• Why is it important to have a voice? To use your voice and to speak up for others?</li> <li>• When should you get involved vs. stand back? Is this your right as a citizen? How can you create change? How do you get involved in participatory politics to leverage for change in your community?</li> </ul>



**The Grade 11 theme is Exploring Your Dreams**

**Some questions that students might consider:**

- What happens when someone disagrees with your dreams? How should you respond?
- What vision do you have about the future--your personal future? The future of our society?
- In your experience, what prevents dreams from becoming reality? Is it okay if a dream remains a dream?
- Our language includes expressions that mock dreamers (e.g., “Your head is in the clouds,” “Come down to earth”). Why do we sometimes criticize dreamers in these ways?
- At what point should a dream become practical, realistic? What examples can you think of?
- Who gets to dream?
- How can you achieve your dream? How can you help someone else achieve their dream?
- When are the dreams of one character or one group of people more important than the dreams of another character or another group?

**The Grade 12 theme is Finding Your Way**

**Some questions that students might consider:**

- What roadblocks do people have in finding their way in the world?
- How do you find your way in a complex world?
- What learning experiences will help you decide what you should do in the future?
- What are the options you have for your future?
- Who do you rely on to help you find your way? Where do you find inspiration?
- What can you learn by talking to adults about the paths they have taken? Have they changed paths--and, if so, why?
- What kinds of “maps” can we use to guide us in finding our way in life?
- What issues do you feel are important to take a stand on/to speak up about?
- How do you think you can develop the strength of character to make decisions that are right for you, even when they may go against the norm?

## **Summer Theme Experiences**

### **Guiding Resources**

The goal of the summer theme experiences is to provide you with the opportunity to make your own learning choices and to continue to develop yourself as a lifelong learner.

Knowing what book, podcast, blog, or documentary that you would like to engage with may come very easy for you. You might already have some things in mind, like that favorite book series that you are looking forward to finally having the time to finish. You might know some friends or family members that you can go to for some good suggestions!

Or, it might take some time to identify what areas you would like to explore and connect to this summer. Sometimes making your own choices can feel harder than being given a specific task.

In either case, here are some resources that can help you along the way!

[Shrewsbury Public Library](#): You might want to make The Shrewsbury Public Library your first stop in your Summer Theme Experiences journey. The librarians will be ready to help you find something that you are interested in and is appropriate for your grade-level and theme. There are also trained student volunteers who can help you find some good fits also! Keep a lookout for their Summer Reading Programs and events. There are also an amazing amount of [e-content](#) resources that you can access, including video streaming, podcasts, and audiobook resources.

[Goodreads](#): Goodreads is searchable resource that provides readers with all kinds of lists and reader recommendations for all kinds of books.

[Common Sense Media](#) is a resource that provides students, families, and educators with objective reviews about books, movies, apps, and games. Reviewed content provides information about prevalent themes, topics, and age-appropriateness as determined by the organization as well as students and parents. You can search by entertainment type, themes, or titles, as well as suggested lists that have been compiled, including a list of [age-appropriate Podcasts](#).

[American Library Association 2019 Book Awards](#) - The American Library Association (ALA) sponsors a wide range of book, print, and media awards each year, and are a fantastic place to find content that is high quality, new, and upcoming. Awards are given for book, print, and media for children to teens.

[A Favorite Bookstore](#) - You might not go to buy something, but bookstores this time of year have fantastic displays of great age-appropriate suggestions for summer reading, and you have time to browse and try some books out.

[NoveList](#)- Check out this resource Mrs. Bredberg put together to help you search by theme on Novelist:  
<https://shrewsburymediacenter.weebly.com/finding-a-book-for-summer-experiences.html>



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **6/12/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

**ITEM NO: VII. Finance & Operations**

**MEETING DATE: 6/12/19**

**A. Fiscal Year 2019 Budget: Report & Vote on Fund Transfers**

**BACKGROUND INFORMATION:**

Mr. Collins will provide a final update on the FY 2019 Budget Status. The report is enclosed. Mr. Collins projects that the district will end the year having fully expended the FY19 appropriation with variances noted in each category that ultimately net out to a \$0 balance. Mr. Collins recommends that the Committee vote to authorize budget transfers between accounts to bring each account to \$0.

**ACTION RECOMMENDED:**

That the Committee vote to authorize the administration to make budget transfers from the original budget plan as necessary to eliminate deficits and surpluses with the intent of fully expending the total FY19 appropriation by June 30, 2019 and balancing all accounts.

**STAFF AVAILABLE FOR PRESENTATION:**

Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations



## Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

7 June 2019

To: School Committee

Subj: FY2019 FINAL BUDGET STATUS UPDATE

Attached you will find the FY19 Budget Status Update. It is a recap of our \$64,137,607 district appropriated budget as approved by Town Meeting. You will recall that this plan provided for a modest 2.83% increase over FY18.

The enclosed report retains the reporting format started in FY16 which expands the reportable categories from 11 to 19 while remaining a high-level, one-page summary.

For context it is important to note that reported expenditures and encumbrances are as of 5/31/2019 which is approximately 92% of the way through our fiscal year and 95% into the school year.

We will fully expend our FY19 General Fund [Town Meeting] Appropriation as projected in the attached summary.

The \$1.7M projected surplus from the springtime has held overall. These funds will be retained in the the Special Education Circuit Breaker fund and are substantially committed as part of the overall FY20 Budget Plan.

Please note that some district and school discretionary budgets are accounted for in multiple categories. You will see some categories where discretionary funds were not expended and others where investments were made using those available funds (e.g. funds not utilized for professional development used for curriculum materials; both categories are managed through sub-accounts at the district, school, and department levels.)

Detailed below is more information on any category of our budget with a variance of 10% or greater, either due to evolving conditions or intentional reallocation within bottom-line budget controls.

Category	Description	Projected Variance Percent	Notes
A5	Substitutes: Daily, Long-term, and Nurses	12.5% Over	Due to economic conditions, we raised our day-to-day substitute rate from \$75/day to \$85/day [a 13% increase] in order to remain regionally competitive and retain a pool of substitute staff.
A7	Employee Benefits	23.2% Over	This overage is primarily due to a greater than expected number of staff retiring at the end of this school year who will be eligible for a sick-leave sell back compensation. We have 13 eligible and budgeted for 8.



Category	Description	Projected Variance Percent	Notes
B2	Special Education Transportation	11.5% Over	We had to add one more SPED bus for Preschool and some bus monitors per IEP decisions.
C2	Vocational and Recovery High School Tuitions	13.0% Under	Vocational enrollment was budgeted for 118 students and only 105 enrolled or continued. Eight fewer in the Freshman class enrolled than were accepted and the remainder were upper-class students who did not persist.
D1	Administrative Contract services	36.7% Over	Two reasons we are over-budget here include the purchase of the PowerSchool module for student registration and kindergarten/preschool lottery functions in an effort to modernize our systems. Secondly, we engaged the UMass Collins Center consultant group to conduct a staff capacity study and make recommendations for the future. Finally, we had some additional legal-related expenses.
D2	Educational Contract Services	13.8% Under	We are running under-budget in several special education contract services accounts.
D3	Textbooks/Curriculum Materials	47.7% Over	Schools and District used discretionary funds for classroom related materials for current and upcoming years.
D4	Professional Development	16.1% Under	Schools and District used less than budgeted discretionary funding for consultants and conferences.
D5	Educational Supplies and Materials	33.1% Over	Schools and District used discretionary funds for classroom related materials for current and upcoming years.
D6	Other Miscellaneous	17.4% Over	District added additional security cameras and purchased replacement/updated PA system for Oak Middle.
D8	Utilities-Telephone	19.1% Under	The expected purchase of a new telephone switch is deferred until at least FY20.

Areas where we projected significant variance in FY19 were adjusted accordingly for the FY20 Budget Plan [i.e. Substitutes, Retiree Sick Leave, Vocational Tuitions etc...].

Finally, it is recommended [using the Motion below] that the committee vote to authorize budget transfers between accounts to bring each account to \$0 at year end.

**Motion:** I move that the committee authorize the administration to make budget transfers from the original budget plan as necessary to eliminate deficits and surpluses with the intent of fully expending the total FY19 appropriation by June 30, 2019 and balancing all accounts.

SHREWSBURY PUBLIC SCHOOLS  
FY19 BUDGET STATUS UPDATE  
6.12.2019

School Committee Recap Sheet	Description	FY19 Budget	YTD Actual	Encumbrance	Remaining Balance	Year End Projection	Dollar Variance	Percent Variance	Notes
A1	Administrative Central Office, Principals & Unit B	\$ 3,071,111	\$ 2,772,434	\$ 252,887	\$ 45,790	\$ 3,025,321	\$ 45,790	1.5%	Running very close to budget
A2	Unit A (Teachers & Nurses)	\$ 39,930,542	\$ 30,388,707	\$ 9,153,266	\$ 388,569	\$ 39,568,700	\$ 361,842	0.9%	Projected to be within 1% of budget
A3	Aides/ABA/Paraprofessionals	\$ 6,741,104	\$ 5,721,859	\$ 819,110	\$ 200,135	\$ 6,564,242	\$ 176,862	2.6%	Projected to be under budget due to vacancies
A4	Secretaries, Technology & Other Non-Represented	\$ 2,260,859	\$ 1,873,448	\$ 304,087	\$ 83,324	\$ 2,235,168	\$ 25,691	1.1%	Projected to be on budget
A5	Substitutes - Daily, Long Term & Sub Nurses	\$ 845,900	\$ 835,421	\$ -	\$ 10,479	\$ 951,900	\$ (106,000)	-12.5%	Increased rate from \$75 to \$85 for daily substitutes
A6	Other Wages (See Note 1)	\$ 739,382	\$ 713,118	\$ 2,000	\$ 24,264	\$ 749,897	\$ (10,515)	-1.4%	Over budget on Summer SPED wages
A7	Employee Benefits	\$ 331,030	\$ 144,706	\$ -	\$ 186,324	\$ 407,706	\$ (76,676)	-23.2%	Projecting over budget for retiree sick leave sell-back
B1	Regular Education & Voke Transportation	\$ 2,066,380	\$ 2,077,913	\$ 63,748	\$ (75,281)	\$ 2,141,661	\$ (75,281)	-3.6%	Over budget for Homeless, Foster & Athletics
B2	Special Education Transportation	\$ 585,000	\$ 636,737	\$ 15,343	\$ (67,080)	\$ 652,080	\$ (67,080)	-11.5%	Over budget due to adding monitors and 1 more bus
C1	Special Education Tuitions	\$ 2,153,760	\$ 1,820,020	\$ 474,148	\$ (140,408)	\$ 2,294,168	\$ (140,408)	-6.5%	Utilizing appropriated funds-preserve Circuit Breaker
C2	Vocational & Recovery H.S. Out of District Tuitions	\$ 1,965,224	\$ 1,707,554	\$ 2,162	\$ 255,508	\$ 1,709,716	\$ 255,508	13.0%	Under budget. 105 v. 118 enrolled at AV
D1	Administrative Contracted Services	\$ 553,401	\$ 640,375	\$ 105,680	\$ (192,654)	\$ 756,716	\$ (203,315)	-36.7%	Over Legal Exp. Purchased online student reg. pkg.
D2	Educational Contracted Services	\$ 693,970	\$ 438,643	\$ 158,272	\$ 97,055	\$ 597,970	\$ 96,000	13.8%	Running under budget on SPED services
D3	Textbooks/Curriculum Materials	\$ 172,652	\$ 185,217	\$ 69,870	\$ (82,435)	\$ 255,087	\$ (82,435)	-47.7%	District and schools used more discretionary funds here
D4	Professional Development	\$ 247,973	\$ 160,727	\$ 47,284	\$ 39,962	\$ 208,011	\$ 39,962	16.1%	District and schools used fewer discretionary funds here
D5	Educational Supplies & Materials	\$ 269,034	\$ 171,155	\$ 187,022	\$ (89,143)	\$ 358,177	\$ (89,143)	-33.1%	District and schools used more discretionary funds here
D6	Other Miscellaneous (i.e. Off. Supp., Ref. Mat.)	\$ 660,812	\$ 631,064	\$ 144,802	\$ (115,054)	\$ 775,866	\$ (115,054)	-17.4%	Video camera expansion and Oak PA system repl.
D7	Equipment	\$ 764,473	\$ 775,070	\$ 41,349	\$ (51,946)	\$ 816,419	\$ (51,946)	-6.8%	Some year-end purchasing for computers
D8	Utilities - Telephone Exp.	\$ 85,000	\$ 68,802	\$ -	\$ 16,198	\$ 68,802	\$ 16,198	19.1%	New tel. system deferred
	<b>Total:</b>	<b>64,137,607</b>	<b>51,762,970</b>	<b>11,841,030</b>	<b>533,607</b>	<b>64,137,607</b>	<b>-</b>	<b>0.0%</b>	
	<b>Percentages</b>		<b>80.7%</b>	<b>18.5%</b>	<b>0.8%</b>				

Note 1

Other Wages includes clubs/activities stipends, custodian & police details, extra duty & mentoring stipends, Summer Special Education salaries, and crossing guards.





**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **VII. Finance & Operations**

MEETING DATE: **6/12/19**

**B. Adjustment to Cafeteria Substitute Wage Rate: Vote**

**BACKGROUND INFORMATION:**

Last week the Committee voted on wage rate adjustments for FY20 for non-classified staff, but the rate for food service worker substitutes was not correct. It is recommended that the substitute food service worker rate be increased from \$11.88 to \$13.25 for FY20. A memo from Mr. Collins is enclosed.

**ACTION RECOMMENDED:**

That the Committee vote to increase the substitute food service worker rate to \$13.25 for FY20.

**STAFF AVAILABLE FOR PRESENTATION:**

Mr. Patrick C. Collins, Assistant Superintendent for Finance & Operations



# Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

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7 June 2019

To: School Committee

Subj: REVISED RATE FOR FOOD SERVICE SUBSTITUTES: FY20

## **Background**

Last week we made several recommendations for hourly wage rate adjustments for FY20. Due to a communications oversight on my part, the rate for food service worker substitutes was not correct. The Food Service Department is having a difficult time recruiting substitutes. Further, the state's minimum wage will be increasing in the coming year. The state minimum wage is \$12.00 and increasing to \$12.75 on January 1, 2020.

## **Revised Recommendation**

It is recommended that the substitute food service worker rate be increased from \$11.88 to \$13.25 for FY20. This will place the rate slightly above minimum wage but also below the Step 1 rate for a full-time, permanent aide [\$13.61].



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **6/12/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **6/12/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **X. Approval of Minutes**

MEETING DATE: **6/12/19**

**BACKGROUND INFORMATION:**

The minutes are enclosed.

**ACTION RECOMMENDED:**

That the Committee vote to approve the minutes from the School Committee Meeting held on June 5, 2019.

**STAFF AVAILABLE FOR PRESENTATION:**

Ms. Sandra Fryc, Chairperson

Dr. B. Dale Magee, Secretary

**SHREWSBURY PUBLIC SCHOOLS  
100 MAPLE AVENUE  
SHREWSBURY, MASSACHUSETTS**

**MINUTES OF SCHOOL COMMITTEE MEETING**

**Wednesday, June 5, 2019**

Present: Ms. Sandy Fryc, Chairperson; Mr. Jon Wensky, Vice Chairperson; Dr. B. Dale Magee, Secretary; Ms. Lynsey Heffernan; Mr. Jason Palitsch; Mr. Patrick Collins, Assistant Superintendent for Finance & Operations; Ms. Amy B. Clouter, Assistant Superintendent for Curriculum, Instruction, & Assessment; Ms. Barb Malone, Director of Human Resources; and Dr. Joseph Sawyer, Superintendent of Schools.

A complete audio/visual recording of this meeting is available on the Shrewsbury Public Schools website.

The meeting was convened by Ms Fryc at 7:03 pm.

**I. Public Participation**

None.

**II. Chairperson's Report & Members' Reports**

None.

**III. Superintendent's Report**

Dr. Sawyer thanked Town Meeting members for approving the town budget, including the School Department budget, at Town Meeting; congratulated the Shrewsbury High School (SHS) Esports team on becoming State Champions (again) in two different categories; congratulated the SHS Class of 2019 and SHS Leadership Team on outstanding Commemoration and Graduation ceremonies; and noted that a tentative agreement for a three-year contract had been reached with the Shrewsbury Education Association (SEA) Unit A, and that the SEA and School Committee would be voting on ratification next week.

**IV. Time Scheduled Appointments:**

**A. Speech & Debate State Champions: Student Recognition**

Advisor Marc Rischitelli and Coaches Hannah and Gabriel Hopkins appeared with members of the State Champion SHS Speech & Debate Team to talk about their successful season. Individual State Champions were introduced: Team President, Paulina Hruskoci, in Original Oratory and Programmed Oral Interpretation; Leah DeHaemer in Dramatic Performance and Prose Reading; Sophia Peng in Informative Speaking; Haleema Siddiqui in Poetry Reading; and Jessica Peng, Lanna Wang, Dan Stameris, Max Evers, Pranav Vadlamudi & Reeya Kansra in Multiple

Reading. National finalists from the National Catholic Forensic League Grand National Tournament, where the team earned a 5th place overall finish out of over 500 schools competing and also earned the Founders Award for Excellence in Speech, were also introduced: Leah DeHaemer - 2nd place in Oral Interpretation of Literature, and Steve Asthana - 3rd place in Extemporaneous Speaking. Team members were invited up to be recognized and congratulated by the Committee.

### **B. Special Education Parent Advisory Committee: Annual Report**

Special Education Parent Advisory Committee (SEPAC) Board Members Blake Poggi, Colleen Corbett, Jill DeBender, and Ashley Falandys, who is the new SEPAC school liaison to Parker Road Preschool, gave this annual report, accompanied by Ms. Meg Belsito, Assistant Superintendent for Student Services. In the update on the past year, they discussed SEPAC's mission and goals; District support for enhanced well-being for all; workshops hosted; fundraisers held; special events; future plans; and outreach to the preschool parent community.

Committee members asked questions about helping parents connect with SEPAC and the potential for building liaisons at other schools; Dr. Sawyer noted the appointment of Jacqueline Marcello as the new Director for Preschool-Grade 4 Special Education; and Ms. Belsito thanked SEPAC for their assistance relative to the recent Department of Elementary and Secondary Education's (DESE) Tiered Focused Monitoring review of SPS and the associated survey to parents of students receiving special education services.

### **C. Social & Emotional Learning: Report**

In their report, Ms. Belsito, Ms. Clouter, and Dr. Jane Lizotte, Principal, Sherwood Middle School, defined Social Emotional Learning (SEL); detailed district, school, and classroom perspectives on SEL; noted what is already being done and how to build on those existing strengths; discussed new positions and levels of support being implemented to support student mental and emotional well-being; and noted next steps relative to sharing inventory, coordinating efforts, and improving SEL skills.

Committee members expressed support for taking inventory of existing practices and building a shared understanding, and asked clarifying questions regarding future additional staffing and assessing existing inventory. Dr. Sawyer noted that this team was well-positioned to take a complex topic and frame it in an understandable way, with Dr. Lizotte's appointment (beginning in July) as the Assistant Superintendent for Community Partnerships & Well-Being providing increased capacity to move forward and provide enhanced benefits for students and the community.

### **V. Curriculum**

None.

### **VI. Policy**

None.

## **VII. Finance & Operations**

### **A. Fiscal Year 2020 Non-Represented Staff Compensation Adjustments: Vote**

Dr. Sawyer provided detailed information on compensation rate changes being requested for staff including door monitors, non-represented roles (salaried and non-salaried), Extended School Care provider roles (information was presented at a previous School Committee meeting), and cafeteria substitute workers (to match minimum wage laws and be more competitive).

On a motion by Mr. Wensky, seconded by Mr. Palitsch, the Committee voted unanimously to approve compensation adjustments to non-represented staff for Fiscal Year 2020 as presented.

## **VIII. Old Business**

None.

## **IX. New Business**

None.

## **X. Approval of Minutes**

Without objections from the Committee, the minutes from the School Committee Meeting held on May 15, 2019, were accepted as distributed.

## **XI. Executive Session**

### **A. For the purpose of collective bargaining with the Shrewsbury Education Association**

### **B. For the purpose of negotiations with non-represented staff**

### **C. For the purpose of reviewing, approving, and/or releasing executive session minutes**

Ms. Fryc requested a motion to adjourn to Executive Session for the purpose of collective bargaining with the Shrewsbury Education Association and for the purpose of negotiations with non-represented staff, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body, and for the purpose of reviewing, approving, and/or releasing executive session minutes, and return to Open Session only for the purpose of adjourning for the evening. On a motion by Mr. Wensky, seconded by Mr. Palitsch, on a roll call vote: Ms. Heffernan, yes; Mr. Palitsch, yes; Dr. Magee, yes; Mr. Wensky, yes; and Ms. Fryc, yes, the School Committee voted to adjourn to executive session at 8:28 pm.

## **XII. Adjournment**

On a motion by Mr. Wensky, seconded by Mr. Palitsch, the committee unanimously agreed to adjourn the meeting at 9:14 pm. Roll call votes were as follows: Mr. Palitsch, yes; Ms. Heffernan, yes; Dr. Magee, yes; Mr. Wensky, yes; and Ms. Fryc, yes.



Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. SEPAC Slide Presentation
2. Social & Emotional Learning Report
3. exSEL Network Orientation Packet
4. SEL Definition and CASEL Wheel
5. Social & Emotional Learning Slide Presentation
6. FY20 Non-Represented Staff Compensation Memo
7. FY20 Non-Represented Staff Pay Rate Schedules
8. Set(s) of minutes as referenced above



## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **6/12/19**

**A. For the purpose of collective bargaining with the Shrewsbury Education Association, Unit B**

**B. For the purpose of reviewing, approving, and/or releasing executive session minutes**

### **BACKGROUND INFORMATION:**

Executive session is warranted for these purposes.

### **ACTION RECOMMENDED:**

That the School Committee enter into executive session for the purpose of collective bargaining with the Shrewsbury Education Association Unit B, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body, and for the purpose of reviewing, approving, and/or releasing executive session minutes, and return to Open Session only for the purpose of adjourning for the evening.

### **STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools

Ms. Barbara A. Malone, Director of Human Resources

ITEM NO: **XII. Adjournment**