



Acton Public and Acton-Boxborough Regional School Committees

Joint, AB, and APS School Committee Meetings

August 2, 2011

7:00 p.m. Executive Session

7:30 p.m. Open Meeting

at the R.J. Grey Junior High Library

**ACTON PUBLIC and ACTON BOXBOROUGH REGIONAL
SCHOOL COMMITTEE MEETINGS**

**Library
R.J. Grey Junior High School**

**Tuesday, August 2, 2011
7:00 p.m. Joint SC Executive Session
7:30 p.m. Joint SC Meeting
Followed by AB SC Meeting
Followed by APS SC Meeting**

AGENDA

1. CALL TO ORDER – Joint School Committee

JOINT SC EXECUTIVE SESSION: strategy with respect to minutes that include collective bargaining and litigation

2. CHAIRMAN’S INTRODUCTION

3. STATEMENT OF WARRANT AND APPROVAL OF MINUTES (*addendum*)

- 3.1 May 5, 2011
- 3.2 May 19, 2011
- 3.3 June 2, 2011
- 3.4 June 16, 2011
- 3.5 July 26, 2011

4. PUBLIC PARTICIPATION

5. UNFINISHED BUSINESS

- 5.1 Acton Leadership Group (ALG) Report – *John Petersen*
 - 5.1.1 Draft Minutes of 7/20/11
- 5.2 Acton Finance Committee Report – *Xuan Kong (oral)*
- 5.3 Acton Board of Selectmen Report – *Dennis Bruce (oral)*
- 5.4 FY’11 Year End and FY’12 Budget Updates – *Don Aicardi/Steve Mills*
- 5.5 Health Insurance Trust Report 7/21/11– *John Petersen*
 - Possible **VOTE** on instructing HIT to conduct and pay for study of cost savings that could be achieved by moving to GIC
- 5.6 Staffing Update – *Marie Altieri*
 - 5.6.1 New Professional Staff Hired K-12 2011-2012
 - 5.6.2 APS and ABRSD Teachers & Nurses Scale for 2011-2012 Base Annual Salary Chart
 - 5.6.3 Leaves of Absence/Retirements/Resignations
 - 5.6.4 Staff Recruitment Form 4s with Statements of Philosophy
 - 5.6.5 Appointments of Jean Oviatt-Rothman and Todd Chiko
- 5.7 Student Enrollment Update – *Marie Altieri*
 - 5.7.1 2011-2012 Student Enrollment including Kindergarten Report, 7/28/11
 - 5.7.2 2010-2011 June Student Enrollment Report
- 5.8 Cost Savings Task Force Update – *Xuan Kong (oral)*
- 5.9 Subcommittee Updates
 - 5.9.1 Long Range Strategic Planning Subcommittee update – *Steve Mills (oral)*
 - 5.9.2 Policy Subcommittee – *Brigid Bieber*
 - 5.9.2 Revised Use of School Facilities (File: KF) – **FIRST READING** (*addendum*)
- 5.10 Superintendent’s Contract - **VOTE** – *John Petersen (addendum)*

- 5.11 AB Youth Soccer Field Development Proposal Update – Possible **VOTE** - *Steve Mills*
 - 5.11.1 Financial Analysis of Proposal (*addendum*)
 - 5.12 Consideration of Regionalization with Boxborough School District
 - 5.12.1 Administrative Structure Options: Regionalization and Job Sharing presentation by Boxborough School Committee to Acton Board of Selectmen on 7/11/11 – *Bruce Sabot*
 - 5.12.2 Regionalization: 3 School Districts presentation at Joint SC Workshop on 7/26/11- *Bruce Sabot*
 - 5.12.3 Recommendation to form a Regionalization Study Committee –**VOTE** – *John Petersen*
 - 5.12.4 “Studying School Ties with Acton”, Boston.com, 7/21/11
 - 5.13 Changing Demographics Impacting Education – *Michael Coppolino (oral)*
 - 5.14 International Field Trip policy – *Michael Coppolino (oral)*
6. **NEW BUSINESS**
- 6.1 School Lunch Rate Change – **VOTE** – *Marie Altieri/Don Aicardi*
 - 6.2 2011 Leadership Institute Update re Long Range Strategic Planning – *Steve Mills*
 - 6.3 FY’13 Budget – Continuation of Discussion from 7/26/11 SC Workshop re ALG – *John Petersen*
7. **FOR YOUR INFORMATION**
- 7.1 School Committee Meetings, 2011-2012
 - 7.2 School Committee Members List, 2011-2012
 - 7.3 Summer *Interaction* is found at <http://comed.ab.mec.edu>
 - 7.4 *Lamplighter* – June 2011 <http://ab.mec.edu/about/publications>
 - 7.5 APS/AB School System’s Profile, 2010-2011
 - 7.6 Appeal of Public Records Request Response, Letter from Secretary of the Commonwealth, Public Records Division, 5/24/11 (*addendum*)
 - 7.7 Grant Allocations 2012 (*addendum*)
 - 7.8 2011-2012 R&Ds: APS, RJGJHS, ABRSD, Pupil Services, APS/AB
 - 7.9 \$63,000 Drop in Electricity Bill, 6/30/11, *Kate Crosby*
 - 7.10 Acton Students All Charged Up About Energy Fair, 6/19/11
 - 7.11 Summary of Acton 2020 Public Forum on June 23, 2011
 - 7.12 Correspondence from the Community
 - 7.12.1 South Korea to throw away schoolbooks by 2015, 7/5/11

Acton Public School Committee is suspended.

8. **AB NEW BUSINESS**
- 8.1 Recommendation to Accept Gift from ABRPTSO to ABRHS – **VOTE** – *Steve Mills*
 - 8.2 Recommendation to Accept Anonymous Donation to ABRHS Music and Choral Programs – **VOTE** – *Steve Mills*
 - 8.3 Minute Van Dial-a-Ride – Possible **VOTE** on short term funding – *John Petersen/Franny Osman (addendum)*
9. **FYI**
- 9.1 ABRHS
 - 9.1.1 Discipline Report, 6/21/11
 - 9.1.2 2011 ABRHS Internship Program, *Annie Kingan*
 - 9.1.3 ABRHS Theft Report 2010-2011
 - 9.2 RJGJHS
 - 9.2.1 Discipline Report, 6/6/11
 - 9.3 ABSAF Funding Memo for 2012

- 9.4 Thank you from Bay Path College for supporting practicum students
9.5 Thank you from UMass Medical School for supporting Step Ahead Study

Acton Boxborough Regional School Committee adjourns.

10. NEW APS BUSINESS

- 10.1 Recommendation to Approve Douglas Field Trip to Toronto, Canada, 9/26/11 –
9/28/11 – **VOTE** – *Steve Mills*

11. NEXT MEETINGS

- AB Regional SC Meeting – Thursday, Sept 1, 7:30 p.m. at RJGJHS Library
- Acton Public SC Meeting – Thursday, Sept 15, 7:30 p.m. at Douglas School

12. ADJOURN



Acton Leadership Group Meeting

July 20, 2011

7:30 AM

Town Hall, Faulkner Hearing Room

Bart Wendell Facilitating

----- Agenda Topics -----		
		<u>Comments</u>
1. Introduction of Members ALG Ground Rules	Bart Wendall	
2. Review of ALG Process from Past Year/Lessons Learned	ALL	
3. Review and Definition of Reserve Accounts	Steve Barrett	
4. Revenue Updates FY 11 and FY 12	SteveMills/ Steve Ledoux	
5. ALG Spreadsheet/Keeper of the Sheet	ALL	
6. Update on Minutman Tech	Dore' Hunter/ Steve Ledoux	
7. Next Meeting	ALL	
8. Public Input		
9. Adjourn		

ALG minutes 07/20/11 draft

Present: Mike Gowing, Janet Adachi (BoS) Bill Mullin, Doug Tindal (FC) Xuan Kong, John Petersen (SC) staff Steve Ledoux, John Murray, Steve Mills & Don Aicardi. Facilitator Bart Wendell was a bit late due to traffic volume.

Audience: Steve Barrett, Town Finance director, Marie Altieri, school personnel director, Clint Seward, FinCom & AVG, Bob Ingram, Dick Calandrella, Paul Hoff & Charlie Kadlec, AVG.

II Revenue updates

Information sheets: Revenues, state aid (cherry sheets) Revenues, local receipts including excise, fees interest

Don walked ALG members through the revenue sheets for state aid. The budget has been voted, by the Legislature so the numbers are final. The info showed the differences (\$182k higher) between what was voted at ATM & the return from the state. For AB the difference is \$173k.

John Murray noted that there is discussion on the state level of a second round of cherry sheet receipts in the order of \$65m---this number is not set, but John seemed sure that there would be a second distribution.

John Petersen asked about the snow & ice account & the amount that needed to be paid.

Steve L said the Town got a \$65k infusion of emergency funds that covered the shortfall.

There were questions about the \$65m but JM said that the numbers were just in a preliminary stage---what he was definite about was a second round of payout.

There was a question as to who would be "keeper of the spreadsheet" Don agreed to do the job.

***Agreement: the jobs would stay the same i.e. Don with the spreadsheet & the Town with the agenda & sending notices of meetings.

ALG Ground rules & introductions

By way of introduction, Bart said that the Ground Rules have been the work of many years and every new ALG needed to accept the provisions. It is important to note that no business may be conducted without a quorum--agreed

It was also agreed that there should be continuity in membership---Pam Harting-Barat needed to attend & Janet could not be a sometime substitute.

Bart noted that the whole idea of the ALG was based on consensus and this meant two things: members needed to "champion" the decisions made at the ALG with their respective boards; and if a member does not agree, that knowledge needed to be known before the close of the meeting.

JM asked for clarification on the day of the week, the time & cancellation policies.

ALG will be cancelled if the schools are closed or start late. It was agreed to keep meeting at 7:30 AM

There was discussion on which day would be best & would allow the easiest transfer of information from the ALG back to the boards & the decisions of the boards back to the ALG. Everyone noted how busy they were & the inconvenience of particular days.

****It was agreed to meet on the 2nd Thursday of each month. There will also be necessary bi-monthly as we get closer to Town Meeting.

ACTION: John Murray will prepare a calendar for next meeting so ALG meetings can be added

Xuan noted that the AB budget is not controlled by ALG but is an assessment & he hopes that the numbers will be available early in the ALG year

III. Review & definition of reserve accts.

Extra info: text of an act authorizing NESWC money to a fund balance; Steve Barrett's chart comparing general fund free cash against NESWC

Steve Barrett noted that there are two sections dealing with NESWC/trash; NESWC fund itself which the state allowed the town to handle as a reserve fund: and the enterprise fund for the recycle/transfer station. Because of confusions in the types of accounting that are being promulgated by the DOR, Barrett has removed \$213k from the NESWC fund & ended up with \$1.648 from the "old" NESWC which will go into the general free cash fund.

He is not sure if this accounting will pass the DOR provisions as yet. The Town will not be filing with the state for the certification as early as last year because of shortages in staffing---but once he does get the OK from the DOR he will let ALG know.

Xuan: in general it seems we have \$3.2m more to spend than on the ALG spreadsheet---or to allocate for FY12.

Bill asked if it were OK for the Town to set up an enterprise fund without Town Meeting approval.

John M said that in fact there was town meeting approval but that the changes in the DOR accounting "messes up" what has been done in the past---it is actually all one pot.

J. P said it was interesting but in the macro view, \$200k is not all that much & should not be of such great concern.

III. Review of revenue definitions

Bill: the FC is putting together a white paper/thought piece that should be ready for the Oct. meetings (he asked that the paper be an agenda item for that meeting) The elements will be: long term budgets; capital plan; fixed assets management; reserves; measurements over a long period; definition of reserve accounts; agreements on starting balances. He noted that the ALG needed to determine what to call the reserves. He suggested using the banking terms of tier I; tier II & tier III i.e. certified free cash & E&D would be in tier I along with \$1m liability & NESWC balance.

HIT increases could be considered reserves & be in tier II---5there could be large amounts in tier II.

Doug: "reserves" is a "politically charged term"---there is a technical definition but the public thinks anything called reserves is available to spend---some are not available and we need to clarify this.

Bart: is there agreement with Bill on this?

Bill: we should not get hung up now but wait for the FC's paper---but at some meeting we also have to determine the starting balance.

JP: I think it's problematic to put/call HIT monies as reserves.

Mike: I agree with lumping free cash into the reserves but part of what we have to do is to translate what we do so it can be understood by the average citizen. I don't know if we should use banking terms---but the description needs to be carefully thought out.

V. no more decisions needed here

VI Minuteman

Steve L reported on a meeting with Minutemen administration & the town managers in the MM district. There are two issues: the Lexington building inspector (Garry Rhodes) has found that there are concerns/violations within the trades section of the complex. The fix will be in the \$375-\$475k range & needs to be done before the start of the school year. MM's E&D is @\$200k. MM administration has asked SBAB for money---if that is not forthcoming the 16 member towns will have to have Town Meetings to get the needed money.

The second issue is proposed changes in the regionalization agreement. At present, towns who are not members are sending students. Their tuition does not include any support for capital costs. There is a committee studying a new formula which includes: three-year rolling average of school population for each community; chapter 70 money; a surcharge based on a count of each community's K-12 school population. Managers are not happy with this last part—Steve noted that the students in 9-12 have already made their educational decisions and are not going to attend MM. So a group of Town Managers is working on formula changes.

The fact that there are 1800 out-of-district students with no provision for assessing capital costs is now before the DOR & DOE. The MM admin is looking for some relief from that quarter.

VII—next meeting

***agreed that an August meeting was not necessary. Next meeting will be Sept. 8 at 7:30 AM

VIII—public

Mr. Kadlec: historically free cash/NESWC/E&D have not been under the control of Town Meeting but ALG. There is a straightforward way to fix the NESWC situation: have Town Meeting set up new enterprise fund for the transfer/recycle center and have appropriations made at ATM. Right now that money is invisible and [appropriations] may in fact be illegal. There is no need to bring H.I.T. to the table.

Bob Ingram asked for the minutes on the web.

Adjourned 8:50

Ann Chang

Acton Health Insurance Trust Report

John Petersen

The Trust met on July 21, 2011

- Cash Flow Report (August) showed average claims for two months of \$1.12M, comparable to average monthly claims last year of \$1.09M.
- The Trustees requested that Tim Harrison review the investment options for the unrestricted balance of the Trust due to the extremely low money market interest rates being earned presently.
- Due to large enrollment changes, the revenue projection for the trust has not been finalized. Peter Savage agreed to write a memorandum reviewing the change in enrollment and basis for the FY12 revenue projection. Peter will perform this work in lieu of the community comparison that the Trustees now anticipate will be performed by an independent contractor.
- The Trustees discussed the state legislation which provides governmental entities additional options to modify health care plans outside of collective bargaining. Although the legislation has passed, there is still a fair amount of uncertainty about interpretation and implementation of the new law. Working backward from the GIC notification date of December 1st for entry in July 2012 (FY13), John Murray calculated that we would need an analysis of the financial impact by mid-September in order to complete the meetings and votes required. The Trustees voted that if requested by the Acton Board of Selectmen and the Acton-Boxborough Regional School Committee, the Trustees would contract and pay for the required financial analysis and would initiate this work immediately on approval of the two governmental entities. Mr. Petersen agreed to bring this issue to the Regional SC at their August 2nd meeting.
- Tess Summers distributed an updated annual calendar for the HIT. A schedule of quarterly reviews of the Trust financials by Tim Harrison was added.

Next Meeting: August 18, 2011 at 8 a.m.

7/29/11

NEW PROFESSIONAL STAFF, K-12
2011-2012

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Sal. Step</u>	<u>FTE</u>
Meghan Giannetto	Gr 3 Teacher	Douglas	10M+30	1.0
Louisa McCarthy	Lib/ Media Specialist	RJGJHS	3M	1.0
Tiffany Petranto	Spanish Teacher	RJGJHS	5B	1.0
Mary Clare Hayes	Psychologist	RJGJHS	8M+60	1.0
Bethany Dunakin	English Teacher	RJGJHS	6M	1.0
Kerri Tomlin	K-6 Counselor	McT	10M	1.0
Peter R. Cavanaugh	English Teacher	ABRHS	5M	1.0
Chuck Donovan	Social Studies Teacher	RJGJHS	2B	1.0
Nancy Young	Science Teacher	ABRHS	2M+30	1.0
Jennifer L. Walsh	Gr 4 Teacher	Gates	5M+45	1.0
Allison Larson	Sp Lang Pathologist	Gates	3M+30	1.0
Craig Andrews	English Teacher	ABRHS	6M	1.0
Stacey Robinson	English Teacher	ABRHS	2M+15	1.0
Adrienne Pucko	Math Teacher	ABRHS	7B+15	1.0
Darsi Decker	Gr 3 Teacher (one year)	McT	1M	1.0
Amy Browne	Gr 1 Teacher (one year)	Douglas	1M	1.0
Alexandra Hillman	Gr 6 Teacher (one year)	Douglas	6M	1.0
Kristin Ashburn	Sp Lang Specialist	APS Pres	5M	.4
Katherine R. Florek	Psychologist	ABRHS	3D	1.0
Jean Oviatt-Rothman	Math Curr Specialist/ Coach	APSD	12M+45	1.0
Caitlin Mitchell	English Teacher	ABRHS	1B	.4
Kate Gibalerio	Gr 3 Teacher (one year)	McT	5M	1.0
Joan Celebi	Reading .5/SpEd Teach .5	RJGJHS	8M+15	1.0
Laura Martin	Gr 6 Teacher (one year)	McT	1M	1.0

TOTAL: 24 new staff (as of 7/29/11)

7/29/11

ABRSD Schools - by school
2011-2012

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Sal. Step</u>	<u>FTE</u>
<u>Junior High</u>				
Louisa McCarthy	Lib/Media Specialist	RJGJHS	3M	1.0
Tiffany Petranto	Spanish Teacher	RJGJHS	5B	1.0
Mary Clare Hayes	Psychologist	RJGJHS	8M+60	1.0
Bethany Dunakin	English Teacher	RJGJHS	6M	1.0
Chuck Donovan	Social Studies Teacher	RJGJHS	2B	1.0
Joan Celebi	Reading .5/SpEd Teach .5	RJGJHS	8M+15	1.0

Total JH: 6 new staff

<u>Senior High</u>				
Peter R. Cavanaugh	English Teacher	ABRHS	5M	1.0
Nancy Young	Science Teacher	ABRHS	2M+30	1.0
Craig Andrews	English Teacher	ABRHS	6M	1.0
Stacey Robinson	English Teacher	ABRHS	2M+15	1.0
Adrienne Pucko	Math Teacher	ABRHS	7B+15	1.0
Katherine R. Florek	Psychologist	ABRHS	3D	1.0
Caitlin Mitchell	English Teacher	ABRHS	1B	.4

Total HS: 7 new staff

Other ABRSD staff

Total ABRSD new staff: 13

7/29/11

APS Schools - by school
2011-2012

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Sal. Step</u>	<u>FTE</u>
<u>Conant</u>				
<u>Douglas</u>				
Meghan Giannetto	Gr 3 Teacher	Douglas	10M+30	1.0
Amy Browne	Gr 1 Teacher (one year)	Douglas	1M	1.0
Alexandra Hillman	Gr 6 Teacher (one year)	Douglas	6M	1.0
<u>Gates</u>				
Jennifer L. Walsh	Gr 4 Teacher	Gates	5M+45	1.0
Allison Larson	Sp Lang Pathologist	Gates	3M+30	1.0
<u>McCarthy-Towne</u>				
Kerri Tomlin	K-6 Counselor	McT	10M	1.0
Darsi Decker	Gr 3 Teacher (one year)	McT	1M	1.0
Kate Gibalerio	Gr 3 Teacher (one year)	McT	M5	1.0
Laura Martin	Gr 6 Teacher (one year)	McT	1M	1.0
<u>Merriam</u>				
<u>Additional APS new staff:</u>				
Kristin Ashburn	Sp Lang Specialist	APS Pres	5M	.4
Jean Oviatt-Rothman	Math Curr Specialist/Coach	APSD	12M+45	1.0

Total APS new staff: 11

APS/AB Staff (both districts):

TOTAL APS/AB NEW STAFF: 24

Acton Public Schools & Acton-Boxborough R.S.D.

Teachers & Nurses Scale for 2011-2012
Base Annual Salary

\$750 Increase step and column from 10-11

\$ / 50 Increase step and column from 10-11									
Years	Bachelor's Degree	Bachelor's 15	Master's (or Bachelor's +36)		Master's M + 15	Master's 30	Master's 45	Doctorate (or Master's +60)	
			2/3 in Major Subject	2/3 in Major Subject				2/3 in Major Subject	2/3 in Major Subject
1	\$43,732	\$44,732	\$47,172	\$48,178	\$50,431	\$51,941	\$53,470		
2	\$45,740	\$46,738	\$49,123	\$50,186	\$52,456	\$53,966	\$55,494		
3	\$47,726	\$48,729	\$51,199	\$52,172	\$54,480	\$55,996	\$57,510		
4	\$49,846	\$50,853	\$53,341	\$54,355	\$56,627	\$58,152	\$59,660		
5	\$52,481	\$53,491	\$56,021	\$57,044	\$59,352	\$60,883	\$62,413		
6	\$55,042	\$56,060	\$58,614	\$59,633	\$61,951	\$63,493	\$65,036		
7	\$58,281	\$59,291	\$61,913	\$62,949	\$65,302	\$66,851	\$68,393		
8	\$60,935	\$61,944	\$64,583	\$65,612	\$67,974	\$69,530	\$71,080		
9	\$63,557	\$64,561	\$67,229	\$68,255	\$70,650	\$72,186	\$73,737		
10	\$66,216	\$67,219	\$69,898	\$70,917	\$73,282	\$74,819	\$76,357		
Supermax 1	\$910	\$930	\$960	\$975	\$1,005	\$1,025	\$1,070		
Supermax 2	\$772	\$1,171	\$1,211	\$1,231	\$1,270	\$1,297	\$1,357		
Supermax 3	\$971	\$976	\$994	\$1,012	\$1,028	\$1,040	\$1,053		

**Acton Public Schools
2011-12**

Certified Staff Leaves of Absence

Melissa Hubbell
Kari James
Abigail Johnson
Mary Ann Mehler
Rachel O'Sullivan
Stephanie Tajima

Returning To APS

Certified Staff Not Returning

Rosemarie Begin
Amy Myrick (one year appointment)
Hilary Tolan
Elizabeth White

Certified Staff Retirements

Kristina Morgan
Lynda Nadolny
Jane Zimmerman

**Acton-Boxborough Regional School District
2011-12**

Certified Staff Leaves of Absence

Christine Duncan
Kathleen Hermon
Lindsay Rosenman

Returning To AB

Carol Moser-Wight

Certified Staff Not Returning

Jillian Andrews
Eben Bein *(one year appointment)*
Mark Deming
Rachel Kalinsky
James McCaughey
Kate Kuhn
Emily Mullin
Kesha Nielsen
Pamela Radler

Certified Staff Retirements

Sandra Egnatz
Judith Fishman
Joan Lenington
Susan Probolus

Andrews, Craig

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: English Teacher

Location: High School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 185 # Candidates Interviewed: 17 Interviewers: Stephen Mills, Alixe Callen, Dianne Telicki, Jane Reynolds, Liz Marcotte, Laura Hirshfield, Katilyn Crowley

Recommended Candidate: Craig Andrews

Step/Salary: M 6, \$58,614

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Salem State University	M.A.T.	2010	English
Mercyhurst College	B.A.	2005	English

Certification Required: Yes
 English (8-12)

Certified: Yes

Experience:

2006-Present:	English Teacher, Salem High School, Salem, MA
1/06-6/06:	Permanent English Substitute, Swampscott High School, Swampscott, MA
8/05-11/05:	Student Teacher, McDowell Senior High School, Erie, PA

At its core, my philosophy of education revolves around the belief that the potential for greatness resides in everyone. Teaching students to communicate effectively—through listening, speaking, reading, and writing—prepares them to become active, responsible citizens of the community. The best learning environment is one that is rigorous but supportive, and allows students the freedom of expression in a safe atmosphere. Students will be taught in a personalized, multi-modal approach that affords the opportunity to showcase current skills and strengthen weaker skills. I believe that everyone is entitled to a quality education in which they are given opportunities to become the best versions of themselves that they can be.

Sincerely,

Craig Andrews

Kristin Ashburn

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: Speech Language Specialist (.4)

Location: APS Preschool

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 10

Candidates Interviewed: 3

Interviewers: Stephen Mills,

Elizabeth Huber, Lynne Laramie, Carol Huebner

Recommended Candidate: Kristin Ashburn

Step/Salary: M5 (.4) \$22,408

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

San Jose State University

M.A.Ed.

2001

Speech Language Pathology

Western Carolina University

B.S.Ed.

1991

Speech Language Pathology

Certification Required: Yes

Certified: Yes

Speech Language & Hearing Disorders (All Levels)

Experience:

08/07 – Present: Groton Dunstable Reg School District, Groton, MA: Speech/ Lang Spec
8/02 – 6/06 A-B Regional Schools, Contracted Service Speech/Language Specialist
8/98 – 6/99 Milpitas Unified School District, Milpitas, CA; Speech/Language Spec
2/96 – 8/98 Community Assoc for Rehabilitation, Palo Alto, CA; Infant Educator
9/93 – 12/95 Learning Prep School, Newton, MA; Speech/Language Therapist

The following are the guideposts that have marked the path of my career in Speech and Language Pathology.

The sun streamed in through the kitchen window, highlighting my mother's face. "He can't say what he wants to." I explained. "Mrs. Hebert, the Speech Therapist, said that his synapses sort of misfire so he's really hard to understand. The other day when his mother asked him how school was he said 'bad', and he's only four." I rambled on, my voice filling with the excitement of a discovery. "Today on the field trip, we were at the shark tank and I understood him. He said 'look at the fishes' and I understood him. No one else could, but I did. Mama, I'm going to become a Speech Therapist."

September, 1986 – Conversation about "Child Exploring" Class

He was a first grader. He looked so small in his wheelchair, almost lost within its combination of wheels and chrome. His hands were drawn up so tightly against his body, and his head appeared unsteadily cocked to one side. He watched with anticipation for I am positive he knew what I was carrying. I handed the book to his teacher who smiled and thanked me in appreciation for my efforts. "Josh," she said. "It's your new communication notebook." That child beamed as I left the classroom.

April, 1992 – Volunteer to Speech Pathologist, Kane Elementary School

They attempted to sit still, anxiously awaiting their turn to speak into the microphone. Legs rocked, hands flinched, and giggles erupted each time a child took his or her turn. The distorted /l/'s, the lateral lisp, and the mild stutter were not laughed at that day by the small group of first graders, but for a short moment in time, all were laughed with as each child discovered his or her own unique voice.

November, 1992 – Substitute Speech Therapist, North Salem Elementary School

The spring day held no promises of sunshine; however, the spirits of the students were not dampened. They were determined to make a "killing" on the annual yard sale. "Jeremy," I hollered. "You should go put a sign up in the street so people will know what you are selling." The senior and student council officer grabbed the markers and went to work. During the clean up process, I ventured out to Route 16 to retrieve the sign. However, it was not tacked to a telephone or tree. The sign caught my eye some twenty feet away, the colors running together as the rain spattered against them. The sign was placed in the center of the crosswalk, quite literally "in the street."

Spring, 1994 – Learning Prep School, a school for students with language – based learning disabilities

"Dess'cas!" she announced, as she plucked the felt strawberry from the boy's hands. "Hey, that's mine, you have the oranges!" he screamed, while simultaneously retrieving his felt piece. It wasn't quite the peer interaction I had hoped for, but it was a start. As the children settled into the story, I noticed the little boy looking curiously at his new friend. Did she appear different in his young eyes? Would he notice her awkward gait? Would he engage in play with her even though she had limited speech? "On Thursday, he ate through four strawberries, but he was still hungry," I read. "Who has the strawberries? Show me," I said. McKinley stood, very excited that it was his turn to participate in the story. "Here," he simply stated, as he handed one of the strawberries to Jessica. Jessica stood and joined McKinley in placing the strawberries on the felt board.

June, 1996 – C.A.R.'s "Art with a Heart," language based, integrated art class

These meaningful memories are just a few of the experiences that continue to motivate me in my career as a Speech and Language Pathologist. They have instilled my desire to become a Speech Pathologist and solidified my belief that the ability to use language to communicate effectively is of the utmost importance.

I choose to base my professional career in assisting children who have language disorders. I also choose to provide these services within the public school setting as it allows for me to positively influence the lives of children regardless of their family's financial situation or insurance coverage. I believe in fostering a safe place for children to learn and grow while working diligently with parents and co-workers to gain support and follow through of the therapeutic intervention.

I look forward to successfully incorporating my philosophy and enthusiasm into a therapeutic setting and hope to provide quality speech and language services to a diversified population of children.

Browne, Amy

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: Classroom Teacher

Location: Douglas School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 94

Candidates Interviewed: 10

Interviewers: Stephen Mills,

Chris Whitbeck, Stephanie Tajima

Recommended Candidate: Amy Browne

Step/Salary: M 1, \$47,172

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Cambridge College

M.A.T.

2008

Elementary Education 1-6

University of Massachusetts

B.A.

2000

English Literature

Certification Required: Yes

Certified: Yes

Elementary Education (Grades 1-6)

Experience:

9/10-Current:

Long Term Substitute, Douglas School, Acton, MA

2003-2010:

ABA Trainer/Classroom Assistant, Conant School, Acton, MA

2/08-5/08:

Student Teacher, Grade 1, Conant School, Acton, MA

Philosophical Statement

As a teacher, it is my mission to help create and reinforce a collaborative, positive and respectful classroom community. It is my belief children are more able to thrive in an environment which affords them the opportunity to feel accepted and valued as individuals. Respect and trust are two major components of a successful classroom.

I believe building trust and recognizing students as individual learners in the classroom is as important as the curriculum itself. Each child brings his or her own experiences, beliefs and sense of identity into the community of learners in a classroom. Building on these experiences and modeling a value of each student's unique qualities fosters a respect between students, not only for the qualities they share in common, but those which define them as distinct individuals.

In addition to facilitating a respectful classroom environment, it is essential to accommodate the diverse learning styles of all students. A keen awareness of each student's individuality is crucial to creating, adapting and differentiating lessons which address each student's abilities, and allow them to progress. A positive, respectful and collaborative classroom environment helps ensure students feel confident and capable to communicate thoughts and ideas, to take risks and to make leaps and bounds in their learning.

Cavanaugh, Peter

Acton Public Schools

Acton-Boxborough Regional Schools

School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: English Teacher.

Location: High School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 185

Candidates Interviewed: 17

Interviewers: Stephen Mills,
Alix Callen, Dianne Telicki, Jane Reynolds, Liz Marcotte, Laura Hirshfield, Katilyn Crowley

Recommended Candidate: Peter Cavanaugh

Step/Salary: M 5, \$56,021

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

University of Mass. Lowell

M.Ed.

2011

Curriculum/Instruction

English (7-12)

Stonehill College

B.A.

2006

English

Certification Required: Yes

Certified: Yes

English (8-12)

Experience:

2006-Present: English Teacher, Lowell Catholic High School, Lowell, MA

6/08-Present: Youth Coordinator, Lowell Catholic High School Summer Enrichment Program, Lowell, MA

I love to educate. I am a teacher of literature. I am a teacher of reading. I am a teacher of writing. I am a teacher of life. I teach, because I feel it is what I am meant to do. When I am in the classroom guiding students to new discoveries, I feel satisfied. My desire and love for education are extremely strong, and I hope to bring this enthusiasm into the classroom for a very long time.

I believe educating students requires time, patience and an open mind. As a teacher, I am willing to dedicate as much time as needed to give students what they need to be successful. I take time to teach and re-teach strategies for reading, writing and learning. Through patience and an open mind, I always am aware that all students learn in different ways. It is my job to help students realize their style of learning and show them strategies to access literature, writing and life.

Education does not just happen in the classroom and does not just include what can be found in books. It is my responsibility as an English teacher to provide students with lessons that teach life. Respect, accountability, responsibility and consistency are all lessons that I teach. Being a teacher is a huge responsibility. The impact and influence teachers have on young people is enormous. I know with my desire and education I am able to accept that responsibility.

Teaching is one of the most demanding careers a person can dedicate his life to. To be a teacher, is to be human and interact with humans on a daily basis. I will teach and educate students about what it is to be a successful reader, writer, student and human being.

Sincerely,

Peter R. Cavanaugh

Celebi, Joan

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: Reading Teacher .5 FTE
Special Education Tchr .5 FTE

Location: Junior High

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 23

Candidates Interviewed: 6

Interviewers: Stephen Mills,
Deborah Bookis, Andrew Shen, Allison Warren, Mary Emmons

Recommended Candidate: Joan Celebi

Step/Salary: 8M+15 \$65,612

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Harvard University

Ed.M.

1992

Teaching & Curriculum

Georgetown University

B.S.

1989

International Affairs

Certification Required: Yes

Certified: Yes

Moderate Special Needs (Prek-8)

Experience:

6/11 – Present:	Special Education Tutor, Acton, Massachusetts
3/11 – Present:	5 th grade volunteer Math Tutor, McCarthy-Towne School, Acton, MA
1/11 – Present:	Classroom Assistant, Merriam School, Acton, MA
9/10 – 12/10	Special Education Student Teacher, Merriam School, Acton, MA
2006 – 2010	Life coach to parents of Children with Special Needs
1997 – 2000	Social Studies Teacher, Littleton Junior-Senior High School, Littleton, MA
1992 – 1996	Social Studies Teacher, Natick High School, Natick, Massachusetts

Philosophy of Education

Joan Celebi, Ed.M.

July 25, 2011

I believe that every student is a unique individual with his or her own strengths, interests, and talents. Capitalizing upon these fosters a constructive, "can-do" approach to learning, with which students can meet and even surpass goals and expectations. When taught from a strengths-based perspective, students learn to be resourceful and inventive in their approach to academic challenges. They learn to be creative problem-solvers, to maintain a positive attitude, and, most importantly, to never give up.

I feel it is essential to create a positive learning environment for all students, in which they will feel comfortable taking academic risks and cultivating intellectual curiosity. I also believe that it is crucial to have high expectations for my students, and to give them the tools and strategies they need in order to meet those expectations. A sense of community in the classroom is the springboard from which students build momentum as they rise to new challenges, experience academic success, and gain the confidence needed to meet the next new challenge.

As a teacher, I believe it is essential to teach students not only the strategies they need in order to accomplish a certain task, but also *when* and *how* to use those strategies in order to make progress and meet their goals. As a famous proverb states: "Give me a fish and I eat for a day; teach me to fish and I eat for a lifetime." It is important to teach students metacognitive skills, which in turn allow them to become active participants in their own learning – giving them a sense of ownership and self-confidence that will serve them well, both in school and in life.

Darci Decker

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: Grade 3 Teacher
(one year position)

Location: McCarthy-Towne School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 358 # Candidates Interviewed: 8 Interviewers: Stephen Mills,
David Krane, Matthew McDowell, Callie O'Connor, Robin Kynoch, Jean Oviatt-Rothman,
Vanessa Bergmann

Recommended Candidate: Darci Decker

Step/Salary: M1 \$47,172

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Lesley University	M.Ed.	2011	Early Childhood Education
Lasall College	B.A.	2008	Hospitality & Event Management

Certification Required: Yes
Elementary (1-6)

Certified: Yes

Experience:

3/11 – Present	McCarthy-Towne School, Acton, MA; Long Term Substitute
1/11 – 3/11	McCarthy-Towne School, Acton, MA; Classroom Assistant
Fall 2010	McCarthy-Towne School, Acton, MA; Student Teacher
Fall 2009	Lincoln Elementary School, Winchester, MA; Field Experience
Spring 2006	Rockwell Nursery School, Newton, MA; Field Experience Pre-K
Spring 2004	South Row School, Chelmsford, MA; Volunteer Aide Grade 3

Darsi Decker's

Philosophy of Education

Learning happens in a social context. Learning to work cooperatively must happen for students to become productive members of society. Students must receive cooperative learning opportunities and see what cooperative learning looks like. Communication in the classroom allows the students to develop a natural curiosity for not only other people, but for the world around them. Asking questions are just as important as giving answers. Students should be encouraged to share stories and events in their lives and allow their peers to ask questions and make positive comments. Every child is different, and tolerance for these differences must begin early by developing students' interest in their peers and the world.

I believe at times the teacher's role and the student's role become interchangeable. Students are not the only ones who must take students differences into consideration. It is the teacher's role to encourage and develop his or her students love for learning. This must be done no matter how many types of learning styles there are in a room. As stated by Pamela Althea Joyce in her book *School Hazard Zone Beyond the Silence/Finding a Voice*, "equity is not treating everyone the same, but doing whatever it takes to get everyone to the same place". Differentiated instruction is supported with inclusion through practices such as using alternative assessment and preparing lessons that appeal to many different learning styles. It is my teaching goal to get every student to feel successful, by teaching in many different ways.

Through my teaching practices I have begun to appreciate reflections. Through these reflections I understand what I value as a teacher. It is my aspiration to have every student, no matter who they are or where they come from, know that they contribute something positive to the classroom community. By providing a safe, encouraging, and curious environment students can truly develop the skills they need to believe in themselves. All students can succeed if their teacher believes in their success. As the French proverb says, "It is by believing in roses that one brings them to bloom".

Donovan, Charles

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11 Position: Social Studies Teacher Location: Junior High School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 206 # Candidates Interviewed: 7 Interviewers: Stephen Mills,
Craig Hardimon, Andrew Shen, Lynn Bover

Recommended Candidate: Charles Donovan

Step/Salary: B 2, \$45,740

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Roger Williams University	B.A.	2009	History & Secondary Education

Certification Required: Yes
History (8-12)

Certified: Yes

Experience:

3/11-Present:	Social Studies Teacher (Long Term Substitute) R.J. Grey Junior High School, Acton, MA
11/10-3/11:	Substitute Teacher, Watertown Public Schools, Watertown, MA
4/10-6/10:	Social Studies Teacher (Long Term Substitute), B.M.C. Durfee High School, Fall River, MA
2/10-3/10:	English as a Second Language Teacher, Global Crossroads Volunteer Program, Banyang Nepal
1/09-5/09:	Student Teacher, East Providence High School, Providence, RI

Chuck Donovan

Philosophy of Education

I believe teaching is one of the greatest opportunities that a person can be given in a lifetime—to work with and impact people in a profound and formative way. A teacher is in a position to influence young and impressionable minds, which is a great responsibility that must be treated with the utmost respect and sensitivity. In this role, one must not only teach the content, but also act as a role model that both parents and students will respect and appreciate.

I am committed to equip students to be responsible, global citizens who think critically and are well rounded. To get off to a strong start with students, I believe it is important to communicate that what I am offering them is valuable and worthwhile. When I am able to connect with them on a personal level, they are more likely to genuinely respond in the classroom.

My main strategy for engaging students is to regularly vary the style of instruction and evaluation that I am providing. I believe in helping students to develop skills to succeed in the classroom and beyond, through demonstration, practice, repetition, and assessment. This provides students with different ways to express their opinions and beliefs, as well as a range of opportunities to demonstrate their strengths and to develop their weaker areas.

To ensure that all students are receiving the most effective level of instruction and learning possible, it is also crucial for me to be constantly evaluating myself and the level of instruction that I am providing. To do this, I value consultation and collaboration with other faculty, as well as taking a step back to reflect on my own work and make adjustments as needed.

Dunakin, Bethany

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: English Teacher

Location: Junior High School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 165 # Candidates Interviewed: 8 Interviewers: Stephen Mills,
Craig Hardimon, Andrew Shen, Jennifer Vacca, Melanie Scalice

Recommended Candidate: Bethany Dunakin

Step/Salary: M 6, \$58,614

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Emerson College	M.A.	2000	Theatre Education
Regis College	B.A.	1998	English

Certification Required: Yes

Certified: Yes

English (5-8)

Experience:

3/04-6/08:	Grade 7 Language Arts Teacher, West Middle School, Andover, MA
3/04- Present:	Educational Director/Performer, Theatre Espresso, Boston, MA
9/01-3/04:	Arts & Law Program Coordinator, Discovering Justice, Boston, MA

Bethany Dunakin

Grade 7 English Teacher

R.J. Grey Junior High School

Philosophy of Education

In my years as a teacher, I have come to discover the importance of educating the whole child. Although it is essential that students master the skills outlined in the curriculum, there are other aspects of education that are equally important. We have an opportunity to make each child a life-long learner. This can only happen if we help students understand their individual strengths and encourage them to reach their full potential.

In order to encourage students to do their personal best, one must create an environment with clear expectations that promote personal responsibility. My classroom is structured with routines that provide predictability and accountability. I also strive to create a safe space, where students feel free to share their thoughts and aren't afraid to make mistakes. I believe in an inclusive classroom, and try to create lessons that tap into the different learning styles that exist in a heterogeneous setting. I encourage students to work together and find ways to share their talents with one another. By doing so, they learn life skills that will serve them well beyond the classroom.

As a middle school teacher, it is also important to appreciate the unique perspective of young adults. They are at a crucial turning point in their academic and personal lives. Change is constant, and it is a teacher's job to provide stability and guidance. As we nurture them, we must also encourage them to push beyond the skills and tasks that come naturally. After all, we often learn the most valuable lessons from the experiences that challenge us. In the end, I hope that each of my students understands that I hold them to a high standard because we should all expect the best from one another.

Florek, Katherine

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: Psychologist

Location: High School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 50

Candidates Interviewed: 5

Interviewers: Stephen Mills,
Alexandra Callen, Todd Chicko, Stephen Hitzrot

Recommended Candidate: Katherine Florek

Step/Salary: D3 \$57,510

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Boston College	B.A.	2006	Psychology & Sociology
Mass School of Professional Psych	Psy.D.	2010	Clinical Psychology

Certification Required: Yes

Certified: Yes

School Psychologist (All Levels)

Experience:

9/09 – Present	Wediko Children's Services, Boston, MA; Internship & Volunteer Experience
9/08 – 6/09	Y.O.U. Inc. Worcester, MA; Psychological Intern
9/08 – 12/08	WarmLines & Project Interface, Newtonville, MA; Asst to Program Director
2/08 – 6/08	Harvard Elementary School, Harvard, MA; Clinical Intern
9/07 – 2/08	Informed Interventions, East Greenwich, RI; 9/07 – 2/08
8/06 – 6/07	Newton South HS, Southside Program, Newton, MA; Clinical Intern
7/05 – 6/06	Bournewood Hospital, Brookline, MA; Mental Health Counselor Intern
9/05 – 12/05	Boston College, Boston, MA; Assistant in cognitive psychology laboratory
9/05 – 12/05	MEDA, Inc. Newton, MA; Undergraduate Intern

Dr. Katherine Florek's Philosophy of Education Statement

Dr. Stuart Ablon, the co-creator of the Collaborative Problem Solving model, preaches the mantra that "kids do well when they can." I believe that this phrase can be applied to all aspects of education and learning. Students do not wake up in the morning and think, "I would love to fail today or get into trouble or make the adults around me angry." Rather, I believe that children fail when they are lacking certain fundamental skills. These skills, whether social, organizational, emotional, behavioral, or academic, are key aspects of a student's ability to perform. As a school psychologist, it is my goal to help identify which skills are more challenging for a child and come up with a plan on how to best support the student's academic and social success.

Giannetto, Meghan

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: Classroom Teacher

Location: Douglas School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 358

Candidates Interviewed: 10

Interviewers: Stephen Mills,
Chris Whitbeck, Suzanne Ritter

Recommended Candidate: Meghan Giannetto

Step/Salary: M + 30 10, \$73,282

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Boston College	M.Ed.	2002	Secondary English
Skidmore College	B.A.	1996	English

Certification Required: Yes

Certified: Yes

English (5-8) & (9-12)

Student with Special Needs (5-12)

Experience:

2008-Present:	Reading Specialist, Diamond Middle School, Lexington, MA
2002-2008:	English Teacher, Diamond Middle School, Lexington, MA
1999-2002:	English Faculty, The Carroll School, Lincoln, MA

Meghan Giannetto
Philosophy of Education, 2011

I believe that education is the key to passionate, dynamic, and thoughtful individuals; thriving, well-functioning communities; and forward-moving societies. Therefore, as a classroom teacher, I seek to motivate, stimulate, instruct, and nurture my students to achieve their full potential. I aim to meet each child at her/his own level and push her/him gently up the ladder of success--cognitively, socially, emotionally, and developmentally. I believe students learn most effectively when encouraged to take risks in a supportive, safe, and empathetic environment. Students want to learn; they want to know. Therefore, it is my role as a teacher to stimulate curiosity, fuel passions, facilitate learning, and model a healthy lifestyle.

I believe that students must have the opportunity to study that which is meaningful and relevant to their own lives and interests. I work to create a curriculum framed by my students' passions in an effort to foster motivation and fuel individual and collective interests. I believe students must set personal goals and take ownership of their learning. I set high standards for my students, and I hold them accountable for their successes and challenges. As a result, my students are motivated to work hard and master the skills necessary to reach their goals. I encourage my students to learn through inquiry using critical and creative thinking, and I infuse my curriculum with an appreciation of the arts and the culturally diverse world beyond my classroom.

Gibalerio, Kathryn

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: Grade 3 Classroom Teacher

Location: McCarthy-Towne

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 358 # Candidates Interviewed: 8 Interviewers: Stephen Mills,
David Krane, Matthew McDowell, Robin Kynoch, Jennifer Pratt, Carolyn Imperato,
Astrid Trostorff,

Recommended Candidate: Kathryn Gibalerio

Step/Salary: 5M \$56,021

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Columbia University	M.A.	1987	Curriculum & Teaching
Brown University	B.A.	1983	Economics

Certification Required: Yes

Elementary 1-6

Certified: Yes

Experience:

2007 – Present	Kindergarten/Classroom Assistant, Conant School, Acton, MA
1988 – 1993	Classroom Teacher, Hanscom Primary School, Lincoln, MA
1987 – 1988	Kindergarten Classroom Teacher, New York City Public Schools
1987	Co-taught Models of Teaching Seminar, Columbia University, New York, NY
1984 – 1985	Public Relations Coordinator, Citizens Bank, Providence, RI
1983 – 1984	Credit Analyst, Citizens Bank, Providence, RI

PHILOSOPHY OF EDUCATION

My classroom reflects my philosophy - active and involved students and active and involved teaching, with curriculum and lessons designed to maximize interest and achieve instructional goals.

A visit to my classroom reveals a vibrant and organized environment, geared to the developmental and academic needs and interests of all children. Student work covers the walls and is rotated throughout the year, reflecting all students and current curriculum study.

It is a print-rich classroom: you'll see poems and charts, shelves of books - leveled and literature, fiction and non-fiction. Some titles coordinate with thematic units or guided reading groups, others are simply great to read.

As the students arrive, you will hear a personal welcome, it's nice to see the kids at the start of another exciting day. Since arrival is staggered, there's some Before School Work, something to stimulate thinking before we gather at meeting.

Morning meeting anchors the day and we begin with a greeting. There's always the calendar, the schedule, sharing. We'll read a poem or try interactive writing. You'll notice students listening to each other and to the teacher, comfortable with routines, engaged as a community of learners.

The literacy block is the focus of the morning and is comprised of guided reading groups and writing workshop. All in all, it's a balanced literacy program and as the day goes on, you'll hear read-alouds and see students reading to learn and writing across curriculum areas.

Math instruction begins with a lesson. You'll notice it's clearly presented and differentiated; students are then off to smaller groups for math activities and investigations with colorful and inviting math manipulatives. Later on, there's social studies work, and hands-on, inquiry-based science. Science and social studies are integrated and provide additional opportunities for writing and art and books.

Formal and informal assessments are used to evaluate student learning and guide teaching. If a student presents with learning or behavioral concerns, there are colleagues and specialists for consultation and collaboration. Communication with parents is paramount. I work closely with parents with the best interests of their children in mind.

Dismissal arrives quickly, and students, satisfied from a full day of activity and learning in our classroom community, are transitioned home in an orderly fashion.

Kate Gibalerio
July, 2011

Hayes, Mary Clare

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: Psychologist

Location: Junior High School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 50

Candidates Interviewed: 8

Interviewers: Stephen Mills,
Craig Hardimon, Allison Warren, Stephen Hitzrot, Caroline O'Brien

Recommended Candidate: Mary Clare Hayes

Step/Salary: M + 60 8, \$71,080

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
University of Rhode Island	M.S.	2004	School Psychology
College of the Holy Cross	B.A.	2000	Psychology

Certification Required: Yes

Certified: Yes

School Psychologist (All Levels)

Experience:

2009-Present:	School Psychologist, Burlington High School, Burlington, MA
2008-2009:	Elementary Special Education Team Chairperson, Burlington Public Schools, Burlington, MA
2006-2008:	School Psychologist, Burlington Public Schools, Burlington, MA
2003-2005:	School Psychologist, Columbus Elementary School, Medford, MA

Mary Clare Hayes, M.S., NCSP

June 20, 2011

Philosophy of Education

As a school psychologist, my focus when working with children is to identify barriers to learning and provide support for students to reach their full potential. These barriers can be due to academic difficulties, social/emotional stressors, or any number of issues that arise over the course of a child's life. The work that school psychologists do is strongly aligned with the Whole Child approach that is commonly used in school systems today. Schools should teach children to be well-rounded citizens of their community by providing opportunities to grow in all areas of development, whether it is through a rigorous academic curriculum, extra-curricular activities, social/emotional supports, or any number of enrichment opportunities.

When I am meeting with students on an individual basis, it is generally because there is an emotional struggle that they need help navigating. If I can give the student one small skill to master in order to help them feel more socially competent, then I have succeeded. For many students, understanding their social world comes naturally just by making observations. However, there are children who need explicit instruction in how to correctly perceive the actions of others and to adjust their reactions accordingly. When children feel socially competent, they are more likely to be available to learn in their classrooms.

One key component to working with children in schools includes building relationships with families because having a strong home/school partnership provides consistency for the child. This outreach to families also helps to strengthen the community as a whole. Strong collaboration sends the message to the child that school is important and that adults are willing to work together to ensure that he or she succeeds. I am looking forward to beginning my new position where I will have the opportunity to work in an environment that has expectations of success and where supporting students' needs in all areas of development is a high priority.

Hillman, Alexandra

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: Classroom Teacher

Location: Douglas School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 358

Candidates Interviewed: 10

Interviewers: Stephen Mills,

Chris Whitbeck, Katherine Oxnard

Recommended Candidate: Alexandra Hillman

Step/Salary: M 6, \$58,614

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

The College of New Jersey

M.A.T.

2003

Education

Gettysburg College

B.A.

2002

English

Certification Required: Yes

Certified: Yes

Elementary (1-6)

Experience:

Fall 2010:

Grade 2 Classroom Teacher, Kendale International School, Rome Italy

2009-2010:

Per Diem Substitute K-12, Groton-Dunstable School System, Groton, MA

2005-2009:

Grade 5 Classroom Teacher, Central Columbia Middle School,
Bloomsburg, PA

2004-2005:

Grade 5 Classroom Teacher, George Seitz Elementary School, Marshall
Islands

Alexandra Hillman

Summary of teaching philosophy

- Interest is natural. The students are already interested; my job is to keep them interested.
- Reading is key! Writing is key! Therefore, every day students read and write in class. Writing should often be accompanied by the use of a graphic organizer; first modeled by the teacher and eventually selected by the student.
- Learning should be fun, but there also needs to be a clear consistent classroom management plan.
- Teachers need to have reasonable and clearly communicated expectations for their students, both for academics and for behavior. Students need to be held accountable to these standards.
- Success stimulates further success! Students who experience success (even small success!) are willing to take new risks, ask real questions and explore to discover answers...or further expand their questions.
- Regular, consistent, and timely communication with parents must be initiated by the teacher early in the year.
- The school is a community, bursting with amazing resources, such as grade level teachers, (both at the same grade and a variety of grade levels), school librarians, technology assistants, reading coaches, administrators, the school nurse, the guidance department, secretaries, and custodians. Each is capable of bringing new perspectives, skills, and/or ideas to make a successful learning community.

Profile

I believe the best education comes from people with passion. I have an enthusiastic and heartfelt passion for teaching. My goal in the classroom is not just to have students memorize dates or regurgitate answers; I want my students to be captivated by history and engaged while reading. During the lessons, I want to see the students think critically, to question freely, to communicate clearly and to learn insatiably. I am able to accomplish this and create a classroom community of wonder and exploration aided by my education, experience, and dedication. I not only enjoy teaching my students academics, but I take great delight in being a positive adult role model in their lives. I also like to have fun, which I believe is a big part in enjoying the learning process, but there are also clear behavioral expectations that I communicate to my students clearly, unambiguously, and repetitively. This starts from the first day of class. It is this balance of unconventional fun and clear consistent classroom management that frees students to take risks, ask questions, find answers, and experience success during my lessons. The early success they experience in my classroom then allows them to feel good about themselves as learners, and in turn, they take more risks, ask more questions, and discover a world full of amazing authors and illustrators, unique Native American customs, daring explorers, ruthless conquistadors, and brave soldiers that will remain in their hearts and minds long after the time of having them in my classroom is over. It is gratifying, even flattering, that my former students remember me and often return to my classroom in order to visit and to seek my continued support. Even more important and rewarding is that these children keep the passion for learning that I have imbued in them and that they continue to develop their intellect and character with positive energy and self confidence. I am ecstatic when I see these qualities in my former students. It does not get any better for a teacher.

Larson, Allison

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11 **Position:** Speech & Language Teacher **Location:** Gates School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 26 **# Candidates Interviewed:** 10 **Interviewers:** Stephen Mills,
Lynne Laramie, Lynne Newman, Joanna Pyle, Kelli Sullivan

Recommended Candidate: Allison Larson

Step/Salary: M + 30 3, \$54,480

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Worcester State College	M.S.	2009	Speech-Language Pathology
Emmanuel College	M.A.	1992	Human Resources Mgmt
Colby College	B.A.	1987	Biology/Psychology

Certification Required: Yes

Certified: Yes

Speech Language & hearing Disorders (All Levels)

Experience:

4/10- Present:	Speech-Language Pathologist, Merrimack Special Education Collaborative, Billerica, MA
2008-2009:	Graduate Assistant, Worcester State College, Worcester, MA
9/09-12/09:	Graduate Student Speech Language Pathologist, Florence Sawyer School, Bolton, MA
5/09-8/09:	Graduate Student Speech Language Pathologist, Genesis Rehabilitation Services/Pleasant View Center, Concord NH

Allison Larson, M.S., CCC-SLP
Philosophy of Education

As a specialist teacher in the area of speech-language pathology, I believe strongly that a strong partnership should exist between the all members of a student's IEP team (e.g. parents/guardians; classroom teachers, special educators). I seek to establish a good rapport with each of these individuals, and to provide speech-language intervention services in as least restrictive an environment possible to afford a student appropriate access to academic curriculum. To support this effort, I feel it is critical to work closely with classroom teachers to develop materials that address a student's specific area of need, and are also related to critical concepts being taught in the classroom. Generalization and maintenance of learned skills will be enhanced when students learn how to apply them consistently in their academic pursuits.

As an educator, I seek to promote a positive learning environment that will be motivating to the students and enhance their ability to grasp new concepts. I believe in establishing an environment of shared respect between student(s) and teacher(s). As a teacher, I have the responsibility to establish and maintain a sense of order within a classroom and/or therapy group, and I take that responsibility seriously. However, I feel strongly that a teacher should be approachable to his/her students, and establish a collaborative learning style that allows for sharing of thoughts and ideas. I am not afraid to get appropriately silly with my students; and I am also not afraid to share with them when I don't know something. I see this as an opportunity to teach students how to go about the process of discovery and learning; and that it is a life-long process. Finally, I believe that every student has a special gift, and it is my job as an educator to help develop that gift so that they can shine.

McCarthy, Louisa

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: Library/Media Specialist

Location: Junior High School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 36

Candidates Interviewed: 7

Interviewers: Stephen Mills,
Craig Hardimon, Tim Nolan, Jeanne Goulet, Diana Cileo

Recommended Candidate: Louisa McCarthy

Step/Salary: B + 15 3, \$48,729

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Simmons College

M.S.

2011

Library & Information Science

Dartmouth College

B.A.

2008

Geography/French

Certification Required: Yes

Certified: Yes

Library (All Levels)

Experience:

9/10- Present:

Library-Media Specialist, Pierce Middle School, Milton, MA

2009-2010:

Intern Library-Media Specialist, Bunker Hill Community College, Boston, MA

2008-2009:

Analyst, Growing Up CEO Program, The Initiative for Competitive Inner City

Louisa McCarthy
Philosophy on Education

As a library teacher, I believe that I can contribute to the goal of student achievement in several ways. First, I strive to develop meaningful relationships with students and teachers, which helps promote learning and trust. Each of these relationships can be a valuable tool with which a library teacher can promote the library, be involved with teaching, and become familiar with students' personal needs and goals. Second, I create lesson plans that address the needs of both the students and teachers, and which at the same time help students learn curriculum material, as well as valuable Information Literacy. My decision to become a library teacher was based on the belief that in school, students must not only learn curriculum (English, biology, etc.), but also valuable learning and research skills that will help them throughout their academic and professional careers. Finally, I am an advocate for the library, showing students and teachers that the school library is an essential part of any school and can add tremendous value to both academic and personal pursuits. For the students, I aim to create a library that is useful and enticing, a place where students want to come to take out books, study, and participate in book groups, service projects, and after-school activities. For teachers, I advocate to be a part of the teaching process, either by offering to teach lessons in the library, by collaborating with teachers on units and projects, or by providing teachers with useful resources for their students or for themselves. I consistently touch-base with teachers throughout the year, and make myself open and available to everyone in the school. I am passionate about students, libraries, and learning, and I work hard to bring that passion to my teaching.

Mitchell, Caitlin

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: English Teacher (.4)

Location: High School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher; student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 185

Candidates Interviewed: 7

Interviewers: Stephen Mills,
Alexandra Callen, Dianne Telicki, Jane Reynolds, Carolyn Smiley, Laura Hirshfield,
Elizabeth Walker,

Recommended Candidate: Caitlin Mitchell

Step/Salary: B1 (.4) \$17,493

Resume: X

Application: X

References Checked: X

College

Wheaton College

Degree

B.A.

Date

2008

Major/Minor

Political Science

Certification Required: Yes

English (8-12)

Certified: Yes

Experience:

8/10 – Present AB Regional High School, Acton, MA; Teaching Assistant
2/10 – 5/10 Reading Memorial HS, Reading, MA; Long Term Substitute English 9-12
8/09 – 12/09 Syracuse University, Writing Dept, Syracuse, NY; Teaching Assistant
2008 – 2009 Wheaton College, Norton, MA; Coordinator of Tutoring & Learning Center

My most recent position as a Special Education Teaching Assistant at Acton-Boxborough High School, and other previous positions in the Reading Memorial High School English Department and teaching Freshman Composition at Syracuse University have fine-tuned the teaching philosophy I have held since my years as a Writing Tutor at Wheaton College. I strongly believe in teaching students to become learners for life. I strongly feel it is important to help students learn how to learn; that is, learning to think critically, analyze, and interpret information. To me, it is more important that students leave their high school career being able to draw inferences from a new piece of reading, or analyze the significance of a quote, than it is for them to memorize the color of Phinney's sweater in *A Separate Peace*.

Additionally, I seek to foster an environment of collaborative learning and peer-support within my classroom. This can take many forms, such as peer work-shopping papers, or Socratic Seminars to discuss the nuances of a piece of literature. In the area of writing and composition I feel there is much to be learned from students work-shopping papers with their peers. I fundamentally believe that while professional help is never to be completely eschewed, there is a level of understanding, helpfulness, and camaraderie that one can only get from peer editing and collaboration.

While I have always believed that every student is capable of learning, I have seen how critical it is to communicate this (both clearly, and often) in my classroom. I wish to establish a learning environment where students never doubt my faith in their ability to learn and succeed even if it means finding a 11th way to explain a concept, or taking time to work with a student one-on-one who requires the extra help.

Jean Oviatt-Rothman

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: Elementary Math Curriculum
Specialist/Coach

Location: K-6

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 26 # Candidates Interviewed: 7 Interviewers: Stephen Mills,
Deborah Bookis, Jennifer Rand, Amy Bisiewicz, Eileen Sullivan, Kim Macey, Ed Kaufman,
Renee Hill, Jillian Iworsky, Marie Altieri

Recommended Candidate: Jean Oviatt-Rothman

Step/Salary: M10 + 45 &
\$3,653 stipend

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Tufts University	M.A.	2001	Elementary Education
Bates College	B.A.	2000	Biology/French

Certification Required: Yes
Elementary (1-6)

Certified: Yes

Experience:

2003 – Present	McCarthy-Towne School, Acton, MA; Grade 3 & Grade 4 Teacher
2006 - 2010	Mathematics Tutor, Acton, MA; Private Families
2001 - 2003	Blanchard Memorial School, Boxborough, MA; Grade 4 Teacher
2005-06	Acton Escapades, Acton, MA; Summer Academic Program Teacher
2001-02	College Gate, Arlington, MA; Summer Academic Program Teacher
2001	Harrington Elementary School, Lexington, MA; Student Teacher
2000	Healey Elementary School, Somerville, MA; Student Teacher

Education Philosophy Statement

Jean Oviatt-Rothman

I keep an album with the pictures and signatures of all 250 students I've taught. This album represents what is most important for me as an educator: the students and their learning. They will decide whether they become the engineers, doctors, lawyers, artists, educators, or architects of tomorrow. Many will work in fields that do not even exist today. My role is to help them develop the most fundamental mathematics, literacy, and thinking skills that they will build upon as they continue to grow and learn.

I have two main goals as an elementary educator: 1) to help students develop positive attitudes toward themselves, school, and learning by helping them to realize their own potential, abilities, and goals; and 2) to teach skills that will allow students to become successful global citizens and lifelong learners: problem solving, critical thinking, innovation, empathy, collaboration and communication.

Being current in curriculum content and teaching pedagogy is how I meet these goals. I utilize formative assessment and technology to differentiate instruction for students' diverse needs. Elementary learning happens through active exploration, investigation, imagination, and creative expression.

When students are in my class, I can tell you how they learn best, their strengths and weaknesses, and their interests inside and outside of the classroom. When children know that they are cared about and valued as people, they enter into their education in the right frame of mind, and the stage is set for learning. When I look back at my album, the students' progress and learning is what I remember: how hard a child worked to successfully solve a math problem or write a paragraph. Finding and encouraging the strengths and interests of each individual and helping him or her to acknowledge, accept, and overcome weaknesses is the heart of my philosophy of education.

Petranto, Tiffany

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: Spanish Teacher

Location: Junior High School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 36

Candidates Interviewed: 7

Interviewers: Stephen Mills,
Craig Hardimon, Allison Warren, Robin Crown

Recommended Candidate: Tiffany Petranto

Step/Salary: B 5, \$52,481

Resume: X

Application: X

References Checked: X

College

Bowdoin College

Degree

B.A.

Date

2001

Major/Minor

Psychology

Certification Required: Yes

Foreign Language (Spanish 5-12)

Certified: Yes

Experience:

2002- Present: Spanish Teacher, Diamond Middle School, Lexington, MA

2002-Present: Spanish Tutor, Acton & Lexington, MA

I believe that the purpose of education is to create thoughtful and responsible global citizens. The role of the teacher should be to provide a comfortable and safe learning environment that supports students' intellectual curiosity and development. The teacher should possess a love of learning and foster the same in her students. At the junior high level, the teacher must encourage early adolescents to become independent learners, while, at the same time, still providing the support required at this stage. In her instruction and assessment, the teacher should utilize a variety of tools that benefit all types of learners in the classroom.

Specifically, the *world language* teacher should challenge students intellectually, as she helps them develop proficiency in the target language through listening, reading, viewing, speaking, writing and presenting in the target language. The study of a world language is a life-long undertaking that should allow students to communicate with other speakers of the language both locally and globally, understand how others think and express themselves, perceive our world in new ways, and enhance their appreciation of themselves and others. The world language teacher should help students to make natural connections between the study of language and other disciplines. Inextricable from the study of the language itself is the study of its culture, including daily living, history, literature and the arts.

Pucko, Adrienne

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: Math Teacher

Location: High School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

Applicants: 79

Candidates Interviewed: 10

Interviewers: Stephen Mills,

Alixé Callen, Bill Noeth

Recommended Candidate: Adrienne Pucko

Step/Salary: B + 15 7, \$59,291

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Bridgewater State University

B.A..

2010

Secondary Math

Providence College

B.A.

2004

Economics

Certification Required: Yes

Certified: Yes

Mathematics (8-12)

Experience:

20096-Present: Math Teacher, Nauset Regional High School, North Eastham, MA

2007-2009: Math Teacher, Algonquin Regional High School, Northborough, MA

2005-2007: Math Teacher, Stoughton Public Schools, Stoughton, MA

Adrienne Pucko
Philosophy of Education
June, 2011

An engaging teacher will get his/her students involved by developing relationships and being energized about teaching the subject every single day. I love math and I love teaching math. I hope to be able to convey my enthusiasm and excitement for the subject area to all of my students. I feel that one of my strengths is being able to differentiate my instruction for all of my students, no matter the learning styles or abilities. I have always been interested in using technology in the classroom and have looked for opportunities to professionally develop my knowledge and skills in the area. I am also constantly collaborating with fellow faculty members on curriculum and lesson planning to ensure my students receive the most comprehensive education possible. I have only been teaching for six years and feel that I have so much to learn still and am always open to conversations and suggestions on how to improve my teachings. Most importantly, I work hard to provide an interactive, inquisitive, comforting classroom atmosphere that is conducive to learning for all of my students.

Becoming an educator means becoming a teacher, a mentor, a surrogate parent, a peacekeeper, a role model, a disciplinarian, and a coach, just to name a few of the many roles juggled every single day. Teaching does not end in the classroom. One of my favorite parts of teaching is getting involved in extracurricular activities. I have spent my six years of teaching also coaching Girls' basketball and getting involved in mentoring programs for students. These experiences with the students outside of the classroom have been so important in helping to shape the teacher I have become in the classroom. We as teachers must be willing and able to lead by example. This includes giving students the opportunity for a well rounded education in both subject areas and life. It is our duty as teachers to be positive role models and help our students develop into moral, educated, productive citizens in the community.

Robinson, Stacey

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: English Teacher

Location: High School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 79

Candidates Interviewed: 10

Interviewers: Stephen Mills,
Alixé Callen, Dianne Telicki, Jane Reynolds, Liz Marcotte, Laura Hirshfield, Katilyn Crowley

Recommended Candidate: Stacey Robinson

Step/Salary: M + 15 2, \$50,186

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Emerson College

M.A.

2007

Broadcast Journalism

University of New Hampshire

B.A.

2006

English

Certification Required: Yes

Certified: Yes

English (5-8)

English (8-12)

Experience:

2010-Present: English/Studies Skills Teacher, Lexington High School, Lexington, MA

03/10-06/10: Long Term Substitute Special Education Teacher, North Andover High School, North Andover, MA

11/09-3/10: Long Term Substitute English Teacher, North Andover High School, North Andover, MA

Stacey Robinson
Acton-Boxborough Public Schools

Philosophy of Education

By definition, education is the giving and receiving of knowledge. In practice, education encompasses a student's acquisition of knowledge that spans beyond mastery of classroom specific content. It includes a student's formation of their own identity and awareness of their own capabilities. As I teacher, it is my primary responsibility to guide students through this learning experience and ensure that all students have a positive and productive experience in school. As a teacher, I will strive to ensure my students receive an education that is challenging and equitable.

Being a teacher requires a life long commitment to learning. There will never be a time in my career when I am done learning new things. It is my duty as a teacher to continuously better my practice through professional development and collaboration. This constant improvement to my craft directly impacts my students and enables me to provide a curriculum that is rigorous.

It is crucial to create a classroom environment where all students feel they are treated with respect and fairness. It is not to say that all students should or will get the same treatment but every student will get what they need. As a teacher, it is my responsibility to be aware of student's background and acknowledge obstacles they may face outside of school. A student's life outside the classroom directly affects their performance inside the classroom. It is this knowledge of outside factors that I take in to consideration when dealing with each student. I approach each student differently and try to accommodate their needs while maintaining high expectations. I can keep the expectations high and differentiate the ways in which I assess each student's progress.

As a teacher at the secondary level, I find it is crucial to be a caring and responsive educator. Adolescent students are constantly in transition and it is my responsibility to model good judgment and provide them with the stability they need. It is this recognition that educational obligations go beyond the classroom instruction that enables me to provide students with the stability they need.

As at teacher, I will invest my efforts with the belief that all students can achieve success. I believe it is this positive belief in their abilities that directly translates to student accomplishment.

Tomlin, Kerri

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: Counselor

Location: McCarthy-Towne School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 124 # Candidates Interviewed: 10 Interviewers: Stephen Mills, ,
David Krane, Liza Huber, Lynne Laramie, Matt McDowell, David Rachlin, Linda Roy

Recommended Candidate: Kerri Tomlin

Step/Salary: M 10, \$69,898

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
University of Massachusetts	M.Ed.	2001	School Guidance
Boston College	B.A.	1995	Elementary Education

Certification Required: Yes

School Guidance Counselor (PreK-9)

Certified: Yes

Experience:

2001-Present:	School Counselor, Franklin School, North Andover, MA
2000-2001:	School Counseling Intern, Merriam School, Acton, MA
1998-1999:	Special Education Teacher, Village School, Gorham, ME

Philosophy of Education

**Kerri Tomlin
School Counselor
McCarthy-Towne School**

After being a counselor for the past ten years, I have learned that a true education spans much further than assessments, schoolbooks, homework, and MCAS testing. Though these can be indicators or snap shots of how school systems and their students are doing, I think it is important to look at both their social emotional learning as well as their achievement. My educational philosophy includes many schools of thought. First as a former special educator, I am also a huge supporter of inclusion. Children, teachers and parents can learn so many important life long lessons and skills from being part of an inclusion classroom. Another positive asset to classrooms is differentiated instruction and addressing both the students needs but also capitalizing on their strengths. In today's classrooms, children are not only learning academic skills that but also prosocial skills that they will use for the rest of their lives. A balanced education is more than just math, reading, writing, science and social studies. It is also about friendships, social skills, art, music, and also having some unscheduled time. I think a true education is not just about achievement but it is also about helping children learn to be productive and positive citizens. When looking at all of these expectations, it can be overwhelming for districts, teachers and administrators. Creating a well-balanced education that focuses on both the academic and their social emotional skills will hopefully generate happier and more productive students. In the end, if we are able to give them strong academic and social skills, they will have all the tools they need to create bright futures.

Walsh, Jennifer

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: Grade 4 Teacher

Location: Gates School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 358

Candidates Interviewed: 10

Interviewers: Stephen Mills,
Lynne Newman, Priscilla Kotyk, Kerri Stoffel, Heather Ryder, Sue Hunt

Recommended Candidate: Jennifer Walsh

Step/Salary: M + 45 5, \$60,883

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Lesley University	M.Ed.	2000	Elementary & Special Education
University of Massachusetts	B.A.	1993	Psychology

Certification Required: Yes
Elementary (1-6)

Certified: Yes

Experience:

2008-Present:	Reading Interventionist, Crisafulli Elementary School, Westford, MA
2000-2003:	Classroom Teacher, Crisafulli Elementary School, Westford, MA
1999-2000:	Intern/Learning Center, Baker Elementary School, Brookline, MA

Jennifer Walsh: Philosophy of Education

Teaching is my passion. As a result of my background in education and counseling psychology, I have had the invaluable opportunity of working with a diverse population of students. I believe that every child can succeed and that each learner has the right to a safe and respectful learning environment. In my view, the teacher acts as a facilitator so that students may take ownership of their learning.

Each student is a unique individual with varying background knowledge and differing learning styles. Drawing on results from formal and informal assessments and observations, I develop teaching strategies and implement learning activities that guide learning. In order for learning to be meaningful, students need to construct their own ideas and form their own understandings. I present information in a variety of ways so that all students can find an accessible entry point. I believe in a gradual release of responsibility approach to learning. I provide individualized attention and differentiate instruction in order to meet the needs of the broad range of students in my classroom.

To maximize learning, it is essential to create a safe and respectful learning environment. An effective teacher must create an environment of shared responsibility in which students feel safe to explore and become active participants in their own learning. I believe in involving students in creating classroom expectations. If students feel valued and involved in creating fair expectations and predictable consequences they will prosper in a supportive learning environment.

As a classroom teacher, it is my responsibility to facilitate learning by giving students the tools required to become educated, responsible and contributing members of society. I provide students with opportunities to extend and enrich their learning through guided discovery and technology integration, as well cooperative learning activities. I help my students work through obstacles by modeling and explicitly teaching strategies for problem solving. I engage in ongoing progress monitoring and utilize data to inform my instruction.

My mission as an educator is to create a classroom that facilitates the educational process in a safe, respectful environment where all may take ownership of their learning and succeed. My goal is to provide students with the tools necessary for becoming contributing members of society and lifelong learners.

Young, Nancy

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/29/11

Position: Biology Teacher

Location: High School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 185

Candidates Interviewed: 6

Interviewers: Stephen Mills,
Alixé Callen, David Palmer, Kevin O'Grady, Michael Romano, Leah Marsh

Recommended Candidate: Nancy Young

Step/Salary: M 5, \$56,021

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
University of Massachusetts	M.S.	1999	Fisheries Biology
Harvard Graduate School of Education	M.Ed.	1994	Science Education
Tufts University	B.S.	1988	Biology

Certification Required: Yes
Biology (8-12)

Certified: Yes

Experience:

1/24/11:	Science Teacher, Acton-Boxborough Regional High School, Acton, MA
10/10-1/11:	Long Term Substitute-Science Teacher, Acton-Boxborough Regional High School, Acton, MA
Spring 2010:	Long Term Substitute-Science Teacher, R.J. Grey Junior High School, Acton, MA
Fall 2009:	Long Term Substitute-Science Teacher, Acton-Boxborough Regional High School, Acton, MA

Nancy Young
Science Department
Acton Boxborough Regional High School

Philosophy of Teaching Statement

I teach science because I am passionate about understanding the natural world and the process of discovery that propels thinking about biological and physical systems. I teach because I am excited by the possibilities created when students are engaged in the scientific process. I am inspired by their ideas as we work collectively to explain the patterns seen in nature. One word that summarizes my teaching philosophy is potential. I believe that every student has an innate curiosity about the world and the potential to become scientifically literate, independent thinkers.

In teaching science I aim to teach more than a collection of facts and vocabulary terms. Scientific literacy means asking good questions, formulating and testing hypotheses, and interpreting results to make reasoned conclusions. I help students recognize patterns in data and to synthesize information so that learning science becomes less about memorizing and more about processing content. For example, before I teach the human body systems, I outline key themes common to each unit (e.g., sense of scale, functional units) to help students strategically organize details for each biological pathway. When the details become less overwhelming, students can begin to think more broadly by connecting content among units and applying knowledge to new circumstances.

I build relationships with students by demonstrating fairness, responsiveness, and thoughtful lesson planning. Being fair means clearly outlining learning objectives and behavioral expectations so that students know what they will learn, how they will learn and what options are available if they need help. In teaching responsively I listen to students to gauge their understanding of material, identify misconceptions, and modify instruction based on the results of assessments. Before lectures, I look for creative ways to engage students such as examining fossils to introduce earth history or taking a pulse seated and standing to better understand the structural components of the cardiovascular system. Through these hands-on experiences I am able to spark interest and maximize the opportunities for students to learn science.

Office of the Superintendent
Acton Public Schools/Acton-Boxborough Regional Schools
978-264-4700, x3211

**Statement regarding the Appointment
of**

Jean Oviatt-Rothman

to the position of

**Elementary Mathematics Curriculum Specialist/Coach
Acton Public Schools**

June 21, 2011

=====

Superintendent of Schools Stephen E. Mills is pleased to announce the appointment of Jean Oviatt-Rothman as the new Elementary Mathematics Curriculum Specialist/Coach for the Acton Public Schools.

Jean graduated from Bates College with Academic Honors and received her MAT from Tufts University. She has also completed the Fulcrum Institute, funded by TERC, the National Science Foundation and Tufts University. Jean has been a 3rd and 4th grade teacher at the McCarthy-Towne School since 2003 and previously was a 4th grade mathematics and science teacher.

Jean will begin her official duties effective August 29, 2011.

Office of the Superintendent
Acton Public Schools/ Acton-Boxborough Regional Schools
978-264-4700, x3211

**Statement regarding the Appointment
of
Todd Chicko
to the position of
Regional Department Leader for Counseling
Acton-Boxborough Regional Schools
June 21, 2011**

=====

Superintendent of Schools Stephen E. Mills is pleased to announce the appointment of Todd Chicko as the Regional Department Leader for Counseling for the Acton-Boxborough Regional Schools.

Todd received a BA in Psychology from the University of New Hampshire and an ME from Boston University. Todd has been a member of the ABRHS counseling staff for ten years. In addition to the fine work he has done counseling students during that time, he has also been instrumental in beginning a number of excellent new programs including Best Buddies, Peer Counseling and Ambassadors.

Todd will begin his official duties effective July 1, 2011.

Projected
Acton Public Schools
2011 - 2012
7/29/11 :

7/29/11
8:51 AM

5.7.

Grade YOG	Conant			Douglas			Gates			McCarthy-Towne					Merriam					Incoming	#Sec.	Avg. Siz.												
	Rm	CAD	CB	CC	Total	DAD	DB	DC	Total	GAD	GB	GC	Total	Case +	TAD	TB	TC	Total	[3]1#				[3]1#	62	MAD	MB	MC	2#	5#	Total				
K-24		20	20	20	60	20	19	19	58	18	20	21	59		20	19	20	59					20	19	20	59	0	295	15	19.7				
	Rm 3	3	4	6		3	4	5		1	3	8	2#		113	311	312	[2]2#					323	234	20	224	4#	8#						
															Case +		20	23	21	64														
Gr. 1-23		21	21	22	64	21	21	21	63	20	21	21	62		20	21	21	62					21	21	21	84	0	335	16	20.9				
	Rm 5	5	7	8	1#	6	7	8		5	6	10	1#		114	301	302	[1]2#					7	231	321	135	1#	6#						
															Case +		22	23	22	67														
Gr. 2-22		22	23	23	68	22	22	23	67	22	22	23	67		22	22	22	66					21	22	22	87	0	355	15	23.7				
	Rm 9	9	10	17	1#	9	10	11		7	9	17	1#		212	213	314	[2]					222	233	332	1#	2#							
															Case +		25	23	24	72														
Gr. 3-21		23	23	23	69	23	23	24	70	23	24	24	71		23	23	24	70						23	23	23	69	0	349	15	23.3			
	Rm 18	18	19	20		12	13	14		18	19	20			115	210	310	[0]1#						330	331	230	1#	2#						
															Case +		23	23	24	70														
Gr. 4-20		23	23	23	69	23	23	24	70	23	23	24	70		23	23	24	70						23	23	24	70	0	349	15	23.3			
	Rm 14	14	15	16		19	20	21		14	15	16	1#		211	303	313	[4]					223	335	235	4#	5#							
															Case +		24	26	27	77														
Gr. 5-19		25	25	26	76	24	25	25	74	24	25	25	74		24	24	25	73						25	25	25	75	0	372	15	24.8			
	Rm 11	11	12	13		15	16	17		11	12	13			112	214	215						324	232	335	3#	2#							
															Case +		24	25	25	74														
Gr. 6-18		24	25	25	74	24	24	25	73	24	24	25	73		24	25	25	74					24	24	25	73	0	367	15	24.5				
	Total Staff				1#									7#	Case+	[12]	Average	23.1	486	5#							31#							
Total Range																																		

MONTHLY ENROLLMENT
ACTON PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOLS
2010-2011 ACADEMIC YEAR

May-11

Levels	Sept. 1			Oct. 1			Nov. 1			Dec. 1			Jan. 1			Feb. 1			Mar. 1			Apr. 1			May 1			Jun 1				
	A	B(1)	C	A	B(1)	C	A	B(1)	C	A	B(1)	C	A	B(1)	C	A	B(1)	C	A	B(1)	C	A	B(1)	C	A	B(1)	C	A	B(1)	C		
K	318	48	8	326	320	49	8	328	325	49	8	333	324	51	8	332	323	51	8	331	324	50	8	332	324	49	8	335	327	49	8	334
1	347	54	7	354	347	55	6	353	347	54	6	353	349	54	6	355	350	54	6	356	350	54	6	356	348	53	6	354	348	53	6	353
2	344	69	2	346	342	68	2	344	346	68	2	348	347	67	2	349	346	67	2	348	347	67	2	349	348	67	2	350	349	67	2	351
3	343	68	2	345	344	68	2	346	342	68	2	344	344	68	2	346	343	67	2	345	344	67	2	346	345	67	2	347	345	67	2	347
4	370	71	5	375	369	71	5	374	370	71	5	375	370	71	5	375	371	70	5	376	371	70	5	376	369	69	5	374	367	69	5	372
5	362	80	3	365	360	80	4	364	364	82	4	368	361	82	4	365	359	82	4	363	362	82	4	366	361	82	4	365	361	82	4	365
6	393	75	1	394	394	75	1	395	394	76	1	395	392	76	1	393	392	76	1	393	394	76	1	395	394	76	1	395	395	77	1	396
K-6 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
In D Pre-sch.	40	7	0	40	41	7	0	41	44	7	0	44	46	7	0	48	50	9	0	50	50	10	0	50	51	11	0	51	53	11	0	55
O.D. Pre-sch.	8	3	0	8	5	3	0	5	1	3	0	1	1	3	0	1	1	2	0	1	1	2	0	1	1	2	0	1	1	2	0	1
O.D. SPED K-6	13	4	0	13	13	4	0	13	20	4	0	20	20	4	0	20	20	4	0	20	20	4	0	20	20	5	0	20	20	5	0	20
A.P.S. Total	2538	479	28	2566	2535	480	28	2563	2553	482	28	2581	2556	483	28	2584	2555	462	28	2574	2563	482	28	2591	2562	480	28	2590	2563	482	28	2594
7	400	73	8	481	395	69	9	473	397	70	9	476	396	70	9	480	394	71	9	479	394	70	9	473	393	70	9	472	393	70	9	474
8	401	76	5	482	401	75	5	481	401	75	5	481	400	75	5	480	402	76	5	483	402	76	5	483	400	76	5	481	400	76	5	480
J.H.S. Total	801	149	13	963	796	144	14	954	798	145	14	957	796	145	14	955	796	147	14	957	796	146	14	956	793	146	14	953	793	146	14	954
9	416	110	3	529	402	108	4	514	404	108	4	516	405	108	4	518	406	108	4	518	408	108	4	520	407	108	4	519	407	108	4	519
10	394	100	6	500	390	101	6	497	392	101	6	499	391	100	6	497	388	101	6	495	386	100	6	492	385	100	6	491	385	100	6	489
11	381	93	6	480	370	97	8	475	370	97	8	475	370	96	8	474	368	96	6	470	368	96	6	470	364	96	6	467	364	96	6	468
12	385	117	12	514	381	115	12	508	381	115	12	508	381	115	12	508	382	114	12	508	382	114	12	508	382	113	12	507	382	113	12	505
9-12 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
P.G.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
H.S. Total	1576	420	27	2023	1543	421	30	1994	1547	421	30	1998	1548	419	30	1997	1544	419	28	1991	1544	418	28	1990	1538	417	28	1983	1536	415	28	1979
Total JHS & HS	2377	569	40	2986	2339	565	44	2948	2345	566	44	2952	2344	564	44	2952	2340	566	42	2948	2340	564	42	2946	2331	563	42	2936	2330	561	42	2933
O.D. SPED 7-12	43	10	0	53	42	11	0	53	41	10	0	51	40	11	0	51	41	11	0	52	38	11	0	49	40	10	0	50	41	11	0	52
Reg. Total	2420	579	40	3039	2381	576	44	3001	2386	576	44	3005	2384	575	44	3003	2381	577	42	3000	2378	575	42	2995	2376	573	42	2987	2371	572	42	2985
A.P.S. Total	2538	479	28	2566	2535	480	28	2563	2553	482	28	2581	2556	483	28	2584	2555	462	28	2574	2563	482	28	2590	2562	480	28	2590	2563	482	28	2594
Reg. Total	2420	579	40	3039	2381	576	44	3001	2386	576	44	3006	2384	575	44	3003	2381	577	42	3000	2378	575	42	2995	2376	573	42	2987	2371	572	42	2985
Grand Total	4958	579	68	5605	4916	576	72	5564	4939	576	72	5587	4940	575	72	5587	4936	577	70	5583	4941	575	70	5586	4938	573	70	5578	4938	574	70	5579

All Principals (2)

C. Bates

D. Aicardi
A. Bisewicz
K. Nelson
E. Weiner

S. Mills

M. Altieri
D. Bookis
L. Huber

Distribution:

In D. = In District

Pre-School = SPED
P.G. = Post Graduates
Ungr. = Ungraded
O.D. = SPED Out of District

NESDEC Correction 10/6/10 7th Sheet

Students other than Choice counted under column C:
Staff Students -
Tuition in Students -
Sped Tuition in Students

6/9/11
11:08 AM

Actual
Acton Public Schools
2010 - 2011
June 1, 2011

Staff Children
Case []
CAD, DAD, GAD, TAD, and MAD - ALL DAY PROGRAMS

Grade YOG	Conant			Total	Douglas			Total	Gates			Total	McCarthy-Towne					Total	Merriam					Total	#Sec	Avg. Siz
	CAD	CB	CC		DAD	DB	DC		GAD	GB	GC		TAD	TB	TC	MAD	MB		MC	MC2	4#	8#				
K-23	21	21	20	62	21	21	21	63	21	20	20	61	Case +	21	22	23	66	21	21	21	22	85	334	16	20.9	
	Rm 3	4	6	1#	3	4	5	1#	1	3	8	1#	113	311	312	68	323	234	20	224	1#	6#				
Gr. 1-22	22	23	23	68	22	22	22	66	20	23	21	64	Case +	22	22	22	66	22	22	22	23	89	353	16	22.1	
	Rm 5	7	8		6	7	8		11	6	10	1#	114	301	302	71	281	321	135	1#		2#				
Gr. 2-21	23	24	23	70	23	23	24	70	24	24	23	71	Case +	22	24	24	71	23	23	24	70	351	15	23.4		
	Rm 9	10	17		9	10	11		7	9	17		212	213	314	72	222	233	332	1#	2#					
Gr. 3-20	24	23	23	70	22	22	24	68	23	23	24	70	Case +	24	23	23	70	23	23	23	69	347	15	23.1		
	Rm 18	19	20		12	13	14		18	19	20	1#	115	210	310	70	330	331	230	4#	5#					
Gr. 4-19	25	25	24	74	24	25	25	74	25	25	25	75	Case +	24	25	25	74	25	25	25	75	372	15	24.8		
	Rm 14	15	16		19	20	21	1#	14	15	16		211	303	313	78	223	335	235	3#	4#					
Gr. 5-18	24	24	24	72	24	25	25	74	24	24	25	73	Case +	25	24	25	74	24	24	24	72	365	15	24.3		
	Rm 11	12	13		15	16	17		11	12	13		112	214	215		333	324	232	335	1#	1#				
Gr. 6-17	25	25	25	75	25	24	25	74	24	24	24	72	Case +	25	25	25	75	25	25	25	100	396	16	24.8		
	Total Staff												Case +	112	Average 24.0	504		Case +	112	Average 24.0	504	15#	28#			
Total	21 Sec.	Average	23.4	491	21 Sec.	Average	23.3	489	21 Sec.	Average	23.1	486	21 Sec.	Average	23.4	492	24 Sec.	Average	23.3	21	25	560	2518	108	23.3	
	Range	20	25		21	25			20	25			20	25				20	25				20	25		

Administrative Structure Options: Regionalization and Job Sharing

Presenting to the Acton Board of Selectman

By: Boxborough School Committee
July 11, 2011

Boxborough SC Engaged in Process to Assess Administrative Structure

- We have declining enrollment, empty seats, empty classrooms
- Cost of educating our children continues to increase
- Proactively evaluating options to address this to continue with best education possible for Boxborough children

Jan 2010 Committee Recommended Exploring:

- Maintenance of current Superintendent/ Curriculum Director – Principal – SPED Director model
- Job sharing
- Regionalization with Acton

What is “Current” Structure?

- Superintendent position combined with Curriculum Director position
- Maintains a full-time Principal
- Maintains other leadership positions
 - ▶ Business Manager
 - ▶ SPED Director/Director of Pupil Services

What are Advantages of “Current” Structure?

- Already proven
- Manageable in terms of time and scope of positions/roles
- Maintains the educational leadership focus of the Superintendent
- Maintains two people (this person and the principal) focused on classroom content

What are Disadvantages of “Current” Structure?

- Separates curriculum role from Principal
- May create unreasonably large evaluation role for the Principal
- Expensive

What is Job Sharing (also called Union)?

- Shares selected jobs across two or more school districts
- Typical shared positions include:
 - ▶ Superintendent
 - ▶ Business Manager
 - ▶ SPED Director
 - ▶ Food Service Director
 - ▶ IT Director
 - ▶ Administrative Staff
- Principal is not a shared position

How is Job Sharing Established?

- Requires a vote of the School Committee
- Interested towns need to work out a mutual agreement
- Maintains local school committees but also establishes a “union” school committee to oversee union positions only

What are Advantages of Job Sharing?

- Opportunity to share costs of system-wide staff positions
- Town maintains full control of school district
 - ▶ Separate school committees for each town
 - ▶ Local school committee oversees school district
 - ▶ No cross over of policies, curriculum, etc.
- Blanchard would have its own full-time Principal

What are Disadvantages of Job Sharing?

- Less face-to-face time with Superintendent
- Requires state approval to dissolve
- Does not address class size

What is Regionalization?

- A Regional School District is formed when two or more towns enter into a contract
- Creates a separate legal entity (the “Region”)
- Consolidate resources to educate the children of member towns
- Each member town has defined rights and responsibilities under the regional agreement
- One regional school committee

An Example – ABRSD

- Currently serves grades 7-12 for Acton and Boxborough
- Each town assessed a fee based on 3-year average enrollment
- Regional School Committee =
 - ▶ Acton Public School Committee Members (6)
 - ▶ Boxborough School Committee members (3)
 - ▶ Voting weighted, based on formula in Regional Agreement

How is a Region Expanded?

Regional School Committee can vote to establish a Regional Study Committee (comprised of representatives from each town)

OR

Each member town, by vote at town meeting, decides to establish a regional planning committee; this committee is appointed by each town's moderator

What are Advantages of Regionalization?

- Flexibility regarding enrollment
- Transportation reimbursement
- State reporting & grant applications done once
- Potential efficiencies in Central Office
- Management depth and more flexibility in staffing
- Potential for cost savings in larger operation
- More collaboration possibilities with larger staff

What are Disadvantages of Regionalization?

- Concern regarding loss of local control
- Due to size differences, Boxborough influence on District decisions could be challenging (weighted voting)
- School spending, one of the largest town budget drivers, would become an assessment
- Long process to implement
- Potential change in services
- Difficult to unwind

Three Model Comparison

Criteria	Current Model	Job Sharing	Regionalization
Est Cost	\$483,421	\$425,122	TBD
Estimated savings	--	\$58,300	TBD, cost savings possible
Impact	<ul style="list-style-type: none"> •None 	<ul style="list-style-type: none"> •Less Super's time •More in-house leadership •Additional Union Schl Comm •Potential for additional job sharing in future 	<ul style="list-style-type: none"> •Shared admin structure •Potential service change •Addresses declining enrollment •One regional Schl Comm

Regionalization: 3 School Districts

July 26, 2011

What is Regionalization?

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Expanding a Regional School District- What Does this Mean?

An existing regional school district
that adds additional grade levels
from the member towns

Preliminary Work

- Look to Regional Agreement – what do you need to do to amend it?
- ABRS Regional Agreement provides:
- Section 7. A.:
 - ...A proposal for amendment may be initiated by a single petition bearing the signature of at least 200 registered voters of the District or by a majority of the members of the [Regional School] Committee

Two Methods

Regional School Committee can vote to establish a Regional Study Committee (comprised of representatives from each town)

-OR-

Each member town, by vote at town meeting, decides to establish a regional planning committee. This committee is appointed by each town's moderators.

What does the Regional Study/Planning Committee Do?

- This committee would be charged with an in depth study to look at the reasons to expand the regional school district and what this expanded region would look like.
 - Educational benefits
 - Enrollment projections
 - Inventory of facilities
 - Admin. Structure
 - Financial considerations etc.
- THEN, ON TO THE DESE FOR REVIEW AND APPROVAL

Expanding a Regional School District- State Requirements

1. Regional School Committee submits written request to DESE for a “Reorganization Needs Conference”
2. Reorganization Needs Conference includes consideration of Long Range Educational Plan:
 - Educational benefits of reorganization
 - Current and projected enrollments

2. Reorganization Needs Conference includes consideration of Long Range Plan (cont.)

- inventory of educational facilities under the jurisdiction of current and proposed school committees (including any construction efficiencies)
- administrative structure (incl. existing and proposed org. charts)
- fiscal benefits
- geographical and physical characteristics
- resulting transportation economies

Expanding a Regional School District- State Requirements

3. DESE Review of Long Range Education Plan
4. DESE Approval or request for additional information
5. Upon DESE approval, Regional School Committee drafts amendment to the Regional Agreement.
6. Amended Regional Agreement must be accepted by each town at Town Meeting

Expanding a Regional School District- State Requirements

7. Regional School Committee submits Amended Agreement along with certified votes of each town to the Commissioner of Education for approval.
8. Once approved by the Commissioner, subject to the Agreement, transition to expanded Region begins.

TRANSITION TO EXPANDED REGION

- Transition planning period begins with election of Regional School Committee
- Planning period is no longer than remainder of fiscal year when RSC is elected plus one additional fiscal year
- During transition period, local SC continues to oversee and operate the schools in respective towns

Transition to Expanded Region

- Regional School Committee has non-operating status during planning period
- Regional School Committee can hire staff, enter into contracts and take other actions to prepare for orderly transition
- At end of planning period, responsibility transfers to Regional School Committee

Timeframe

- Often takes 2 years in the “should we go ahead with this” phase
- Plan on 2 years once the Regional Study/Planning Committee is formed
- Collective bargaining agreements are time consuming to renegotiate (can be done by the new Regional Committee, but should be looked at as part of the study)

Timeframe (cont.)

- Very important to have a thorough process and very strong community outreach and education plan
- May be grant money available in Fiscal 12 budget to help offset planning costs
- Study process involves heavy lifting by Central Office, need to staff appropriately to support this
- Also important to include educators.

**EDUCATIONAL BENEFIT SHOULD BE THE
DRIVING FORCE IN THIS EXERCISE**

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BOXBOROUGH

Studying school ties with Acton

July 21, 2011 | By Jennifer Fenn Lefferts, Globe Correspondent

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Faced with a declining enrollment and limited financial resources, Boxborough officials are looking at different administrative options for its elementary school, including regionalization with Acton.

School officials say that while they are exploring other ideas, such as school choice and a shared management structure with other districts, efforts to fully regionalize with Acton are moving to a new level. The neighboring towns now share a regional district covering seventh through 12th grades.

"Our challenge is we have a declining population in our school," said Bruce Sabot, chairman of the Boxborough School Committee. "We're already reducing sections to reduce costs. It gets to the point of, what makes sense to have a school with that few kids?"

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In 2005, enrollment at Boxborough's Blanchard Elementary School peaked at 600 students, but since then the population has been going down. The current figure is 400 students, with projections calling for enrollment to flatten out at about 350 in the next few years, Sabot said.

While many school officials in Boxborough and Acton think merging their elementary systems could benefit both communities, not everyone is on board.

Jennifer Campbell, a parent of two Blanchard students, doesn't want Boxborough to give up control of the school or its funding, which she said represents two-thirds of the town's budget.

Boxborough has its own administrative structure for the elementary school, and Acton's five elementary schools share some administrators, including the superintendent, with the regional district.

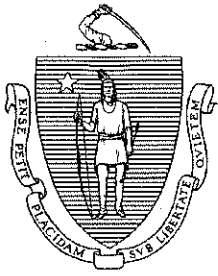
Because of its larger share of the district's population, Acton has more members on the Acton-Boxborough Regional School Committee, six compared with Boxborough's three, and can control the outcome of votes.

"I am not at all for it because of the loss of control of the budget," Campbell said of adding Blanchard Elementary to the regional district. "To me, it doesn't make financial sense."

Campbell said she would rather see town officials devote more time to exploring other options, such as job sharing or encouraging school choice with Acton, which has some overcrowding in its elementary schools.

Sabot said the school board has looked at job sharing and hasn't given up on the idea, but it hasn't been able to find a willing partner. He said officials will also discuss the idea of setting up a school choice contract with Acton that could allow them to send their elementary students to Boxborough.

In the meantime, he said, it makes sense to pursue regionalization and see whether it's a viable option.



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Mitchell D. Chester, Ed.D.
Commissioner

MEMORANDUM

To: Superintendents of Public Schools, Administrators of Private Schools, Residential Child Care Institutions and School Nutrition Directors

From: Kathleen C. Millett
Executive Director
Office for Nutrition, Health and Safety Programs

Date: July 29, 2011

Subject: Equity in School Lunch Pricing

This memorandum provides information relating to section 205 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296). This provision, effective July 1, 2011, requires School Food Authorities (SFAs) participating in the National School Lunch Program to ensure that schools are providing the same level of support for lunches served to students who are not eligible for free or reduced price lunches (i.e., paid lunches) as they are for lunches served to students eligible for free lunches.

School Food Authorities must compare the average price charged for lunches served to students not eligible for free or reduced price lunches to the difference between the higher Federal reimbursement provided for free lunches and the lower Federal reimbursement provided for paid lunches.

FOR EXAMPLE:

FY 2011 Free Federal Reimbursement:	\$2.72
Minus (-) FY 2011 Paid Federal Reimbursement:	- .26
Equals (=):	\$2.46

School Food Authorities now charging \$2.46 or more for a paid lunch would not be required to adjust prices in the school year 2011-2012. Any SFA charging less than \$2.46 for a paid lunch will be required to either gradually increase prices or provide additional *non-Federal* support for lunches.

If the average paid lunch price is *less than* the difference, an SFA must either gradually adjust the average prices or provide non-Federal funding to cover the difference. In some SFAs the average charge for a paid lunch is less than the cost of producing that lunch. Federal funds intended for free and reduced price lunches are being used to subsidize paid lunches.

Based on the legislation for school year 2011-2012, the adjusted average price is the average price charged in school year 2010-2011 increased by a factor equal to two percentage points above the inflation rate and may be rounded down to the nearest 5 cents. For school year 2011-2012, the inflation factor is 1.14 percent. Combined with the required annual 2 percentage point increase, the total adjustment required is **3.14 percent**.

FOR EXAMPLE:

A School District is charging \$ 2.00 for a Lunch:

**3.14% of the \$ 2.00 charge equals (=) \$.0628
Round down to nearest \$.05 (5 cents) equals \$.05**

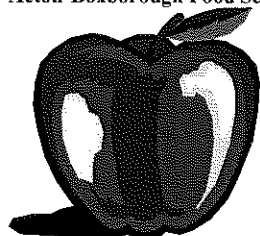
FY 2012 minimum charge for Lunch equals (=) \$ 2.00 + .05 = \$2.05

The law caps the required increase in the average paid lunch price at 10 cents in any year. Therefore, an SFA with a significant gap between its price and the required level will have several years to make adjustments to its prices and/or provide other funding to the SFA account in order to meet this requirement. SFAs may maintain low paid lunch prices if they ensure that sufficient funding from **non-Federal** sources is added to the school food service account to cover the required revenue.

Massachusetts has annually instructed School Food Authorities that student meal charges should not exceed the actual cost of preparing the meals less the federal and state reimbursement rounded off to the next highest multiple of 5 cents. This guidance can be found on the Reimbursement Rate Memorandum under Meal Pricing Guidelines. A Fact Sheet on Equity in School Lunch Pricing can be found in the Document Library on the Department of Elementary and Secondary Education (ESE) Security Portal.

Please direct your questions to the Office for Nutrition, Health and Safety Programs at (781) 338-6494.

Acton-Boxborough Food Services



Serving Education Daily

**Acton Public Schools
Acton-Boxborough Regional School District
Food Service Department
16 Charter Road
Acton, MA 01720-2995
Phone # 1-978-264-4700x3221
Fax # 1-978-264-3340
Kirsten Nelson, Director
E-Mail: knelson@mail.ab.mec.edu**

To: Marie Altieri/Don Aicardi
From: Kirsten Nelson
Date: July 18, 2011
Re: Equity in School Lunch Pricing

Attached is the memo from Kathleen Millett, Executive Director Office for Nutrition, Health and Safety Programs regarding equity in school lunch pricing. A recap of our Districts' information is below:

FY 2011 Free Reimbursement Rate: \$2.72

Minus FY 2011 Paid Federal Reimbursement Rate: -\$.26

Equals: \$2.46

If we charge less than the \$2.46 a rate increase is necessary.

A-B charges \$2.00. We will need to increase by .46 cents to \$2.46 over the next few years, in increments of no more than ten cents. We are required to make the first increase immediately. We are recommending a .10 cents increase to \$2.10, effective August 30, 2011.

APS charges \$2.25. We will need to increase by .21 cents to \$2.46 over the next few years, in increments of no more than ten cents. We are required to make the first increase immediately. We are recommending a .10 cents increase to \$2.35, effective August 30, 2011.

I have included the fund balances for both districts for the last four years.

We are in the process of implementing a Point of Sale System for both Districts that will take place on October 7, 2011. The new system will enable us to do a thorough analysis at the end of the year of the Food Service Department and to make recommendations for pricing for the 2012-2013 school year.

Food Services Fund Balances FY '07 – FY '11

Acton Boxborough

FY '07		\$78,714
FY '08	\$83,725	\$162,439
FY '09	\$99,639	\$262,079
FY '10	\$37,559	\$299,638
FY '11	\$35,746	\$335,384

Acton Public Schools

FY '07		\$97,824
FY '08	\$145	\$97,969
FY '09	(\$12,151)	\$85,818
FY '10	\$1,609	\$87,427
FY '11	(\$9,756)	\$77,671

7.

**ACTON and ACTON-BOXBOROUGH REGIONAL
SCHOOL COMMITTEE MEETINGS**
2011-2012

Meetings are held in the Junior High School Library unless otherwise indicated.

Acton-Boxborough-Regional School Committee meetings are held on the first Thursday of the month;

Acton Public School Committee meetings are held on the third Thursday.

Meetings start at 7:30 p.m., unless otherwise noted and are posted online at <http://ab.mec.edu/about/meetings>.

July 26 (Tues)	Joint School Committee Annual Workshop - 6 pm, Sargent Library, Boxborough
August 2 (Tues)	Acton-Boxborough Regional School Committee, followed by Acton School Committee Meetings
September 1 September 15	Acton-Boxborough Regional School Committee Acton School Committee @ DOUGLAS
October 6 October 20	Acton-Boxborough Regional School Committee Meeting Acton School Committee @ MCCARTHY-TOWNE
November 3 November 17	Acton-Boxborough Regional School Committee @ ABRHS Acton School Committee @ MERRIAM
December 1 December 15	Acton-Boxborough Regional School Committee Acton School Committee
January 5, 2012 January 19	Acton-Boxborough Regional School Committee Acton School Committee
February 2 February 16	Acton-Boxborough Regional School Committee (open budget hearing-required by law) Acton School Committee (open budget hearing-required by law)
March 1 March 15 March 22	Acton-Boxborough Regional School Committee Acton School Committee @ GATES Joint School Committee Meeting (serves as April meetings)
May 3 May 17	Acton-Boxborough Regional School Committee Acton School Committee @ CONANT
June 7 June 21	Acton-Boxborough Regional School Committee Acton School Committee

Note: Acton Town Meeting begins April 2. Boxborough Town Meeting begins May 14.

**Acton Public Schools
Acton-Boxborough Regional School District**

**SCHOOL COMMITTEE MEMBERS
2011 -2012**

Acton Public Schools

Term Expires

Dennis Bruce	Acton	dbruce@mail.ab.mec.edu	April, 2012
Michael Coppolino*	Acton	mcoppolino@mail.ab.mec.edu	April, 2013
Xuan Kong	Acton	xkong@mail.ab.mec.edu	April, 2013
Kim McOsker	Acton	kmcosker@mail.ab.mec.edu	April 2014
Paul Murphy	Acton	pmurphy@mail.ab.mec.edu	April 2014
John Petersen**	Acton	jpetersen@mail.ab.mec.edu	April, 2012

* * * * *

Acton-Boxborough Regional Schools

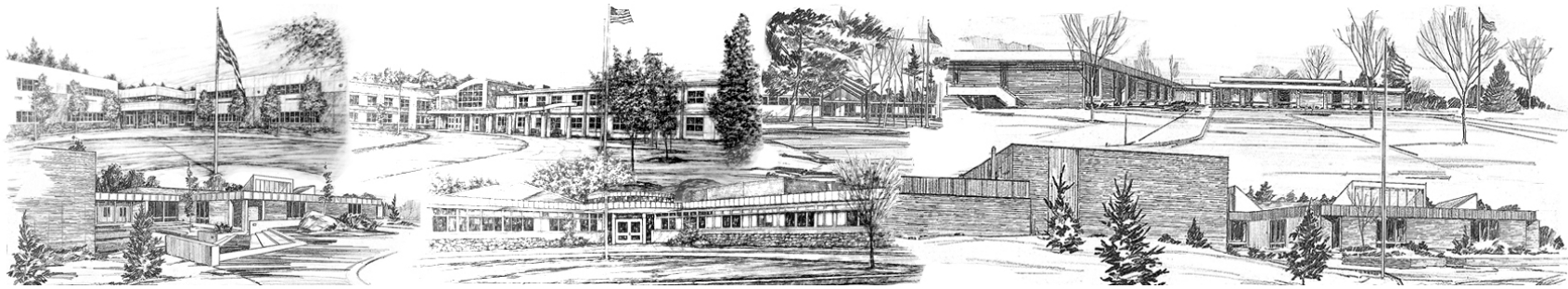
(all of the above, plus the following Boxborough members)

Brigid O. Bieber	Boxborough	bbieber@mail.ab.mec.edu	May, 2012
Maria Neyland	Boxborough	mneyland@mail.ab.mec.edu	May, 2014
Bruce Sabot	Boxborough	bsabot@mail.ab.mec.edu	May, 2013

* Acton Public School Committee Chairperson

** A-B Regional School Committee Chairperson

6/10/11



ACTON PUBLIC SCHOOLS

ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

ACTON, MA 01720

978-264-4700

Website address: http://ab.mec.edu

SCHOOL SYSTEMS’ PROFILE - 2010-2011

Kind of Communities: residential suburbs near Routes 2 and 495				Total Student Enrollment (October 1, 2010): Acton Public: 2,563 Acton-Boxborough: 3,001 (includes APS School Choice: 0 and A-B School Choice: 37)
Population: Acton - approx. 20,049 Boxborough - approx. 5,195				
ELEMENTARY SCHOOLS				
<u>School</u>	<u>Grade</u>	<u>Principal</u>	<u>Enrollment*</u>	<u>Specialty Programs**</u>
Conant	K-6	Damian Sugrue	488	ELL, Nature Program, School Chorus, Connections Program, Community Serv. Learning, Ext. Day Program
Douglas	K-6	Christopher Whitbeck	489	ELL, Nature Program, Community Serv. Learning, Before/ After-School Enrich., Japanese & Chinese Language (K-4)
Gates	K-6	Lynne Newman	490	Nature Program, School Chorus, Before- & After-School Enrichment
McCarthy-Towne	K-6	David Krane	486	ELL, Integrated Art Program, SLOYD, CASE classes, Before- & After-School Enrichment Program
Merriam	K-6	Ed Kaufman	551	ELL, Project-based Curriculum, Looping classes, Before- & After-School Enrichment Program, Comm. Serv. Learning
* Enrollment does not include SPED PreSchool: 41, and SPED Out-of-District Placements: 18				** In all schools: All-Day Kindergarten, Computer Lab & Classroom Assistants, DARE, BABES, Quit It, Fee-based Instrumental Music (gr. 5-6), School-Business Partnership

JUNIOR AND SENIOR HIGH SCHOOLS

* <i>Enrollment</i> does not include SPED Out-of-District Placements, gr. 7-12: 58				
<u>School</u>	<u>Grade</u>	<u>Principal</u>	<u>Enrollment*</u>	<u>Extracurricular Programs</u>
R.J. Grey Junior High	7-8	Craig Hardimon	955	Adopt-a-Grandparent Club, AB Blue Print, Art Club, Chess/ Board Games, Interscholastic and Intramural Sports Jazz Band, Library Support, Math Counts, Peer Tutoring, School Store, Science Olympiad, Speech & Debate, Student Council, String Ensemble, Theater Production, Yearbook
7 th grade teams of 112-117 students with five teachers 8 th grade teams of 115-129 students with five teachers Integrated Curriculum				
Acton-Boxborough Regional High School received a Blue Ribbon School award from the U.S. Department of Education in November, 2009				
<u>School</u>	<u>Grade</u>	<u>Principal</u>	<u>Enrollment*</u>	<u>Extracurricular Programs</u>
A-B Reg. High School	9-12	Alexandra Callen	1,994	Academic Teams, (including Decathlon, Math, Science, Speech & Debate), Proscenium Circus (drama), Honor Societies, Publications, Student Government, Interscholastic Athletics, Community Service, Amnesty International, Peer Leadership Group, SADD, Common Ground, WHAB radio station, Recycling Team, Outdoor Club <i>Career Exploration Programs:</i> Job Shadowing, Senior Internships, Work Study, Career Speakers
<i>Awards received by students</i> Scholastic Art Awards (state & national), Band, Academic Decathlon (State Champs - 16 yrs.), Science Olympiad (State Champs - 2005, 2006), Girls’ Swim/Diving (State Champs - 13 yrs.), Boys’ Swim/Diving (State Champs - 9 yrs.), Football - State Record of 52 consec. Wins - 5 Superbowl titles, Girls’ Soccer (State Champs – Fall 2007), Field Hockey (State Champs - Fall 2007, 2009), Girls’ Tennis (State Champs – Spring 2008)				

INSTRUCTIONAL PROGRAMS

<u>Elementary</u>	<u>Junior High</u>	<u>High School</u>
Language Arts	Art, Band, Chorus, English	English
Mathematics	Health, Drama	Industrial Technology
Science/Health Education	Computer Literacy	Mathematics
Social Studies	Life Skills, Mathematics	Performing Arts
Art	Minuteman Tech. Lab, Music	Physical Education/Health
Music	Physical Education, Science	Science
Physical Education	Social Studies	Social Studies
Library Skills/Media Center	Study Skills	Visual Arts
Technology	World Languages plus other mini-courses	World Languages Communication

SUPPORT PROGRAMS

<u>Elementary</u>	<u>Junior High</u>	<u>High School</u>
Special Education Services	Special Education Services	Special Education Services
Counseling/Psychology/Health Services	Counseling/Psychology/Health Services	Counseling/Psychology/Health Services
Child Study Team, RLL (Reading/ Language Art/Literacy Specialist)	Academic Support Center: Reading ELL, Academic Support	Academic Support Center ELL, Student Assistance Team
Crisis Team, ELL	Child Study Team, Crisis Team	Safety Committee

SYSTEM RESOURCES

Approximately 87.3% of instructional staff hold a Master's. or higher degree. Staff represents more than 4,185 years of teaching in Acton/AB.		
<u>Classroom teacher-pupil ratio/range:*</u>		<u>Per Pupil Expenditure:***</u>
<u>Level</u>	<u>Range</u>	2006-07 \$10,086 (Acton)
Elementary	1:19 - 1:26	2006-07 \$11,582 (Acton-Boxborough)
Junior High	1:14 - 1:28	*** Per Pupil, All Funds/Total Expend. Per Pupil (from the Dept. of Ed.)
High School	1:7 - 1:62	
*Does not include special subject teachers		
<u>Average Teacher salary:</u>		
2010-11 for A-B: \$70,619		2010-11 for Acton : \$71,585

ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL
 GRADUATING CLASS OF 2010

Size of Class:			SAT Reasoning Test Profile - Average Scores						
			A-B			National			
			Cr*	Math	Wr**	Cr*	Math	Wr**	
Percentage attending:			2010	615	648	625	501	516	492
4-yr. college		92%	2009	611	643	611	501	515	493
2-yr. college/other post-sec. ed.	<u>6%</u>		2008	603	629	608	502	515	494
Total continuing education	98%		* Cr = Critical Reading			** Wr = Writing			
Employment/Other	<u>2%</u>								
TOTAL CLASS	100%		Last year, 92% of the seniors at A-B took SATs as compared to 47% nationally and 84% in MA.						

SAT Subject Test Scores, 2010

Subject	Number of Students	Mean Score	Subject	Number of Students	Mean Score
(Range is 200-800)			(Range is 200-800)		
Biology E	115	658	French	21	675
Biology M	27	721	Mathematics Level I	78	658
Chemistry	77	702	Mathematics Level II	121	747
English Literature	48	658	Spanish	22	680
			US History	124	696

Advanced Placement Test Scores - 2010

	Test Scores*	No. of Scores	National Merit Scholarships
419 ABRHS juniors & seniors took 854 exams in Biology, Calculus, Chemistry, Chinese, Computer Science, Economics, English Literature & Composition, Environmental Science, European History, French Language, German Language, Japanese Language, Physics, Psychology, Spanish Language, Statistics, U.S. Government & Politics, and U.S. History.	5	504	(Class of 2010)
	4	233	Semi-Finalists - 17
	3	92	Letters of Commendation - 63
	2	20	
	1	5	
* Scores of 3-4 qualify students for advanced placement in some colleges			

MCAS Test Scores, Spring 2010
 combined “Proficient” & “Above Proficient” level percentages*

	Eng./L.A/Reading	Math	Science
Grade 3	82%	83%	----
Grade 4	74%	70%	----
Grade 5	86%	77%	74%
Grade 6	89%	89%	----
Grade 7	92%	84%	----
Grade 8	93%	81%	73%
Grade 10	96%	94%	93%

*This measure is used because “Proficient” & “Above Proficient” levels are the goals for performance.

SPECIAL FEATURES OF SCHOOL SYSTEMS

- Administrators and School Committees set and regularly review mission, vision, short and long-range goals. Administrators attend Leadership Conference annually.
- Staff continuously pursue professional development.
- Open enrollment at elementary level (choice of school)
- Teaming at R.J. Grey Junior High School
- All seven schools are networked to each other and to the Internet; staff use current technology in management and instruction.
- Staff evaluate programs regularly; the districts support curriculum renewal through a research and development program.
- Community members actively participate in and support school programs, serve on advisory committees and task forces.
- Staff supervise a full range of extracurricular activities for students (*see listings on reverse side*).
- School-Business Community Partnerships include working relationships with area businesses, institutions of higher education and the Middlesex West Chamber of Commerce.
- Local foundation for athletics/extracurricular activities: ABSAF (Acton-Boxborough Student Activities Fund)
- Last year, the schools received approximately \$1.3 million in grants and other resources.
- Schools work with town(s) in Acton Leadership Group, Boxborough Leadership Forum and Acton 2020 (planning process).
- Acton-Boxborough Community Education is an asset to the school districts, offering a wide variety of programs for children and adults.

SCHOOL SCHEDULE AND HOURS

180 school days scheduled

Elementary Schools

Douglas & Gates	8:30 a.m. - 2:45 p.m.
Thursdays	12:15 p.m. dismissal
Conant, McCarthy-Towne	9:15 a.m. - 3:30 p.m.
Merriam	
Thursdays	1:00 p.m. dismissal

Secondary Schools

A-B Regional High School	7:23 a.m. - 2:18 p.m.
R.J. Grey Junior High School	7:30 a.m. - 2:06 p.m.

CENTRAL ADMINISTRATION

Stephen E. Mills, *Superintendent*

Deborah Bookis, *Director of Curriculum & Assessment*

Marie Altieri, *Director of Personnel/Admin. Svcs.*

Elizabeth Huber, *Director of Pupil Services*

Donald Aicardi, *Director of Finance*

ACTON SCHOOL COMMITTEE

Michael Coppolino

Herman Kabakoff

Xuan Kong

Terry Lindgren

Sharon Smith McManus

John Petersen, *APS Chairperson*

A-B SCHOOL COMMITTEE

All Acton members plus the following Boxborough members:

Brigid Bieber, *AB Chairperson*

Maria Neyland

Bruce Sabot

Acton Public Schools

7.8

R&Ds
2011-2012

<u>R&D No.</u>	<u>Leader</u>	<u>Title</u>	<u>\$\$ Award</u>
01-01	Sharon Ryan	Children's Literature	\$1,530
01-02		Withdrawn	0
01-03	Jen Pratt	Phonics Activities to Support Instruction	\$510
01-04	Suzanne Ritter	Language Arts Curriculum Development	0
01-05	Heather Ryder	Creating Literature Guides	0
01-06	Kerry Cusick	Merriam Bookroom	\$1,136
01-07	Kerry Cusick	<i>Making Meaning</i> with Guided Reading Texts and Read Alouds	\$277
01-08	Kim Macey	Mathematics Resources Review	\$510
01-09	Melissa Meek	Ancient Civilizations	0
01-10	Jen Pratt	Scientist Notebook Focus Questions	0
01-11	Mark Foley	Nine-Week Simple Engineering Unit	\$582

Acton Public Schools

R&Ds
2011-2012

<u>R&D No.</u>	<u>Leader</u>	<u>Title</u>	<u>\$\$ Award</u>
01-12	Eileen Sullivan	Grade 4 Social Studies Curriculum Review	3,229
01-13	Celia Knight	Elementary Art Study Group	\$170
01-14	Anne Kress	Extensions for Common Units in Visual Arts	0
01-15	Mary O'Brien	Exploring Research on Physical Activity and Learning and Ways to Incorporate Effective Practices	0
01-16	Beth Tafler	Bridging the Programs: Second Step and Open Circle (K-2)	1,068
01-17	Peter Broggi	Elementary Band Website Design	\$340
01-18	Cathy Cherkerzian	Analysis of Social Studies Program, <i>Social Studies Alive</i>	\$1,020
01-19	Sharon Ryan	McT Bookroom	\$510
01-20	Amy Barrett	Gates School Leveled Library	\$510
01-21	Renee Luttati	Conant Reading Leveled Library	0
01-22	Noel Erickson	Douglas Bookroom	0

Acton Public Schools

R&Ds
2011-2012

<u>R&D No.</u>	<u>Leader</u>	<u>Title</u>	<u>\$\$ Award</u>
01-23	Eileen Sullivan	Science Curriculum Review	\$3,329
01-24	Eileen Sullivan	Grade 3-6 Review of iSafe/Youth Officer Involvement	\$1,092
01-25	Jennie Granado	Grade 6 Departmentalization	\$1,530
01-26	Rebecca Acheson	Planning for Guided Reading	0
01-27	Kim Luongo	Second Grade Social Studies Review	\$510

R. J. Grey Junior High

R&Ds
2011-2012

<u>R&D No.</u>	<u>Leader</u>	<u>Title</u>	<u>\$\$ Award</u>
02-01	Debbie Ahl	The Individual in the Aftermath of Tragedy: Development of Curriculum Unit	\$510
02-02	Lynne Bover	Native Americans and the Indian Removal Act of 1830	0
02-03	Lynne Bover	19th through 21st Century Immigration Experience	\$510
02-04	Elizabeth Broadwater	The Ecology of the Galapagos	0
02-05	Robin Crown	R&D: World Language Curriculum: Textbook Avancemos 1a	\$1,190
02-06	Jean MacDonald	Researching Web 2.0 Tools	\$1,001
02-07	Philip Stameris	R&D: 8th-Grade Math Curriculum Coordination plus MOBI Training	\$2,877
02-08	Andrew Shen	Overview of CST Process & Differentiated Instructional Strategies	\$1,530
02-09	Allison Warren	Bullying Curriculum Committee	\$1,530
02-10	Holly Vlajinac	Review/Revise RJG Art 2 Curriculum Units of Study	\$227

Acton-Boxborough Regional High School

R&Ds
2011-2012

<u>R&D No.</u>	<u>Leader</u>	<u>Title</u>	<u>\$\$ Award</u>
03-01	Nancy Hall	Calculus AE (non-AP) Course Development	\$850
03-02	Kirk Marshall	Upgrade of Algebra I CP Curriculum Materials	\$1,602
03-03	Kevin O'Grady	Development of Laboratory Exercises for the Seismograph	\$1,408
03-04	Nancy Young	Guide to Writing Lab Reports in Biology	\$1,092
03-05	Leah Marsh	Revision of CP Chemistry Demos and Cool Chemistry Project	\$510
03-06	Michael Romano	Marine Biology Curriculum Development	\$510
03-07	Annette Sughrue	R&D: Curriculum Development and Alignment in CP Biology	\$970
03-08	Elizabeth Parker	Revised Unit on the Periodic Table	0
03-09	Debbie Leavitt	R&D: Aligning the Fr 5AP Curriculum to the New French Language AP Format	0
03-10	Matt Wirzburger	R&D: Incorporating Theater into Spanish	\$850
03-11	Katilyn Crowley	Model Writings for Evaluating Structural Decisions	\$704

Acton-Boxborough Regional High School

R&Ds
2011-2012

<u>R&D No.</u>	<u>Leader</u>	<u>Title</u>	<u>\$\$ Award</u>
03-12	Kathy Kennedy	English Class Portfolio Pilot	\$1,044
03-13	Laura Hirshfield	Junior English Curriculum Evaluation	\$1,214
03-14	Elizabeth Marcotte	Implementation of English Electives	\$2,768
03-15	Abigail Buffum	Research Skill Instruction in the Social Studies Department	\$1,918
03-16	Scott Alberg	Digital Photography Curriculum Development	\$1,456
03-17	Scott Alberg	Animation II Curriculum Development	\$680
03-18	Liz Mackay	Junior & Senior Portfolio Art Curriculum Revision	\$1,052
03-19	Laurie Burns	Art Curriculum Development & Revision: Ceramics I & II	\$340
03-20	Jennifer Moss	Development of Advanced Music Theory Course for HS	0
03-22	Beth Baker	Peer Mentoring/Peer Tutoring	\$2,550
03-23	Meredith Hultgren	R&D: Latin IV AP: Vergil Curriculum Change	0

Acton-Boxborough Regional High School

R&Ds
2011-2012

<u>R&D No.</u>	<u>Leader</u>	<u>Title</u>	<u>\$\$ Award</u>
03-24	Anne Kingan	Senior Internship and Job Search Updates	1,360

Pupil Services

R&Ds
2011-2012


<u>R&D No.</u>	<u>Leader</u>	<u>Title</u>	<u>\$\$ Award</u>
04-01	Jen Gabel	Parent Book Groups	560
04-02	Jodi Chu	Sequencing of Academic Coursework in Different Subject Areas	1,020
04-03	Judith Smith-Prather	Development of Special Education Assistant Handbook	600
04-04	Tammy Kucharski	Daily Movement for Enhanced Classroom Participation	1,128
04-05	Tammy Morgan	ODP Curriculum Development	1,645
04-06	Susan Bohmiller	Transitional Resources for Students with Special Needs	2,040

Acton Public and Acton-Boxborough Regional Schools

R&Ds
2011-2012


<u>R&D No.</u>	<u>Leader</u>	<u>Title</u>	<u>\$\$ Award</u>
05-01	Deborah Bookis	Review of Systemwide Professional Development Program	\$6,800

From:  **Kate Crosby**

Thursday, June 30, 2011 3:06:16 PM 

Subject: \$63,000 drop in the electricity bill!

To:  News

Attachments:  FY2011 results - chart for distribution(1).doc

41K

It's great to see scads of equipment powered down as we move into summer mode! Special thanks to custodial staff for being on the alert, turning off some mini-frig's and other equipment that might have gotten otherwise overlooked.

Attached is a report that shows the shift in electricity consumption for each of the schools and the school districts as a whole for FY2011 (based on 10 months of data). We've cut electricity consumption by 4.7% across the district compared to last year at a cost savings of \$63,000! In addition, we reduced our carbon footprint and avoided generating 193 tons of CO2. This is a remarkable achievement! And it is the result of contributions by many individuals (such as turning out lights) that all add up to a significant shift.

As many of you know, these savings have contributed to investments in textbooks, technology and facility improvement—a far better use for dollars than wasted electricity!

In addition to the above, 2.7% of the district's electricity use this year was provided by the solar arrays on the high school, junior high and Douglas Elementary. This is electricity that is clean and green and cheap too! (The electricity from the solar arrays is half the price of the electricity we buy from NSTAR.) We expect about 4% of our electricity to be solar-powered in the coming year as the Douglas array will be on-line all year (it was powered up in November 2010).

I'll note that a couple of the numbers for individual buildings have shifted recently (particularly the high school and the Admin Building). We've been dealing with a discrepancy between two sets of meters, but have now clarified the results.

Big thanks for all your support,
and have a cooled-out summer!

-Kate

Kate Crosby
Energy Advisor
Acton Public Schools / Acton-Boxborough Regional Schools
978-264-4700 x3234
kcrosby@mail.ab.mec.edu

**ELECTRICITY CONSUMPTION
FY2011 vs. FY2010 (projected)
ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT & ACTON PUBLIC SCHOOLS**

NOTE: Solar arrays providing 2.7% of total consumption for FY2011

	Delta	KWH Reduction	CO2 Reduction (lbs)	Cost Savings
DOUGLAS	-11.1%	-46	-41	-\$6,084
CONANT	8.1%	45,259	40,959	\$6,009
GATES	-4.5%	-22,278	-20,161	-\$2,958
MERRIAM	-5.4%	-22,912	-20,736	-\$2,958
MCCARTHY-TOWNE	-5.4%	-22,912	-20,736	-\$3,042
RJ GREY	-9.7%	-180,714	-163,546	-\$23,994
ABRHS	-5.2%	-224,136	-202,843	-\$30,040
ADMIN BLDNG	-0.2%	-4	-4	-\$527
TOTAL ABRSD/APS	4.7%	-427,743	-387,108	-\$63,594

For Immediate Release:

June 19, 2011

C.T. Douglas School
21 Elm Street
Acton, MA 01720
(978) 266-2560
Contacts: Kenny Wang and Kevin Chase

Acton Students All Charged Up About Energy Fair

On Tuesday, June 7, 2011, sixteen juniors from Fred Hohn's AP Environmental Science class at Acton-Boxborough Regional High School hosted an energy fair for elementary school students from across Acton. Their purpose was threefold: to raise awareness about energy issues, to provide an opportunity for older students to create engaging exhibits, and to hone their public speaking skills through a series of presentations and interactive activities with sixth grade students.

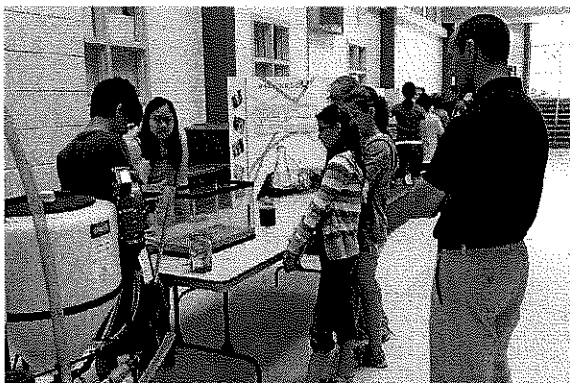
The energy fair featured six stations that focused on the pros, cons, and environmental impact of fossil fuels, nuclear power, biodiesel, solar power, wind power, and hydroelectric power. Two energy conservation stations were also featured: a presentation about "phantom load" (which is the energy consumed by appliances even when they are not in use.) and the districts' Power Down Project, an initiative devoted to turning off unneeded lights and other electronic devices in an effort to cut down on energy costs. The districts' energy advisor, Acton resident Kate Crosby, said that Acton Public Schools and the Acton-Boxborough Regional School District have reduced electricity consumption by 4.9 % over the past year and hope to cut back even more in the months ahead.

Twenty-four students from the C.T. Douglas School arrived on foot at 9:00 a.m., and spent about five minutes at each station before heading back to their classroom to debrief. As they left, two other groups from the Merriam and McCarthy-Towne schools were just arriving. And on it went, with ABRHS students running four forty-five minute back-to-back sessions. In all, 125 sixth graders from three Acton elementary schools visited the fair. The consensus among attendees was that it was both informative and fun.

"The energy fair was very interesting," one student said. "I loved the tiny boat that ran on biodiesel fuel!" Another student admitted, "I liked the puffed marshmallows they gave out at the solar power station!"

The high school juniors were quite pleased with how the fair went. Event organizers Fred Hohn, Kate Crosby, and Eileen Sullivan (Elementary Curriculum Specialist and Green Team grant writer) agree that the event was so successful they plan to organize another fair next spring. Says Hohn, "My students genuinely appreciated the experience and the opportunity to work with younger students. It was a tremendous learning experience all around."

*By Kevin Chase and Kenny Wang (sixth grade students at C.T. Douglas School)
Photos and caption on next page*



Caption: C.T. Douglas students Meaghan Kelly, Gabriella Ricciardone and Julia Marzullo look on as presenters Matt Smith and Joy Wang talk about biodiesel.



Caption: C.T. Douglas students Matthew Clabault, Kevin Chase, and Guillermo Cava watch a presentation by Srinath Ramakrishnan and Dan Bi about hydroelectric power.



7.11

Printed by: **Beth Petr**


Thursday, July 28, 2011 12:32:14 PM


Title: **Acton 2020: Summary of June 23rd Public Forum : APS-ABRSD**

Page 1 of 1

From:  Kristin Alexander <kalexander@acton-ma.gov> Wed, Jul 27, 2011 4:55:39 PM 

Subject: Acton 2020: Summary of June 23rd Public Forum

To:  All Boards and Committees <AllBoardsandCommittees@acton.local>

Attachments:  Attach0.html 7K

Greetings to All Board and Committee Members:

First off, thank you to so many of you that attended our June 23rd Public Forum. We had well over 100 people in attendance, many of you at your first Acton 2020 meeting.

As you know, at this public forum we presented three different options for managing growth in Acton: 1) Disperse Growth, 2) Limit Growth, and 3) Concentrate Growth. We then broke into small groups where we discussed each alternative in detail, culminating in a final vote amongst options. We ended the evening with a large discussion group assessing the results of the small group discussions and voting.

Our website, www.acton2020.info, now has a quick-look summary of the results [here](#) as well as a [detailed write-up of the meeting](#).

We also have a “burning issues” blog post up by guest blogger Terra Friedrichs on the topic of fostering income diversity in town. You can read it [here](#). If you are interested in being a guest blogger and write about what you feel is a “burning issue” in town, find out how [here](#).

And check the blog frequently for new posts.

Best,

Acton 2020 Committee

Margaret Woolley Busse, Chair

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Town of Acton, MA

Acton 2020

Comprehensive Community Plan

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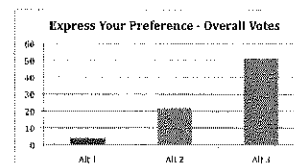
NEWS

Choose Your Own Acton: Meeting Results

On June 23, 2011, Acton Town Hall was filled with citizens discussing the future of Acton. The Comprehensive Community Plan process was at a crossroads, needing more detailed input on how to deal with anticipated residential growth in Acton over the next 20 years. Three alternatives were presented by the Acton 2020 committee and their consultants, and then discussed in breakout groups. Also, a list of features that might be a part of the final plan were discussed as well as any "wild cards" that could challenge any plan, among other topics. Over at the town's "DocuShare" system, you can find [a formal writeup of the June 23 workshop and its findings](#).

Here's a brief summary, and a map of where we go from here.

The group reviewed Alternative 1: **Disperse Growth**, Alternative 2: **Limit Growth**, and Alternative 3: **Concentrate Growth**. The third alternative, **Concentrate Growth**, was by far the preferred alternative, but there were many features from the other options that the group thought were important to retain in any final working plan.



The main concept of the **Concentrate Growth** alternative is to guide as much as possible of any future growth to key town centers, to mixed use infill and redevelopment. This includes a focus on

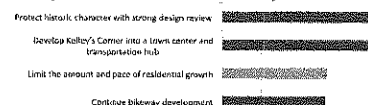
- Transforming new and redeveloped commercial space to fit each village or town center's character.
- Emphasizing walking, biking, and public transportation.
- Continuing open space acquisition/protection.

The preferred features that the group thought should be a part of any plan are on the chart below and to the right. They are shown in order of preference, and shown in the color of which alternative they originally belonged to.

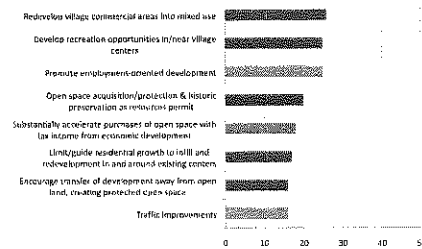
Where do we go from here?

The preferred alternative, and the top preferred features, are now the committee's "working plan outline". The committee

Express Your Preference - Most Popular Features



and the consultants are now turning our attention to filling in the many details, including:



- Generating and then winnowing the possible strategies that support this working plan, and also support one or more objectives of our goals.
- Closing out any remaining issues and edits in our element inventory chapters.
- Uncovering and agreeing on the overall themes of this plan, and agreeing on how to organize the entire plan.
- Consulting with committees, blog and facebook readers, and other experts and groups, on our working plan outline and the strategies that support it.
- Preparing for a November meeting to roll out the draft plan, after all this gets integrated.

Please stay tuned to our meeting agendas, and our website, blog and facebook announcements, for further details on dates and topics to be discussed.

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7/5/11

Original URL: http://www.theregister.co.uk/2011/07/05/south_korea_kids_go_digital/

South Korea to throw away schoolbooks by 2015

Teachers to be given 'digital training'

By **Natalie Apostolou**

Posted in Networks, 5th July 2011 01:00 GMT

Free whitepaper – An Improved Architecture for High-Efficiency, High-Density Data Centers

The Korean government plans to digitise all school textbooks by 2015, and have students of all ages access "education content" via smartphones, tablet PCs and smart televisions.

The Korean Education Ministry has set the bold timetable to accelerate "smart learning", it announced last week [1].

The ministry plans to digitise all subjects for elementary school students by 2014, and all subjects for middle and high school students by 2015.

In addition to the content of paper textbooks, supplementary materials and two-way study methods will be included in the digital textbooks.

The government will increase online classes in 2013 for three years to allow for distance learning for students in remote areas and those who are ill, unwell, or otherwise unable to travel.

Using IPTV, the ministry is also encouraging students to also take a "University-Level Program", where high school students can take college-level courses that include foreign language study.

Around 25 per cent of teachers are set to receive dedicated "digital" training in how handle devices for the "smart education" programme.

The ministry also said it plans to hold nationwide academic tests online. ®

Links

1. <http://www.koreaherald.com/national/Detail.jsp?newsMLId=20110629000838>

Related stories

British Library hands 200 years of history to Google (20 June 2011)

http://www.theregister.co.uk/2011/06/20/british_library_google_books/

House of Commons to digitise parliamentary questions (29 June 2010)

To: Stephen Mills
cc: Kay Steeves
From: Alixe Callen
Date: June 7, 2011
Subject: Grant from ABR-PTSO

Please accept a check in the amount of \$6,000 from the ABR-PTSO, which will be used to support our enrichment program.

This donation will be deposited into the SHS PTSO Gift account (Fund 3307).

Thank you.

To: Stephen Mills
From: Alixe Callen
Subject: Anonymous Donation
Date: July 28, 2012

An anonymous donation in the amount of \$5,000 has been made for the benefit of the Music and Choral programs.

We would appreciate your approval of this generous donation.

Thank you.

9.1.1

To: Stephen Mills
 From: Larry Dorey
 Re: Discipline Report for
 Date: 6/21/2011

There were 17 discipline referrals to the administration during the month of June. This total is up from 8 last year. 0 students were suspended this month, while 4 students were suspended during June, 2010.

Suspensions

Infraction	2007	2008	2009	2010	2011
Abusive Language			1		
Drug Possession				1	
Fighting				2	
Harassment			1	1	
Stealing					
Truancy Issues		1			
Total	0	1	2	4	0

A list of all infractions for the month of June appears on the backside of this page.

c: Alixe Callen

Other Infractions

Infraction	2007	2008	2009	2010	2011
Abusive Language			1		1
Academic Integrity			6		5
Bus Discipline Issues	2		4		2
C.H. Alcohol					1
Computer use Violation		1			
Disrespectful Behavior			1		
Disruptive/Uncooperative Behavior	2	4	4	1	
Drug Paraphernalia				1	
Drug Possession				1	
Fighting				2	
Harassment			1	1	
Abusive Language				1	
Leaving School Grounds	3		2		2
Non Compliance w/school rules		7	1		
Other	1		2		1
Out of School Issue			1		
Teasing					2
Stealing					
Truancy	3	2	2		3
Vandalism		1			
Total	11	15	25	8	17



ACTON PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

Anne Kingan
School Business Liaison

June, 2011

Dear School Committee,

It is with pleasure that I share information about our 2011 Internship program with you. This year, we had a record 72 interns, up from 64 last year and 39 from the year before! There were 32 new sites or sponsors. I have broken down the placements by industry on the back of the list. Sixteen interns were receiving special education services. With the dramatic increase in student interest, we are looking at making changes to the program. I have been discussing short term and long term changes with the high school administration and staff. I will be sure to keep you updated.

Thank you for your ongoing support.

With Best Regards,

Annie Kingan

FINAL LIST OF SENIOR INTERNS: 2010-2011

updated 5/17/11

* Sites marked with an asterisk are either new sponsors or new sites to our program this year.

1.	Daria	Afshar	Fruitlands Museum	Museum Studies
2.	Nate	Albright	Boxborough Fire Department	Emergency Services
*3.	Sarah	Antinoro	McCarthy-Towne School	Elementary Education
*4.	Ellen	Bachrach	Nashoba Valley Medical Center	Speech Therapy
*5.	Amrita	Bajwa	Darlow Christ Architects	Architecture
6.	Lorena	Balbio	McCarthy-Towne School	Elementary Education
7.	Tiffany	Belz	U.S. Environmental Protection Agency	Environmental Science
*8.	Ezra	Chamberlain	Huntington Theatre	Theater Arts
*9.	Emma	Chinitz	McCarthy-Towne School	Elementary Education
10.	Chrissy	Connors	Powers Gallery and Fine Framing	Art – Retail
*11.	Jessica	Connors	American Cancer Society	Business/Non-Profit
*12.	Abigail	Copp	La Provence	Culinary Arts
13.	Minshan	Cui	Law Office of James V. Tabner	Law
*14.	Erin	Delaney	Blanchard Memorial School	Elementary Education
15.	Nick	DeMello	A123 Systems	Engineering
16.	Nathan	Desrochers	A123 Systems	Engineering
17.	Matt	Doelp	Reactive Innovations	Scientific Research
*18.	Stefan	Durrant	Concord Youth Theatre	Theater Arts
19.	Alina	Escoda	Acton Animal Hospital	Veterinary Medicine
20.	Emily	Ferguson	Effective Marketing	Marketing
*21.	Erin	Fitzmaurice	McCarthy-Towne School	Elementary Education
*22.	Cailin	Flannery	Blanchard School	Elementary Education
*23.	Hannah	Franz	NFI Riverside	Education/Special Needs
*24.	Shota	Furuyama	APS/ABRHS	ELL Teaching (Bilingual)
25.	Vijay	Gantyala	Geotesting Express	Geology/Engineering
*26.	Lindsay	Gibbs	At Bats Training Center	Sports Management
27.	Cheyenne	Gonzales	Urban Outfitters	Retail/Merchandising
28.	Catalina	Gonzalez	Minuteman ARC Early Intervention	Child Dev/Psychology
29.	Jenny	Green	Nashoba Valley Children's Center	Early Childhood Education
30.	Amanda	Hayes	Concord District Court	Social Work
31.	Meghan	Hebert	Lahey Clinic	Nursing
32.	Rosa	Huang	Nashoba Valley Medical Center	Nursing
*33.	Seiya	Ishikura	Green International Affiliates, Inc.	Civil Engineering
34.	Taylor	Jackman	Merriam School	Elementary Education
35.	Hannah	Joyce	Concord District Court	Probation
36.	Rosalind	Kahan	Blanchard School	Elementary Education
37.	Max	Kashin	Nashoba Orthopaedics	Medicine
*38.	Hannah	Kembel	Blanchard School	Elementary Education
39.	Alena	Khalina	Effective Marketing	Marketing
*40.	Meg	Kilpatrick	Merriam School	Elementary Education
*41.	Alex	Lee	Chin Compensation and Performance	Business
*42.	Chris	Lentrichia	Nimbit, Inc.	Music Promotion
43.	Eric	Lilienfeld	Acton Police Department	Law Enforcement
44.	Yang	Liu	Acton Pharmacy	Pharmacy
*45.	Patrick	Lyons	Edward Jones Investments-Westford	Investments
46.	Rebecca	Maher	Urban Outfitters	Retail/Merchandising

*47.	Mariana	Marques	Great Road Veterinary Hospital	Veterinary Medicine
*48.	Alanna	Merchant	McCarthy-Towne School	Elementary Education
49.	Julia	Migner	Holiday Inn, Boxborough	Hotel and Hospitality
*50.	Natasha	Nieves	Nashoba Valley Medical Center	Speech Therapy
*51.	Brett	Olson	Grace Chapel	Ministry
*52.	Lauren	Olson	Bright Futures Adoption Center	Social Work/Family Services
53.	Liam	O'Neill	ProSports Therapy	Physical Therapy
*54.	Sam	Oppenheim	Ace Hardware	Business
*55.	Olivia	Osgood	Minute Man Early Intervention	Nursing
*56.	Zachary	Ouellette	NOAA Woods Hole Aquarium	Marine Biology
*57.	Nirali	Patel	Office of Representative Cory Atkins	Government/Politics
58.	Natalie	Peterson	ABRHS	Athletic Training
59.	Kelsey	Redman	KinderCare Learning Center	Early Childhood Education
*60.	Heather	Roche	Health Alliance Burbank Rehab Ctr.	Nursing
*61.	James	Sheehan	Reagle Music Theatre	Theatre Arts
62.	Griffin	Siegel	Teamworks	Sports Management
*63.	Brendan	Spangler	Lionbridge Technologies	International Business
*64.	Brianna	Sullivan	The Goddard School	Child Development/Psych.
65.	Tyler	Tillinghast	Animal Adventures	Zoology
66.	Kelsey	Tsoukalas	Nashoba Valley Medical Center	Nursing
67.	Rachel	Urso	Town of Acton-Natural Resources	Environmental Science
68.	Lauren	Vicik	Achieve Physical Therapy	Physical Therapy
69.	Jessica	Walker	Office of Senator Jamie Eldridge	Government/Politics
70.	Valerie	Wittman	Gatehouse Media, Northwest	Journalism
71.	Lingyun	Xu	Edward Jones Investments-Acton	Investments
72.	Jannesa	Zhang	Midge Belcourt, CPA	Accounting

NOTES:

New sites/sponsors: 32

Breakdown of placements by industry:

Business	23
Education	17
Medicine	14
Science and Technology	9
Human and Social Services	7
Emergency and Protective Services	2

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PERSPECTIVES

HOW TO SUBMIT

Letters should not exceed 400 words. Deadline is noon Monday for the same week's edition. Include name, address, phone number (not for publication). **SEND LETTERS TO** Beacon, P.O. Box 9191, Acton, MA 01820. Fax to 978-371-5711, mail to The Beacon, P.O. Box 9191, Acton, MA 01820.

QUESTIONS? Contact Editor Margaret Smith at beacon@wickedlocal.com or 978-371-5732.

3 Things to consider this week

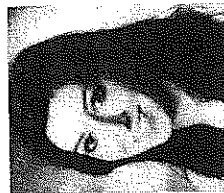
Intern aboard

The Beacon welcomes **Valerie Wittman**, a senior at Acton-Boxborough Regional High School, who is finishing her senior year with a three-week internship at the newspaper.

She has been contributing articles and other work to The Beacon, along with other GateHouse Media New England publications such as the Westford Eagle, Harvard Post, Bolton Common, Times & Courier and Beacon-Village.

Wittman has also written for The Spectrum, the high school's student-run newspaper. In her spare time she enjoys most every type of writing, including poetry, screen plays, short stories, novels and song lyrics.

The Beacon is pleased to feature Wittman's work and be a part of her path to success. The Beacon is also pleased to participate in the ABRHS internship program as part of a partnership with the school and the Acton and Boxborough community.



Valerie Wittman, Beacon intern and ABRHS senior.

COURTESY PHOTO

x

ActonPatch

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[Get the Patch Newsletter](#)**Schools****Students Set Their Sights Toward the Future**

ABRHS internship program gives valuable experience, teaches life skills to soon-to-be graduates.

By [Elizabeth S. Leaver](#) | [Email the author](#) | May 31, 2011[Print](#)[1 Comment](#)[Recommend](#)

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Eric Lilienfeld gained valuable on-the-job experience at the Acton Police Department as part of the ABRHS student internship program.
 Credit: Keith Campbell

Tell Your Neighbors About Patch

When Eric Lilienfeld starts college next fall, he'll have something pretty unusual to share with his fellow criminal justice majors: actual on-the-job experience at the Acton Police Department, where he took part in investigative procedures, crime scene techniques, scheduling processes, riding to accident scenes with police officers, and even a day at the shooting range.

Eric is among the seniors graduating from Acton-Boxborough Regional High School who recently participated in the school's senior internship program, which placed students in a variety of jobs and settings for the first three weeks of May to help them gain experience in their intended college majors or fields, as well as to instill life skills necessary for making the transition from school to work.

Started in 1998 as a way to help some students not going to college get some work experience, the internship program has grown from an initial few participants to 72 this year and incorporates a wide array of industries and businesses locally and further afield, said Anne Kingan, school-business liaison for Acton Public Schools and the Acton-Boxborough Regional School District.

According to Kingan, while many of the job sites are long established, each year new ones are added via various outreach efforts, parent connections, and, if need be, "looking at the Internet or in the phone book for new opportunities" that align with particular students' interests.

And in terms of the students who participate — roughly 15 percent of the graduating class — the program "doesn't always attract the kids with the very best grades, or those whose track records would indicate they'd be amazingly successful. More important (than those qualities) is that the student show desire, motivation, focus and determination" for their intended work sites, said Kingan.

Those qualities are explored at length during the course of the year, as Kingan and Genevieve Hammond, senior seminar teacher and English department member, take interested students through a rigorous screening and preparation process that includes choosing a job site, preparing a resume, learning how to interview and more — steps Kingan said are crucial to the program's success.

"We almost always get good feedback and all of the steps we go through are focused on ensuring that the intern is successful," Kingan said. "They represent themselves, the school and all the other interns who might come after them."

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5 of 21

And the collective efforts show, say site supervisors. Detective Keith Campbell, the youth services officer for the Acton Public Schools and Lilienfeld's supervisor, said the Acton Police Department has taken part in the internship program "from the ground up" and is seldom, if ever, disappointed with the results.

"It's nice when the students are motivated and enthusiastic, and Eric certainly was," said Campbell. "He had many questions, which really helps, and a strong interest (in law enforcement). I could tell he got a lot out of it."

Lilienfeld echoed his supervisor's words, saying his experiences at the police station — which Campbell said he and fellow officers tried to make as "well-rounded" as possible — helped affirm his interest to pursue a career in law enforcement.

"It was always an interest of mine, but during the internship I really got to learn how a lot of things work at a police station," said Lilienfeld, who will attend Roger Williams College in Providence. "I really enjoyed the whole thing."

Paul Kohout, an Acton resident and site supervisor at Lionbridge Technologies in Framingham, praised the industriousness and "youthful energy" brought to the job by his intern, Brendan Spangler, and said the experience — his company's first with a high-school intern — affirmed a longtime interest of his to hire interns for short stints.

"Brendan's energy level and enthusiasm really perked up the office," Kohout said. "He had a positive attitude, was happy and excited and was willing to learn new things." And, as it turned out, he had the chance to use certain skills unexpectedly: In addition to the jobs planned for Spangler, he was asked to translate Chinese documents, a task he may repeat soon as a summer intern at the company, said Kohout.

"It was nice using the language skills before I lost them over the summer," said Spangler, who plans to major in business with a minor in Chinese at Boston University. "I was not familiar with some of the words but my high school teacher, Amy Li, taught me sentence structures very well. Armed with an understanding of sentence structure and a Chinese dictionary it was fairly easy."

Some 22 students in all will continue at their internship sites over the summer, said Kingan, a "testament to the overall success and the culmination of a lot of effort and hard work."

"It's gratifying to us that in the students' recent exit interviews, many of them asked if the internships could be extended beyond the three weeks or into the summer," agreed Hammond.

Students share high points at post-internship gathering

A last step to the program was a recent breakfast meeting at ABRHS, at which school administrators weighed in about the program's merits and which gave the interns a chance to sit in small groups facilitated by school staff and community members to share their experiences with their peers.

Stephen Mills, superintendent of the Acton and Acton-Boxborough Regional school districts, said he appreciated how such jobs teach students to be "responsible and creative," adding that, "I almost think internships should be a requirement. It will really help prepare (students) for what it will be like in the real world."

For her part, ABRHS principal Dr. Alixe Callen agreed with Mills, telling the students she "loved" hearing about their experiences and said she considered herself, and the students, "really lucky" to be at a school that afforded them such career-preparation opportunities.

In Callen's group, Ezra Chamberlain recounted his experiences interning under the master electrician at Huntington Theater in Boston, saying it was a "fantastic" extension of his experiences in stage lighting as a Proscenium Circus member and that he "really wants to pursue the field" after attending Ithaca College for theater.

Another student, Cailin Flannery, in a group facilitated by A-B curriculum coordinator Deborah Bookis, told her peers that she "really enjoyed" her time interning in a kindergarten class at Blanchard Memorial School in Boxborough, where she accompanied the children on a field trip to Davis' Farmland, among other "really fun things."

"I really got such a warm feeling from the kids," said Flannery, adding that she "definitely" wants to major in education.

While the majority of students worked with Kingan to find their internship sites, Sam Oppenheim secured his own post at Ace Hardware in Acton, having worked there part-time for the past several years. In his role as an intern, Oppenheim said, he learned more about the managerial aspects of the store — enjoyable, he said, despite the fact that on some days, "right after my internship ended, I'd have to go to work there."

While Oppenheim's planned college major, creative writing, doesn't quite match his recent experience, he said it was worthwhile nonetheless as "something to fall back on" in today's competitive and difficult job market, a sentiment echoed by Hammond.

"The world is demanding more of kids, and whatever experience they can get while we're here to help them is a good thing," she said. "I'm so proud of them all."

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Daria Afshar – Fruitlands Museum

Today Kerry informed me that I was invited to go to a lunch meeting with her and Candy (the woman in charge of the October Crafts Festival). My first business meeting!!! They want me to be there so I can help set up the volunteer services for the festival, since volunteers are in high demand and I am responsible for volunteer coordinating. I feel like such an adult here...more than I've ever felt in my life. People value my opinions and contributions.. so much so that they want me to help set up one of the biggest events of the year! My responsibilities keep growing, and though it makes me nervous, it also is a huge self-esteem boost because I know people see me as a reliable asset to the organization. This makes me 100% positive that I will be able to deliver to the best of my ability and meet, if not succeed, their expectations. Thank you again for the opportunity. If this is what the adult career world is like, I'm not as worried as I used to be about life after college!

From Kerry Castorano, supervisor: Daria has been working at Fruitlands since Monday and she's been a HUGE help already. She has fantastic ideas and is very easy to work with – we're lucky to have her here. We've given Daria a big task so that she can come out of this internship with a sense of ownership for the project. She's taken the problem we've given her and started running with it, which is great to see. She needs very little direction or guidance. We are all happy to have her here.

Nate Albright – Boxborough Fire Department

From Lt. Shawn Gray, supervisor: Just wanted to give you an update, that everything is going well here with Nate Albright as an intern here at the fire station. He has shown up everyday on time and ready to go. He is very attentive and shows a willingness to learn each day that he has been here so far.

Sarah Antinoro – McCarthy Towne School – 6th grade

From Tara Matthews, supervisor: Sarah Antinoro is doing a fabulous job. She is dedicated and wants to help and learn. She has a natural curiosity about the topics we are studying and doesn't like to be idle. We are enjoying her and benefiting from her assistance. She has made some connections with some of my kids who struggle and that is nice. Thanks, Tara Matthews

Ellen Bachrach – Nashoba Valley Medical Center

I just wanted to send another update on my internship at Nashoba Valley Medical Center. It's been really great observing Physical and Occupational therapy. The therapists are very nice and willing to explain and teach me new things. It's been such a great learning experience and I'm looking forward to my last week.

Amrita Bajwa – Darlow Christ Architects

I am having so much fun here during my second week! Mr. Darlow goes to great lengths to show me different aspects of the architectural world that I have never seen before. Today, we went to Newton to see the bank that they are currently remodeling. The day before he told one of the interior designers to go through their entire design process and show me all the materials they are using, and show me the 3-d model they have made. Then today he took me to Newton and let me sit in on a meeting between the client, the architect, and the general contractors. I was able to see how the model was coming to life and I got to see how he dealt with the stress

when the project did not go quite as planned. I cannot even express how appreciative I am towards Mr. Darlow, for showing me so much, or towards you, for giving me this opportunity.

Lorena Balbio – McCarthy-Towne School – 1st grade

My 2nd week was great, it flew by. Nancy is giving me some tasks and I love helping her out. I got to read to the class and play card games with them, I also helped them with learning about the desert. It's been a great experience, thank you again for letting me do this, I appreciate it!

From Nancy Giansante, supervisor: Lorena has been with me since this past Monday. She has been doing a great job in my first grade class. At first she seemed very timid and nervous around the first grade students but it did not take her long to get a sense of how to help them with their work. She is very willing to help in any way. I think it will be a rewarding experience for her.

Tiffany Belz – Northeast Regional Office, Environmental Protection Agency

My internship is going great. It's fun and I've already learned a lot. I have done everything from working in the lab, organizing the stockroom, and writing SOPs. I have not gone into the field yet but I think I will be going next week. I'm having an awesome time!

From Katrina Kipp, supervisor: Tiffany Belz has been a pleasure to work with so far. In the first two days she performed many tasks that we have been waiting a long time to complete. We can already tell she is very well organized and very intelligent in the tasks she has been asked to perform. Thanks.

Ezra Chamberlain – Huntington Theatre

The internship is going great and it's lots of fun. I am going through all that parts of the job from the ground up and learning a lot about professional theater and about how other theaters operate. The staff is all friendly and willing to show me how things are done and where things are. I may even get to keep working there over the summer which would be great.

Emma Chinitz – McCarthy-Towne School – 3rd grade

These past 2 weeks of my internship have been great! Every day, I help third graders out with any questions they have. They are at the point now where they feel comfortable asking me all kinds of questions. I love helping and working with them. Sometimes Abby has me work with a student one-on-one, usually one that is struggling in a particular area. Just last Friday I worked with one of the girls on her math problems because math is really hard for her and she needed to catch up. I have also read a book out loud to the class, given a spelling quiz, and been correcting a lot of papers. I can't believe it is already that last week!

Chrissy Connors – Powers Gallery

Today was my first day at Powers Gallery. It went great. The Powers and their employees are very nice, and there was plenty for me to do. I will even be able to incorporate my photography into the job, which I am very excited about. There are a few gallery shows coming up in the next week, and one of their employees will be out sick for a while, so they will keep me busy.

From Larry Powers, supervisor: Chrissy has been here since Tuesday as we are closed Mondays. She is doing a great job and has jumped right in. I am VERY impressed.

Jessie Connors – American Cancer Society

I just wanted to give you another update. The internship is still going very well. Today I got to help run the 1st Annual Logan Airport Relay For Life, kind of cool. (It was actually very cool). It definitely gave me a better feel for some of the challenges that await my future job at the American Cancer Society, and also a good display of how my hours are always changing. I had to wake up at 4am to get to Logan by 6am and didn't leave until 6pm. It has been a crazy day, but I love it more and more each day. Just wanted to give you the update!

Abby Copp – La Provence, Concord (culinary arts)

I was just messaging you to tell you about my first week at la Provence. It has been great. I've learned so much about chopping, writing in chocolate, stocking shelves and so much more. I cut my finger the first day which was pretty embarrassing but I'm okay. Working directly with the chef has been a great experience. Thank you so much for everything.

From Carol Hughes, supervisor: Abby has been here the last 3 days on time and ready to job in, with any assignments asked of her. I've little to do with those assignments as she is working directly with our Chef this week, and I'm in front of the house. Next week she will spend more time with me, and we will be sure to complete every thing she needs.

Minshan Cui – Office of Attorney James Tabner

Attorney Tabner took me to Concord District Court on Monday, and then Cambridge District Court on Tuesday. I worked from 8:15 to 4:45 Tuesday, and the following day from 8:15 to 2:15 since I had the opportunity to go with Attorney Tabner to the Marlborough District Court. It was really interesting meeting some of Attorney Tabner's clients. I'm currently drafting a couple of real estate planning documents for him. Tomorrow I'm going back to Concord District Court to observe another of his clients.

Erin Delaney – Blanchard Memorial School – 6th grade

The internship has been great so far! I am working in Mr. Dimen's 6th grade classroom. The first day we measured the amount of kilowatts different appliances use and calculated how much those appliances would cost on an electric bill for using them for a certain amount of time everyday. On Tuesday I went over the homework/quiz with one of the classes on the Smartboard, after having seen Mr. Dimen teach that lesson to the first two classes. Today we started building blades to make windmills. They are having a competition to see which designs and materials work most efficiently. I went around to talk and bond with the groups of kids during this time. I am enjoying the internship very much!

From Jason Dimen, supervisor: Erin Delaney has done a great job so far. She's punctual and has worked all the hours we agreed to. She has been very helpful with prepping for my classes (science labs take a lot of pre-lesson work) and helping with general homeroom duties. She has even taught a part of a lesson already. She displays poise and confidence, but I especially am impressed with her ability to quickly build rapport with students.

Nick Demello – A123 Systems

The first week of my internship went well. I worked mostly in the machine shop manufacturing things. We got computers towards the end of the week and have now been working more directly with Mr. Hoff. We have been processing data in .xls documents with him. Overall I have been having a great time and look forward to the next two weeks of my internship. The site is great and the employees have been friendly and helpful.

Matt Doelp – Reactive Innovations

Just wanted to let you guys know my internship has been great so far. I have been doing a mix of working in a lab and in an office space that they have given me. Dr. Kimble has been great as I feel as though he is trying to give me a broad spectrum of tasks to fulfill so I can really understand the career. Also these tasks have been somewhat important ones in projects he is working on at the moment like helping finish parts of a presentation he is making in a couple days and by testing certain materials in the lab for him. I'm looking forward to the rest of the internship and I will be in touch with how the rest of it goes.

From Mike Kimble, supervisor: Our intern, Matt Doelp, is doing well. He has taken on assignments here at the firm, engaging in the science process, asking questions, and I believe getting a sense of what R&D is like. He is helping us out quite a bit with some crucial measurements in the lab, so a good experience for us all.

Stefan Durrant – Concord Youth Theatre

The internship is going great. In the beginning of the week I helped working on putting some of the sets together, painting, and setting up lights. Also, getting some general things ready. For the shows themselves I run the lighting board, everything has been programmed by Ryan their tech director and I advance the cues for each scene. I got listed as "Assistant Lighting Designer" in the program so now I have another show to add to my technical resume with another theatre company. I got into things right off the bat and felt at home. Their stage manager I found out is also going to the same college as me next year!

From Lisa Evans, supervisor: So far, Stefan has been fantastic! He is working very hard and is eager and willing to complete any task. Our show opens on Friday night and he has been working on the set and lights to make sure that everything is ready for opening. Last night he was working with us until 9:30 pm!

Emily Ferguson – Effective Marketing

My internship at Effective Marketing is going great! We have been to a couple of sales meetings already, and I feel like I know so much more about marketing and business than I did at the beginning of the week. I have been working on spread sheets of email lists and have started working on one of our main projects which is to create an e-news letter that we can send as a mass email. It is all so exciting and every day we are doing something different. I couldn't be happier, thank you so much!

Erin Fitzmaurice – McCarthy-Towne School

Just sending an update on my first week at McCarthy- Towne. Jen and Heather's students were so excited to see me. I was practically ambushed when I walked through the door! The second grade was just finishing up their Ghana unit so I was thrown in at the most hectic time. It was

okay though cause I ended up being a huge help! The kids all write little African stories and I ended up typing them all up, printing them and finally binding them all for the kids to illustrate. On Thursday we had a Ghanaian breakfast. The kids parents all baked some classic Ghanaian food and we put out all the work the kids had done in the unit for the parents to look at. You could tell the kids were really happy to be showing off their progress! I've been having such a good time and I hope the next two weeks are as fun as the first! I am so happy I got to come and intern in the classroom. I think it is definitely a career choice for me! Thanks so much!

Cailin Flannery– Blanchard Memorial School – Kindergarten

From Carol Boudreau, supervisor: Cailin Flannery is working with me in my kindergarten classroom and she's doing a fabulous job! She is punctual, prepared and is very appropriate in her interactions with the children! She will make a great teacher! Thank you so much for allowing me the opportunity to work with her on this level.

Hannah Franz – NFI Riverside (education; special needs)

My internship is going very well, it has definitely been a great experience so far. Michelle Lee, my site director, has assigned me to work with one of the teachers at the school. She's been very helpful and gives me a lot of freedom to work with the kids. I'm really gaining a lot of experience in the classroom. This week is MCAS, so I'll be helping with the students IEPs, and most likely spend more time with the kids after school in the residential center.

From Angela Duffy, supervisor: I am the teacher working with Hannah Franz during her internship at Riverside School. Sorry it took so long to reply, but I would just like to let you know that Hannah is doing a great job here at Riverside. She arrives on time daily and interacts well with the kids. Hannah is a pleasure to have at our program. If you have any questions feel free to contact me or my supervisor, Michelle Lee.

Shota Furuyama – APS/AB – ELL teaching

Week two of my internship went great! Suzanne has kept me busy and I have learned a lot of things about the school system and the requirements of becoming a teacher or an assistant. More importantly though, she has given me thorough and very helpful advice on how to better teach kids whom I tutor as a job. She's provided me with many helpful tools and text book ideas to incorporate into my "curriculum" of teaching. Since she is a language teacher herself, and has many years of teaching (at Harvard with adult students) adults and kids, she is very knowledgeable and helpful. We have a great time together, and her ELL assistant, Kolma Bajwa also helps me and keeps me busy as well. The three of us run through the usual day, which is never the same as the last. It is busy, hectic, and at times draining, but I have to say I am in very good hands, and am proud to help them out. Suzanne deeply appreciates my help as well, so I feel good about what I am able to do. It's awesome!

From Suzanne Szwarczewicz, supervisor: Shota is doing great in his first few days here! It's been a whirlwind for him, but that's my job, and he seems very comfortable working with the kids and the teachers. Good start for all of us.

Vijay Gantyal – Geotesting Express

I am interacting a lot with other people, asking questions about their jobs and their previous experiences. Many people are giving me helpful advice about school and college. They are very

helpful in instructing me to do things that usually require many years of experience. Fortunately, I have been exposed to some of the things that are used in the labs in school. I have used my math knowledge and my environmental science knowledge in the experiments in the lab. I have also learned, no matter what job that I will be doing I still will learn new things
Overall, it has been a pleasant experience

Lindsay Gibbs – At Bats Training Center

From Ken Morse, supervisor: Lindsay Gibbs is interning at my business, AtBats Training Center in Boxborough. She is off to a great start; very productive on projects and learning as much as she can. I have attached the plan we developed for her internship. It is a work in progress but we are diligent about adhering to it and it's going well. [Attached was an extensive, detailed plan for each week of the internship.]

Cheyenne Gonzales – Urban Outfitters (Boston)

Well since I start at 8:00 it is is tough waking up early to catch the 6:30 commuter rail, however I really like that I'm in Boston. There is always so much going on there, and it's good I get used to the city since I will be living in a dorm in Boston next year. So far I've only taken the wrong train once, but I was able to find my way to Newbury Street.

From Julie Lowry, Store Merchandising Manager and supervisor. She has just completed her first week, and it has been fantastic to have her! She started her internship with our company at a great time because we are completely updating the store for the summer season, which she has and will be helping out with. Cheyenne has been settling in well. She shows up on time at 8 every morning, and has been picking up things quickly. She is a bit quiet, but a hard worker. Cheyenne is a pleasure to share the "in's and out's" of merchandising with.

Catalina Gonzalez – Minuteman ARC Early Intervention

My first week was amazing. I had a great time playing with the kids in play group. It was fun interacting with them. I went on a couple home visits and it was interesting seeing different methods to work with the kids. Today I was actually offered a summer job here as a receptionist which is a great opportunity.

Jenny Green – Nashoba Valley Children's Center

The second week of my internship at Nashoba Valley Preschool has been great as well! This week is "Under The Sea" week so the children have been learning about all sorts of different sea life. This week is also a little less stressful because last week was mothers day week so the children were practicing their songs, but everything is back to normal now. Ms. Campbell has been great by showing me what is expected of a Preschool teachers and some helpful tips. Today was also their class picture so all the kids were dressed up nicely today. I really like this intern because I am getting a sense of what it take to be a preschool teacher and all the responsibilities

Amanda Hayes – Concord District Court, Probation Department

This week started off pretty quiet, not much goes on on Monday's besides all the people who have gotten in trouble over the weekend come in and get checked into probation. Hannah and I get to check them in and ask questions while we fill out a sheet of paper and then tell them to

wait for the court session to be called. After that we will head to the court and fill out contracts for first and second offense OUI's and observe everything else that goes on in the court room. Sometimes we get to go back to the holding cells and watch Sandra do intakes on those who were brought in by the police earlier that morning. They are usually always drunk or under the influence of other drugs. Today Sandra brought Hannah and I with her to speak with her schizophrenic client at a sober house he is living in. That was quite interesting, it went quickly though because he didn't have much to say. Afterwards we went back to the office and filled out more contracts for those who have probation offenses and what not. I'm very pleased with this internship and I will miss it when the time comes to leave. Hannah and I already feel part of the team and welcomed there. One of the probation officers had asked us what we wanted from Dunkin' Donuts yesterday morning which made me and Hannah feel special! I asked if they were open for any summer jobs but unfortunately they are not but I promised them I would stop by and visit on occasion because I do enjoy my work there. So far I have already taken an interest to try and do another internship in probation sometime in my future while in college.

Rosa Huang – Nashoba Valley Medical Center

Thursday was the first day Kelsey and I observed different departments. I was in the ER that day which I was very excited about. I really liked that staff team in the ED since it was a smaller team than in the ACU and seemed to be more organized. The people there were all very friendly and since that morning was pretty quiet I was able to talk to them. The first patient I got to meet was an older lady who was getting headaches and getting dizzy. They weren't sure what was wrong with her, but I was able to help run an EKG on her and watch them run through all the tests. I was very eager to help out and the team was very good at explaining what they were doing. As the day went on more patients came in most of them elderly. I spend a lot of time with one lady who had broken a finger. Getting to watch the doctor treat her finger and realign it was very exciting.

Seiya Ishikura – Green International Affiliates, Inc. (civil engineering)

Everything is still going well at the office, and I had a lot of work this week. I put together a sheet for the Cambridge Water district, and I revised the draft of some plans to fix up a sidewalk in Cambridge per instructions from a different engineering company we're working with. Also right now, I'm working with a survey map again and putting together notes on a draft of a different project. The company also had to move all their stuff on Friday because we switched to a new office for more space, so Monday we'll have to work on putting everything back together, but once that is done then we'll be getting right back to work.

Taylor Jackman – Gates School – Kindergarten

The class I'm in now is so nice and polite and at the end of the two days I've had with them they have told me that they really like having me and they come say goodbye. I love it! I went to Gates, so I was used to a much different teaching/schooling style than Merriam, but there are a few things I really like about it and want to incorporate when I teach. They all have "jobs" for the week, like sweeping the floor & line-leader, etc. and they take so much pride in their jobs and they feel so good about themselves for doing a good job. Wendy has introduced "silent signals" to them, like raising two hands if they need to go to the bathroom, and I can see the kids really like using them. They all play together at recess and remind each other of the classroom rules- they work so well as a group. Wendy is such a different kind of teacher- she has all the kids "center" themselves and relax before they move on to a new activity and she talks very quietly

and doesn't yell- it's exactly what I wanted to learn how to do a little bit. I am really trying to work on my patience and she is SO patient so hopefully by the end I can pick up a little bit on it.

Hannah Joyce – Concord District Court, Probation Department

My internship is going AMAZING! I am having such a great experience and I am already so sad I only have two weeks left! Everyday I learn so much and make some great connections. This internship has confirmed that I definitely want to have a job in the Criminal Justice field and more specifically I am almost sure that I want to be a probation officer. Everyone at Concord District Court has been so welcoming and I already feel like I have known everyone for awhile. Everyone there is so kind and patient with any questions I have had. I am so glad that you have given me the opportunity to do an internship there!!
Thank you SO much!!

Max Kashin – Nashoba Orthopaedics

Just checking in after the first week. So far it has been an amazing experience. I've shadowed Dr. Simpson and saw many cases. I also ended up observing two surgeries today, which were amazing to watch. So far this has been an incredible experience.

Meg Kilpatrick – Merriam School

Just wanted to let you know that my internship has gone great this week! I'm with Michele Pruett and her third grade class at Merriam. The kids have been so great and are excited to have me in the class, as I am being there. Michele and Ellen (the assistant teacher) have been so helpful showing me the ropes and explaining their teaching methods and school philosophies to me. I have been working mostly one on one with the kids helping with a lot of math problems they have (they are preparing for math MCAS next week), grading and filing their HW, and other small tasks like copying or organizing the room. I like that Michele is having me do a little bit of everything, not just the fun stuff, so I can get a feel for what my responsibilities of a teacher will really be like.

From Michele Pruett, supervisor: Meg has been a wonderful presence in the classroom. She has helped grade math homework, worked with students on their pop-up birds of prey books, passed out materials, helped in library, and has gently given reminders to kids to stay on task. She has been very prompt every day and asks what she can do to help. I could get used to this!

Hannah Kembel – Blanchard Memorial School - Kindergarten

From Mary Hogan, supervisor: Hi, Genevieve and Ann! Hannah is settling in very well! She is so great with helping the children with their Kindergarten activities! We just had our "Mother's Day Tea" on Friday and she helped with the planting of the pansies that the children gave to their Mothers! We even invited Hannah's Mother to attend, and all of our Mothers enjoyed meeting Hannah and her Mother! Hannah has an innate ability to recognize when a child needs some extra help or attention. She is such a huge help in our Kindergarten classroom. She is planning to present a lesson about horses and horseback riding, as she is so knowledgeable about this subject. This subject coincides with our Farm Unit and our fieldtrip to Davis Farmland on Wednesday, May 11th. Thank you for sending Hannah our way!

Alex Lee – Chin Compensation and Performance

Week 2 has been much busier than the first. I have attended two meetings and have learned a lot about small business practices as well as more about compensation. On Monday I worked more on putting together spreadsheets and a power point that we were going to present to a client on Tuesday. On Tuesday, we drove out to Webster, MA to meet with Ms. Chin's client. We spent a couple of hours there reviewing the PowerPoint with her client and I had the opportunity of having some face to face client meetings. On Wednesday I took my AP Stats Test. I did not go to my internship this day, but I previously had notified Ms. Chin about it and she was fine with it. My loss of hours that I missed on Wednesday were made up on Thursday when we had to leave Acton at 6:45 to go to an SBANE (Smaller Business Association of New England) board meeting. Here we talked about an upcoming workshop that was to be held. I learned a lot about what small businesses were looking to improve on as well as what issues small businesses were encountering at this time. My missed time on Wednesday was also made up with some continued write-ups that I did at home. On Friday, today, I have been working on some employee salary worksheets for one of Ms. Chin's clients. To recap, week 2 was very busy, but I learned quite a bunch, not just about compensation but about small business and the economy as well.

From Erika Chin, supervisor: Yesterday, 5/3, we went on the road to two meetings at Bentley University. The first meeting was a professional presentation to a group of my industry colleagues. The second meeting was a small sub-committee meeting. Then we returned to the work site briefly to wrap up the day. Alex met several of my colleagues, as well as the client whose information he worked with on Monday. This client has invited us to their site, and hopefully we can make that happen 5/19 week. Alex found the presentation and meeting to be interesting. Since effective business writing is a critical core competency, one of Alex's pre-set weekly goals is to prepare a brief summary of the presentation highlights which I will send to a client who was unable to attend. Today after Alex finishes one of his AP exams, we will work on a PowerPoint presentation summarizing the detailed information for the client he met yesterday. I want to show Alex the connections between the small pieces he works on independently and the bigger picture, i.e., how the information will be summarized for the top company executives. Alex also has a small research project to complete during the course of the internship.

Eric Lilienfeld – Acton Police Department

My internship is great so far I've learned so many neat things. I have learned how to take finger prints off of things and how to tell if your cars inspection sticker is expired. I have observed speeding stops and have gotten to ride in the front of the cruiser. I would like to thank both you and Mrs. Hammond for giving me this incredible opportunity, and I am a firm supporter of this internship program. This is the first Sunday in a long time where I am actually excited for the week to resume. I apologize again for this being late but we have fixed the computer issue. I hope all is well with both you and Mrs. Hammond. Drive slow! because now I'm watching too!

From Detective Keith Campbell, supervisor: I have been working with Eric Lilienfeld at the Acton Police Station. He has been great so far. He has picked things up quickly and has been very courteous and polite. He seems eager to learn and appears excited about the opportunity.

Yang Liu – Acton Pharmacy

At my internship, I am counting the medication being prescribed to each patient and making sure the dosage is correct. Because some drugs are addictive, its important that the amount of the drug prescribed is correct. Since beginning my internship I've learned a lot about the retail pharmacy and about the pharmaceutical industry in general simply from the work I've been

doing. In addition, I have been asking questions about why the employees there chose pharmacy and it's really impacting how I feel about going into pharmacy as well.

Patrick Lyons – Edward Jones Investments, Westford

I just wanted to let you know that I'm having a great time at Edward Jones. Marshall and Diana are both very nice and they provide a lot of insight to what they do on a daily basis. In my first week I've sat in on a few meetings with Marshall and his clients, getting a first hand look at how a financial advisor connects with people. Marshall has also given me a few seminars on different types of products he offers such as mutual funds and stocks. I'm giving a presentation about financial management this week and I'm also helping Marshall find local businesses as new clients.

From Marshall-Ben Tisdale, supervisor: Patrick Lyons is doing very well so far. We've been spending a lot of time together learning about the Financial Advisor's job and the industry in general. He's been observing me in my role and participating in client meeting when possible. Patrick will be helping to manage a seminar and new client campaign concerning Social Security issues in retirement planning. It's been a pleasure working with Patrick.

Mariana Marques – Great Road Veterinary Hospital

I have really enjoyed interning there and I have learned a lot in the week I have been there. I've helped with x-rays and I've seen some surgeries. I've seen a couple of exams, blood drawings, and I've gotten to spend time with some cute animals! I also really like the staff there, they're all very nice. I've also done some filing and little things just to help out since there isn't much I can really do. I've also done some reading on certain things there such as diseases and things animals have.

Alanna Merchant – McCarthy-Towne School – 2nd grade

From Kari James, supervisor: Thank you for checking in. I am so happy to have Alanna here and I already can't say enough about what a great job she has been doing! She came in during a very busy time for us in the classroom and was able to jump right in and start helping with anything I have asked of her. She is enthusiastic and very helpful. Thank you for giving me the opportunity to have her in my classroom.

Julia Migner – Boxborough Holiday Inn

My first week is going great! I have been mostly working with the banquet coordinator here at Holiday Inn. He is great! I've been learning a lot from him about how all the events are planned here with a focus in catering. I started my internship on Tuesday because I had an AP on Monday. Tuesday and Wednesday I helped him out with doing some data input on Excel which was a really good thing for me to learn how to do because it's something I'll need to know no matter where I work. Thursday I worked with the kitchen and helped set up for a big lunch and helped to clean afterwards. Today I worked with the sales department which was great! I did some postage work, entered e-mails into the system, and designed a Prom 2012 e-mail blast. I also learned a lot from the girls about weddings and other events.

From Kathleen St. Germain, supervisor: Julia has worked with the Banquet Manager, the Sales office and myself during her time here. All I can say is we are all very sad the time is coming to

an end. I had one associate tell me Julia has renewed their faith in this upcoming generation as Julia is very hardworking, thorough and approachable.

Natasha Nieves – Nashoba Valley Medical Center

Today was my first day at Nashoba Valley Medical Center in Ayer! It was awesome! I was in the physical therapy area for all of the day & I mostly focused on observing what is done there. I loved getting to know the patients and learning about their injuries. I'm really glad I am able to have this opportunity!

Brett Olson – Grace Chapel

The internship at Grace Chapel is going really well so far and I am very excited for the weeks ahead! Monday was definitely the most eventful day of this week. I attended an all church staff meeting with all of the other pastors and church executives. Although this experience was intimidating it really allowed me to see how the weeks activities are planned. I have been witness to the final product all these years and never really paid attention to the steps it took to get there. This was a great learning experience.

Lauren Olson – Bright Futures Adoption Center

I wanted to let you know how my 2nd week at Bright Futures is going. On Monday we went to court to finalize an adoption. On Tuesday I got the chance to listen to a call with a birthmother, then we went to Lowell and tried to look through files that the company is taking over. Then on Wednesday we went to court again to finalize an adoption. Both of the court visits were really neat to see. On Thursday we worked in the office and did paperwork sort of stuff and I got to read through a home study. Today I got to sit in on a staff meeting and then go to the library and look through kids who are waiting to be adopted.

Olivia Osgood – Minuteman ARC Early Intervention (nursing)

I just wanted to email you to let you know that my second week and the beginning of the third week have been going really well. I have gotten to work with many more different people and I have met many fantastic and interesting kids. These kids are so inspiring and they made me realize that the hardships that they go through in their lives and the hardships that the parents have to go through is nothing compared to the small problems in a teenagers life. I will email you to let you know how the week goes at the end of the week!

Zach Ouelette – NOAA Woods Hole Aquarium

The aquarium has been great so far. Rachel and George are both very appreciative that I'm there to help them out. The aquarium fish biologist is out due to a hand injury for a month and it is helpful that I am there to cover some of the responsibilities she has. I have my own desk next to Rachel's and have been given multiple large assignments to complete over the time I will be there. I am going to set up a marine macro algae (sea weed) tank which includes writing up a proposal and budget for buying the necessary equipment. It also includes writing up a public friendly article to post by the tank. Anyway I look forward to another week at my favorite aquarium and look forward to hearing back from you.

Nirali Patel – Office of State Rep. Cory Atkins

My first week interning at the State House with Rep. Cory Atkins has been going really well. I have been writing testimonies, sunshine letters, and summaries. I have also been attending briefings, hearings, and events on behalf of the Rep. I have been very busy and there is always something to do; I am never bored. The first week went by very fast and wished the internship was longer! Everyone here is extremely helpful and nice!

From Natalie Kaufman, supervisor: We are very appreciate to have Nirali interning in our office. She is pleasant, prompt, observant, meticulous, asks good questions, and learns very quickly how to properly complete the tasks she is assigned. So far she's been able to officially tour the State House, attending many public hearings, write testimony in support of legislation Rep. Atkins has cosponsored, open the mail, add calendar invitations to Rep. Atkins' Outlook calendar, and participate in constituent meetings relative to individuals lobbying Rep. Atkins in support various proposals, most recently relative to animal abuse legislation. Thank you again for placing Nirali in our office. She is a very thoughtful and thorough worker and we are enjoying her company.

Natalie Peterson – ABRHS Athletic Training

I'm sorry this is the first I'm writing you but I've been really busy this week. The internship is going great! It's only been a week and I've already learned a lot! So far I have learned and practiced how to tape a finger sprain, a thumb, a wrist, and an ankle. As well as learned a lot about the bones, muscles, domains of athletic training, and a lot about prevention and treatment of injuries. I have also observed a lot of taping and traumatic game injuries. I will update you again next week!

Kelsey Redman – KinderCare Learning Center

My internship so far has been absolutely amazing. KinderCare is so much fun and I've already built such great bonds with each kid. They took to me really well, they all love having me there. I'll definitely be sad to leave, but I'm so happy I decided on doing my internship there. It's been a great experience and definitely helped me to know that I definitely want to be a teacher. Thanks so much.

James Sheehan – Reagle Music Theatre

First week went very well. Great people at Reagle, really excited that I am working there! They put me to work on the first day doing some typical intern tasks like copying, filing, entering data into a spreadsheet, and sorting, but on the second day they realized/remembered I had experience in graphic design and marketing so they put me to work designing their season brochure and some flyers. Bob (the owner) is very pleased with the work I am doing and I can tell he likes me, which is a good thing; he also just cast me in one of their summer shows which I had auditioned for in April! He trusts me with some confidential things and has me do some work that his assistants would normally do. No problems yet. Next week 2 interns from Weston will be starting so hopefully I'll still have a good steady work load. They are very busy there getting ready for their summer season so I'm sure it will be fine.

While there, I got to buy/find a soda for an 86-year-old Tony Award-winner (Gemze de Lappe, member of the original 1943 Broadway production of *Oklahoma* and a renown choreographer) who is recreating the show's original choreography. Oh the joys of being an intern!

Brendan Spangler – Lionbridge Technologies

I am one hour into my very first day and I have already signed off on about \$100,000 worth of invoices for professional payments. I was just issued a laptop also and granted access to all of tax files. They must really trust me! haha. Everyone is kind and it feels weird not being in school! I am loving it so far!

I am ever so excited. Today I was making telephone calls to California and Washington with regards to incorrect tax interest penalties. It was a nice change up from a lot of computer work. The states' tax departments filed stuff incorrectly which ensued in thousands of dollars in fines and it was my job to go and resolve the dilemmas. I was a little nervous at first but that did not last for too long. All is well in Internshipland!

From Paul Kohout, supervisor: Brendan is doing very well. We established his rough schedule to accommodate his lacrosse schedule, and he has been on time for work every day so far, and he works until 3:00PM. Brendan has worked hard and has done a good job on the tasks he has been assigned to do. Brendan has a good attitude, and has interacted well with my staff as well as others here at Corporate Headquarters here in Waltham.

I am doing my part to return the favor done for my daughter while she was at AB, and did internship at Emerson Hospital, she is an ICU nurse at Winchester Hospital now. She was 2002 AB grad.

Brianna Sullivan – The Goddard School

I figured I should tell you how my internship is going! So far I love it. I am currently working in the pre-k rooms, which there are two of. One is more structured like kindergarten will be, while the other is more laid back. It's been so a great experience, and for the next two weeks I will be switching into other age groups, including toddlers and infants. I am really treated like a teacher there, and I really feel good about what I am learning and how the kids treat me. Everyone treats each other with such respect there, and the kids are very respectful of the teachers as well. I've formed some great bonds with the children there, and I enjoy getting to spend time with them every day. I feel that this is such a great place for me to be doing my internship. After the second day of working there, the teachers have been trying to convince me to quit my summer job and go work at the school instead! I am very flattered and it makes me feel good to know that they believe I am doing a great job.

From Donna Gorman, supervisor: Brianna Sullivan is here with us at The Goddard School in Westford. She has been an absolute delight! She has been spending time in our Pre K classrooms and the teachers have nothing but positive feedback regarding her spending time in their classrooms. She has been punctual, professional and enthusiastic.

Tyler Tillinghast – Animal Adventures

From Joanne Webb, supervisor: We also must say, Tyler Tillinghast is a remarkable person. He is very polite, focused and learns quickly. He is a very hard working individual, respectful and a pleasure to work with.

Kelsey Tsoukalas – Nashoba Valley Medical Center

The first week of my internship was awesome! I shadowed a couple of nurses and actually got to take a patient's blood pressure and temperature. It was great! I felt like a real nurse. I also did

some paperwork such as file cardiology strips in patients' charts and made photo copies of medicine inventories for the Pharmacy. I had so much fun and I am dying to find out what I am going to do on Monday!

Rachel Urso – Town of Acton Office of Natural Resources

Just checking in after my first week! So far I love working with Tom [Tidman]. I really enjoy being outside at all of the conservation lands with someone who is so knowledgeable about the environment. We have done an array of different projects such as pruning and maintaining the conservation lands, surveying land to check for invasive species, lead nature walks, and been to many meetings involving land use as it pertains to environmental issues. So far I am finding it very interesting and I also have already been offered a possible paid internship in the town hall in the summer working on an environmental project. So far this has been a great opportunity and I'm having a really fun time!

From Tom Tidman, supervisor: Tom here, with the Natural Resources Dept., I have Rachel Urso interning with me. Rachel's attentive, asks lots of questions and a pleasure to work with.

Jessica Walker – Office of State Senator Jamie Eldridge

I'm halfway done with Week One of my internship at the state house and so far i really like it. Even though I don't know a lot about politics and my terms of government vocabulary is nowhere as prestigious nor advanced as any of my co-workers (thus I don't fit in very well), I'm still having a lot of fun learning about politics and the Massachusetts government. I think this will be a very good learning experience for me. I don't spend a lot of time with my supervisor because he is extremely busy but my co-workers are all very friendly and always willing to help me when I need help. Overall its been an intimidating but very exciting experience. I've been sorting through, organizing, and sending mail, reading and learning about bills, sitting in and taking notes in committees, and organizing computer files.

Val Wittman – Gatehouse Media

Just checking in. I wanted to let you know that things are going great here at The Beacon. I went to a town meeting for about four hours Monday night and a government meeting in Stow at 9 this morning. Some of these meetings are very dry but I think they are all good experiences. I've also been getting closer with a few of the AB grad students who work here, and even got invited out to lunch a few times. I like feeling included because it makes me feel more like I am a part of this company, like an employee more than just a high school intern.

I have been doing a good job with meeting deadlines and being punctual overall, which hopefully they have noticed. I have also been continuing to do a lot of writing and phone interviews at home.

From Jesse Floyd, supervisor: Valerie started here under the guidance of our Acton editor, Margaret Smith. So far, she's done a great job. She's a sharp young woman and has been a pleasure to work with.

Lingyun Xu – Edward Jones Investments, Acton

So my 1st week at Edward Jones went great! I've only been there for 3 days so far because of APs but I've already learned sooo much about investing and stocks and bonds and IRAs and

mutual funds etc etc.... and I think this is something that I would really be interested in doing in the future. I don't find this stuff boring at all which honestly kind of surprised me and I've enjoyed meeting and listening to Mr. Levitsky's clients as he lets me listen in on phone conversations and sit in on meetings. I'm having a lot of fun here. I am learning so much and am really grateful for this opportunity!

From Steve Levitsky, supervisor: Ling has been with us for over one week. She arrives promptly and has a great attitude. We have included her in all the activities that were scheduled for each day that she has been here. I have also included her in meetings with clients so that she can see first hand how a financial advisor interacts with clients.

Jannesa Zhang – Office of Midge Belcourt, CPA

For the first time, I have used an accounting software (interesting enough, this was one aspect I did not experience in the high school accounting class I took last year). I discovered that the process may seem simple, but in actuality, it is very tedious. Accounting is more tedious especially if you misread or incorrectly write in the wrong numbers, as I quickly learned when I mistook 3.97 for 397; I was very perplexed when I couldn't figure out how the numbers added up until Lisa pointed it out to me. Luckily, I had Lisa guide me through the accounting procedures and I really appreciated her help!

To: Dr. Alixe Callen
 FROM: Lani DeRome
 RE: ABRHS Theft Report 2010
 DATE: June 30, 2011

Attached is a summary of the '2010-'2011 Theft Report data. This data is based solely on the theft reports filed during the school year.

A total of 95 theft reports were filed during the '2010-'2011 school year. This total is up from the 59 reports that were filed during the '2009-'2010 school year.

Of the 95 theft reports that were filed, 87 were filed by students, 6 by faculty/staff, 1 by a parent and 1 was school related. Estimated value of the thefts were Students = \$11,700, faculty/staff = \$297, school related = \$37. Total theft amount = \$12,351.

Two cell phones and a camera with lens and bag were found and turned in by students. Campus Monitors and Custodians found and turned in a back pack filled with books, binders and clothes as well as a graphing calculator, a few IPODS and several cell phones. An Assistant Principal was able to recover \$50 that had been taken. A number of IPODS were also recovered as the result of a collaborative sting operation between the Acton Police and the school. Finally, a number of students also turned in a total of \$28 cash found in the building, throughout the school year.

A breakdown of the theft reports by month goes as follows: July = 0, August = 0, September = 14, October = 16, November = 9, December = 7, January = 5, February = 8, March = 9, April = 9, May = 15, June = 3,

Primary locations of thefts were:

Locker rooms and Gyms (Phys. Ed./Athletics) = 19

Offices/Classrooms = 17

Library/Student Centers/Commons = 16 Unknown = 17

Lockers/Halls = 19 School grounds and parking lots = 7

There were 55 thefts that occurred during the school day, while 23 thefts were reported to have occurred after school. The time of thefts for 17 of the reports filed was unknown

Items most frequently reported stolen were:

IPODS = \$5,028

Cell Phones = \$3,345

Cash = \$639

Misc. (books, clothes, athletic equip.) = \$3,339

Overall, theft reports were up 61% in the '10-'11 school year.

R.J. Grey Junior High School

To: Steve Mills
 From: Allison Warren and Andrew Shen
 Re: Discipline Report for May 2011
 Date: June 6, 2011

There were 22 discipline referrals/concerns (including requests from teachers for assistance) reported to the Administration during the month of May. There was 1 suspension this past month.

	<u>May-07</u>	<u>May-08</u>	<u>May-09</u>	<u>May-10</u>	<u>May-11</u>
<i>Total Discipline Referrals Reported</i>	94	77	51	31	22

	<u>May-07</u>	<u>May-08</u>	<u>May-09</u>	<u>May-10</u>	<u>May-11</u>
Total Suspensions	9	9	10	7	1
drug-related incident					
fighting			5	2	
harassment (non-sexual)	3		1		
inappropriate/disruptive/disrespectful behavior				3	1
non-compliance with school rules	3		1		
physical aggression	2		2	2	
sexual harassment	1		1		
stealing					
threatening					

	<u>May-07</u>	<u>May-08</u>	<u>May-09</u>	<u>May-10</u>	<u>May-11</u>
Total Other Infractions	85	68	41	24	21
abusive language/profanity	5		2		
alcohol use/possession					
bus discipline	4	3			1
Academic integrity		4		2	
class/school truancies	7	5	2	1	
computer violation	2				
vandalism	4				
disruptive behavior (classroom, cafeteria, hallway)	41	41	26	11	8
harassment (non-sexual)/bullying/teasing	2		2	3	4
non-compliance with school rules	16	4	5	3	

out of school issue					
physical aggression		2	2	2	
sexual harassment					
stealing	1				
threatening					
uncooperative/disrespectful behavior	3	9	2	2	8

The referrals/concerns generally were quickly resolved and no further intervention was required.

Office of the Superintendent
 Acton Public Schools/Acton-Boxborough Regional Schools
 978-264-4700, x3211

To: Nick Finamore and Justin Goodwin
 From: Steve Mills
 Date: 7/8/11
 Re: ABSAF Support for FY'12

Thank you very much for ABSAF's donation of \$93,000 for the 2011 – 2012 school year. We are so grateful for the Acton Boxborough Student Activity Fund's continued support of our students and programs.

Below is a breakdown of the 2011 - 2012 plan for use of the ABSAF gift funds.

FY '12 High School Student Activities Stipends	\$22,000
FY '12 Junior High Student Activities Stipends	\$10,000
FY '12 Interscholastic Athletics	\$46,000
Performing Arts (FY '12)	<u>\$15,000</u>
Transportation – High School	\$4,000
Proscenium Circus – High School	\$5,000
Band Uniforms – High School	\$4,000
Instruments	\$2,000
TOTAL:	\$93,000

Cc: A. Callen
 C. Hardimon
 S. Desy
 M. Hickey
 M. Altieri
 D. Aicardi

June 1, 2011

Stephen Mills
Superintendent
Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720

Dear Stephen,

It is with gratitude that I send this note to thank you for the support given to your staff in allowing them to work with and sponsor our M.S. in Education practicum student teachers. Your willingness to participate in this important, yearlong, educational endeavor enables our future teachers to gain the essential experience needed to earn their graduate degree and become licensed.

Elizabeth Huber, Director of Special Education, and Craig Hardimon, Principal of the R.J. Grey Junior High School, and supervising practitioner Shauna Wilkinson deserve special thanks for the role they played in mentoring Andrea Scott from the Bay Path College graduate program in special education.

Again, I wish to thank you for your support and willingness to work with our practicum students.

Sincerely,

Liz Fleming

Dr. Elizabeth Fleming
Graduate Program Director in Special Education
Professor of Education
Bay Path College
Burlington Campus
123 Cambridge Street
Burlington, MA 01813
781-272-6588
lfleming@baypath.edu



UNIVERSITY of
MASSACHUSETTS
MEDICAL SCHOOL

9.5
Division of Preventive and Behavioral Medicine
Department of Medicine
University of Massachusetts Medical School
55 Lake Avenue North
Worcester, MA 01655

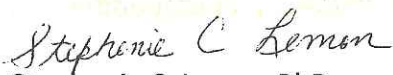
June 16, 2011

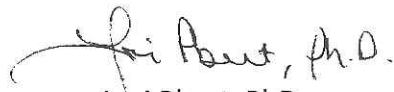
Principal Alexandra Callen
Acton-Boxborough Reg High
36 Charter Rd
Acton, MA 01720

Dear Principal Callen,

Your school nurses, Kerrie Chartier and Colleen McGovern were instrumental in carrying out the first year of our Step Ahead Study. Through their efforts we were able to implement programs for your teachers and staff to enhance physical activity and promote healthy eating to avoid weight gain among school employees.

We appreciate your support of the study in addressing this important health challenge and look forward to working with them again next school year.


Stephenie C. Lemon PhD
Associate Professor of Medicine


Lori Pbert, PhD
Professor of Medicine

Cc. Superintendent Stephen Mills

OVERNIGHT, INTERNATIONAL and/or OUT-OF-STATE
FIELD TRIP PERMISSION FORM

Submit for Superintendent and School Committee approval

Please file at least four (4) weeks in advance for 1-3 day trips

Please file at least three (3) months in advance trips longer than 3 days and/or trips with per student cost greater than \$500.00

- Name of Teacher(s): Christopher Whitbeck
- School: CT Douglas
- # of Students going: 8 # of Chaperones (gender): 7 (parents of children attending)

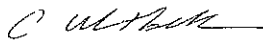
Names of Chaperones: TBD

- Date(s) of Trip: 9/26/11 – 9/28-11 School Time Involved: All Day
- Purpose of Trip/Destination: Attend Free The Children Student Conference in Toronto Canada
- Have you taken this trip before? NO
- Any special arrangements required (such as extra insurance, ADA accommodations)? NO
- Cost per Student: (Please describe how the cost is determined.) Hotel cost at approx \$150/night/family

Who will pay for the trip? Each family

- Has any fundraising been done? NO If so, what?
- Are any parents driving? Yes If so, have appropriate insurance forms been filled out? Once attendees identified insurance forms will be completed
- Have you followed the procedure outlined in Policy IJOA? NO – We have just been notified of acceptance and so the timeline has not been followed.
- Other comments:

☒ X Approved ☐ Not Approved

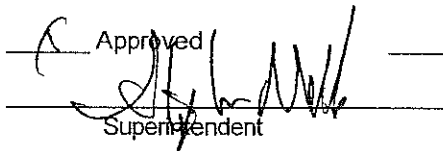


Principal

7/26/11

Date

☒ Approved ☐ Not Approved




Superintendent


7/28/11 Date

☐ Approved ☐ Not Approved

School Committee

Date

From:  Cwhitbeck <cwhitbeck@me.com>

Thursday, July 28, 2011 1:32:42 PM 

Subject: A little more

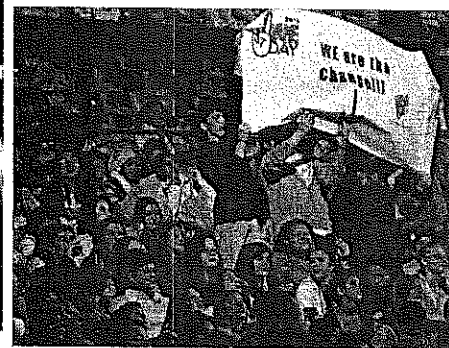
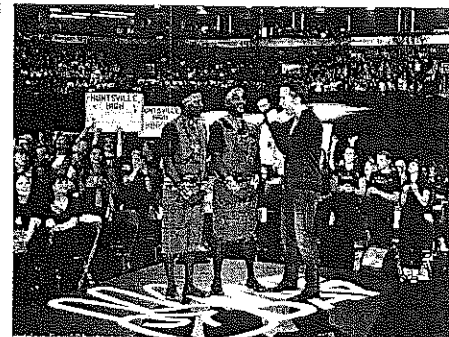
To:  **Beth Petr**

Beth -

Douglas School students received the only Big Dreamers award from free the children given to a school in the US. This was a \$5000 award to help build our school in Kenya. Not only did we build the school, students performed outstanding community service and teachers made major curriculum changes all to support increased global education in Acton. We are going to Toronto to accept the award.

Chris

WE Day Toronto 2011



Free The Children

PRESS INQUIRIES

Lauren Stasila, Manager, PR
& Publicity

416-558-9310

lauren.stasila@freethechildren.com

Free The Children U.S. Office

P.O. Box 417298
Boston, MA 02241-7298
USA

tel: 1.416.925.5894

fax: 1.416.925.8242

We Day is..

Created by Free The Children to celebrate the power of young people to create positive change, We Day is a day-long event that ignites a year-long program for change, called We Schools in Action. In cities across Canada & The United States, the event brings inspirational speeches and performances to young leaders. Students then bring that energy home to take action on local and international issues all year long. Free The Children's We Day is the celebration, the inspiration and the vehicle for young people to change the world.

• PAST SPEAKERS

- Dr. Jane Goodall, founder of Jane Goodall Institute, UN Messenger of Peace
- Elie Wiesel, Nobel Laureate

- His Holiness The Dalai Lama

- Al Gore, Former U.S. Vice-President, author and Nobel Laureate