



**Acton Public  
School Committee Meeting  
August 6, 2009  
8:45 p.m.  
at the  
R.J. Grey Junior High School Library**

## ACTON PUBLIC SCHOOL COMMITTEE MEETING

Library  
RJ Grey Junior High School

August 6, 2009  
8:45 pm (following Jt. Meeting)

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### AGENDA

- I. CALL TO ORDER
- II. CHAIRPERSON'S INTRODUCTION
  1. Recommendation to Appoint Beth Petr as Acton Public School Committee Secretary, 2009-2010 - VOTE
- III. APPROVAL OF MINUTES OF JUNE 18, 2009 AND STATEMENT OF WARRANT
- IV. PUBLIC PARTICIPATION
- V. UNFINISHED BUSINESS
  1. Student Enrollment Update – *Marie Altieri*
  2. Staffing Update – *Marie Altieri*
    - List of New Professional Staff
    - Information on New Teachers
    - Leaves of Absence, Resignations, Retirements
    - Appointment of Interim Elementary Pupil Services/Special Education Coordinator
- VI. NEW BUSINESS
  1. Recommendation to Approve Food and Related Products (TEC) Bid – VOTE – *Marie Altieri*
  2. Recommendation to Approve McCarthy-Towne Field Trip to Merrowvista, October 28-30, 2009 – VOTE – *Steve Mills*
  3. Recommendation to Accept Gift from Merriam School – VOTE – *Steve Mills*
  4. Recommendation to Accept Gift from Douglas School – VOTE – *Steve Mills*
  5. Recommendation to Accept Gift from AB Community Education – VOTE
  6. Recommendation to Accept Gift from AB Community Education – VOTE
- VII. FOR YOUR INFORMATION
  1. Donation from Peter and Mai Nguyen
  2. **McCarthy-Towne Bulletin** – June 25, 2009
  3. Staff Summer R&Ds – *Susan Horn*
  4. Letter from MA DESE re: Meeting Highly Qualified Teacher Goal
- VIII. ISSUES FOR THE COMMITTEE
  1. Ed Reports to School Committees: Topics
- IX. EXECUTIVE SESSION (*if needed*)
- X. NEXT MEETING: September 17, 7:30 pm, at **Gates School**
- XI. ADJOURNMENT

# ACTON PUBLIC SCHOOL COMMITTEE MEETING MINUTES

Library  
R.J. Grey Junior High School

June 18, 2009  
9:30 pm

Members Present: Xuan Kong, Jonathan Chinitz, Michael Coppelino, Terry Lindgren,  
Sharon Smith McManus, John Petersen  
Others: William Ryan, Marie Altieri, Liza Huber, Tess Summers

The meeting was called to order at 9:30 pm by Chairperson Xuan Kong.

## CHAIRPERSON'S INTRODUCTION

### APPROVAL OF MINUTES

The minutes of May 21, 2009 were approved as presented.

### STATEMENT OF WARRANT

Warrant #2009-26 in the amount of \$112,972.34 was signed by the chairperson and circulated to the rest of the Committee for signatures.

### PUBLIC PARTICIPATION - None

## UNFINISHED BUSINESS

### 1. ALG Report/Acton Finance Committee Report

- Fin.Com. - Sharon McManus reported on the June 9<sup>th</sup> Fin. Com. meeting at which Bill Ryan gave an end-of-year report. There was discussion about FY'09, FY'10 budgets and turnbacks. The Fin. Com. made decisions to approve/hold comment on articles for the Special Town Meeting.
- ALG met on June 15. Both outgoing and incoming members were present, and they discussed goals for next year, how to work together as a group, FY'09 revenues. The town is showing some decreases in excise taxes, etc. The BOS will be holding policy workshops – the first topic is benefits and health insurance. The town was upgraded to AAA bond rating. ALG will meet again on July 29 at 7:15 am. Terry Lindgren asked if we have a max/ min range so we have a sense of where the budget number will end up. Bill said we don't have a firm number on the town side yet. There will be a discussion of the proposed '97% solution' at the July 29<sup>th</sup> ALG meeting.

### 2. Special Town Meeting, June 23

- Xuan Kong referred to the warrant in the packet. He noted that Articles 4 & 5 (re: use of town facilities for solar, renewable or alternative energy projects) might impact the schools in the future. These are good steps toward energy conservation. Bill Ryan commented that we would like to see this happen, and will bring more information to the Committee before going forward. JD Head, Director of Facilities, has been working with the town on this. It was the consensus of the School Committee to support these articles.

### 3. FY'09 Budget Update

- Bill Ryan referred to the current FY'09 budget numbers. He anticipates turning back approximately \$200-\$250K to the town at the end of the fiscal year.

### 4. FY'10 Budget Update

- Bill Ryan reported that we have no news yet from the state as to the final budget numbers.

### 5. Health Trust Report

- John Petersen reported on yesterday's meeting. Trust officers for next year are: Bob Evans, John Murray and John Petersen. John said that FY'09 is still open, and we won't know how we did until the middle of next year. Most of the reinsurance amounts come from Master Health Plus. The

Trust balance is \$3M. On July 27, there will be a health insurance discussion/forum for the town, to explain how the Trust works. John Petersen will draft a document for review to present at the forum. He will also email it to the Boxborough School Committee members. He added that he wants to make sure all are invited, since all are affected. The Trust meets again on July 15.

#### **6. Staffing Update**

- Marie Altieri said we have hired seven new professional staff for 2009-10. There are only a few more positions to fill.

#### **7. West Acton Boardwalk Update**

- Pat Easterly announced a fundraiser for the West Acton Boardwalk replacement/rebuilding project. It will be a walk-a-thon on June 22 at 9:15 am in West Acton Village.

### **NEW BUSINESS**

#### **1. Recommendation to Accept Gift from Conant School PTO**

It was moved, seconded and unanimously

**VOTED:** To accept, with gratitude, the generous gift of \$4,900 from the Conant PTO.

The gift will be used to purchase a mobile computer lab/laptop cart.

#### **2. Recommendation to Accept Gift from AB Community Education**

It was moved, seconded and unanimously

**VOTED:** To accept, with gratitude, the generous gift of \$34,000 from AB Community Education.

This gift represents the proceeds of the enrichment, extended day and extended day Kindergarten programs held at Conant School this year.

### **FOR YOUR INFORMATION**

- The Superintendent referred to several items.
- Marie Altieri referred to the enrollment chart numbers for next year, specifically Kindergarten. To date, there are 333 Kindergarten students enrolled for September, the same as we had a month ago. Fifty-two new students (K-6) are registered for next year, but have not yet been placed, but are included in the totals. Many of them are coming into first grade. We are barely within class size guidelines at grade 1, and we are over at grade 2. Sixth grade is still the largest class size. New students will be placed in mid- July.
- Bill Ryan reported that the state has granted us a waiver for closing McCarthy-Towne and Merriam for one day, due to high incidences of flu cases. McT and Merriam students do not have to come an extra day, but teachers will work an extra day (by contract).
- The ABRHS cafeteria will be open for breakfast and lunch this summer.
- The annual School Improvement Plans for all APS schools were in the packet.

### **ISSUES OF THE COMMITTEE**

Cory Atkins, State Rep, wants to establish a Monthly Advisory Meeting Committee. Terry Lindgren volunteered to be the School Committee rep.

**NEXT MEETINGS:** July 1, 6 pm, Jt. SC Workshop, Sargent Library  
August 6, following AB and Joint meetings, JH Library

The meeting was adjourned at 10:25 pm.

Respectfully submitted,  
Sarah T. Lawton  
Secretary



# UNFINISHED BUSINESS

## 2008-2009

Grade	Proj	Actual	Staff	Oct 1st Enroll ment	Sections	Class Sizes	Delta from Proj	Newly Enrolled
K	276	301	3	304	15	20.3	25	
1	302	326	2	328	15	21.9	24	34
2	334	336	5	341	15	22.7	2	23
3	351	349	2	351	15	23.4	-2	18
4	396	381	1	382	16	23.9	-15	14
5	402	404	0	404	16	25.3	2	18
6	393	384	2	386	16	24.1	-9	9
Totals	2454	2481	15	2496	108	23.1	27	116

## 2009-2010

	Proj	Aug 1 Enroll ment	Staff	Total	Secti ons	Class Size	Delta from Proj	Newly Enrolled	Withd rawn
K	287	333	7	340	16	21.3	46		
1	320	330	3	333	15	22.2	10	35	7
2	342	348	2	350	15	23.3	6	20	3
3	347	352	5	357	15	23.8	5	15	6
4	353	361	2	363	15	24.2	8	15	5
5	389	389	1	390	16	24.4	0	11	7
6	415	408	0	408	16	25.5	-7	10	6
Totals	2453	2521	20	2541	108	23.5	68	106	34

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

Projected  
Acton Public Schools  
2009-2010  
7/31/09

7/31/09  
3:51 PM

Grade YOG	Conant				Total	Douglas				Total	Gates				Total	McCarthy-Towne				Total	Merriam					Incoming	Total	#Sec.	Avg. Size				
Rm	CAD	CB	CC			DAD	DB	DC	1#		GAD	GB	GC	1#		TAD	TB	TC	[2] 2#		MAD	MB	MC	MC2	3#		New	7#					
K-22	22	21	21	64		22	22	21	65		22	19	22	63		22	21	21	64		22	20	21	21	84		0	340	16	21.3			
Rm 3	4	6				3	4	5			1	3	8	2#		113	311	312	[2]			322	323	234	1#			3#					
Gr. 1-21	22	22	23	67		21	22	22	65		22	22	23	67		22	22	22	66			22	22	23	67		1	333	15	22.2			
Rm 5	7	8				6	7	8			5	6	10			114	301	302	[5] 1#			334	321	231	1#		2#						
Gr. 2-20	23	23	24	70		23	23	23	69		23	23	23	69		24	24	24	72			23	23	24	70		0	350	15	23.3			
Rm 9	10	17				9	10	17			7	9	17	1#		212	213	314	[3]			331	233	222	4#		5#						
Gr. 3-19	24	24	24	72		23	24	24	71		23	23	24	70		23	24	24	71			24	24	25	73		0	357	15	23.8			
Rm 18	19	20				12	13	14	1#		18	19	20	no boys		115	210	310	[4]			230	224	333	1#		2#						
Gr. 4-18	24	25	25	74		24	24	25	73		24	24	24	72		24	24	24	72			24	24	24	72		0	363	15	24.2			
Rm 14	15	16				19	20	21			14	15	16			211	303	313	[0]		235	335	332	223	1#		1#						
Gr. 5-17	26	26	26	78		24	24	25	73		24	24	25	73		24	24	25	73		23	23	23	23	92		1	390	16	24.4			
Rm 11	12	13				15	16	17			11	12	13	no boys		112	214	215			135	232	133	324			0#						
Gr. 6-16	25	25	26	76		25	26	26	77		25	26	26	77		26	26	26	78		25	25	25	25	100		0	408	16	25.5			
Total C/T	0#					2#					4#					3#					11 #						20#						
Case+																[16]				Average 24.3	511												
Total	21 Sec. Average 23.9				501	21 Sec. Average 23.5				493	21 Sec. Average 23.4				491	21 Sec. Average 23.6				496	24 Sec. Average 24.3					558	2				2541	108	23.5
Range	21 26					21 26					19 26					21 26					20 25						19 26						



New Enrollment  
2009-2010

First Choice	56
Second Choice	21
Third Choice	14
Fourth Choice	6
Fifth Choice	9

	Conant	Douglas	Gates	McCarthy Towne	Merriam	None	Total
Gr. 1	9	7	3	6	10	0	35
Gr. 2	5	0	4	4	7	0	20
Gr. 3	4	4	1	3	3	0	15
Gr. 4	1	3	3	5	3	0	15
Gr. 5	2	2	0	4	3	0	11
Gr. 6	0	1	4	4	1	0	10
Total	21	17	15	26	27	0	106



8/3/09

**NEW PROFESSIONAL STAFF, K-12**  
**2009-2010**

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<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Sal. Step</u>	<u>FTE</u>
Jillian Andrews	Social Studies	JH	1M	1.0
Cheryl Beaudoin	Kindergarten	McT	1M	.5
Christopher Charig	Music	JH	9M	1.0
Catherine Christensen	Grade 6	Douglas	1M+60	1.0
Diane Cileno	Librarian	ABRHS	10M+30	1.0
Shelagh Conway	ABA Trainer	APS		.5
Katilyn Crowley	English	ABRHS	1M	.6
Jennifer DeLucia	Counselor	Gates	2M	1.0
Christina Harris	Music	APS	9M	.2
Suzanne Hogarty	World Language	ABRHS	10M+45	1.0
David Krane	Principal	McT		1.0
Mary Lee	Art	ABRHS	10M	.6
Lee Lentz	Chemistry	ABRHS	1B+15	1.0
Renee Luttati	Reading	Conant	7M	1.0
Kimberly Macey	Grade 6	Conant	8M/8M+15?	1.0
Kristin Penta	English	ABRHS	5M	1.0
Kelly Reed	Kindergarten	McT	10M+45	.5
Stephen Mills	Superintendent	APS/ AB		1.0
Kerri Stoffel	Grade 4	Gates	7B+15	1.0
Susie Sweeting	French	ABRHS	1M	1.0
Leslie Wagner	French/Spanish	JH	3B	1.0

**TOTAL: 21 new staff (as of 7/31/09)**

8/3/09

**ABRSD Schools – by school**  
**2009-2010**

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<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Sal. Step</u>	<u>FTE</u>
<b><u>Junior High</u></b>				
Jillian Andrews	Social Studies	JH	1M	1.0
Christopher Charig	Music	JH	9M	1.0
Leslie Wagner	French/Spanish	JH	3B	1.0

**Total JH 3 new staff**

<b><u>Senior High</u></b>				
Diane Cileo	Librarian	ABRHS	10M+30	1.0
Katilyn Crowley	English	ABRHS	1M	.6
Suzanne Hogarty	World Language	ABRHS	10M+45	1.0
Mary Lee	Art	ABRHS	10M	.6
Lee Lentz	Chemistry	ABRHS	1B+15	1.0
Kristin Penta	English	ABRHS	5M	1.0
Susie Sweeting	French	ABRHS	1M	1.0

**Total HS: 7 new staff**

**Other ABRSD staff**

**Total ABRSD new staff: 10**

8/3/09

**APS Schools – by school**  
**2009-2010**

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<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Sal. Step</u>	<u>FTE</u>
<b><u>Conant</u></b>				
Renee Luttati	Reading	Conant	7M	1.0
Kimberly Macey	Grade 6	Conant	8M/8M+15?	1.0
<b><u>Douglas</u></b>				
Catherine Christensen	Grade 6	Douglas	1M+60	1.0
<b><u>Gates</u></b>				
Jennifer DeLucia	Counselor	Gates	2M	1.0
Kerri Stoffel	Grade 4	Gates	7B+15	1.0
<b><u>McCarthy-Towne</u></b>				
Cheryl Beaudoin	Kindergarten	McT	1M	.5
David Krane	Principal	McT		1.0
Kelly Reed	Kindergarten	McT		.5
<b><u>Merriam</u></b>				
<b><u>Additional APS new staff:</u></b>				
Shelagh Conway	ABA Trainer	APS		.5
Christina Harris	Music	APS	9M	.2

**Total APS new staff: 10**

**APS/AB Staff: 1** - Dr. Stephen Mills

**TOTAL APS/AB NEW STAFF: 21**

Beaudoin, Cheryl

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

**Date:** 8/31/09    **Position:** Kindergarten Teacher (.5 FTE)    **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:** 355    **# Candidates Interviewed:** 10    **Interviewers:** William Ryan,  
Nancy Kolb, Janet Merrigan

**Recommended Candidate:** Cheryl Beaudoin

**Step/Salary:** 1M, \$23,211

**Resume:** X

**Application:** X

**References Checked:** X

**College**

**Degree**

**Date**

**Major/Minor**

Lesley University

M.Ed.

2009

Early Childhood Education

Lesley University

B.S.

2008

American Studies

**Certification Required:** Yes

Early Childhood (PreK-2)

**Certified:** Yes

**Experience:**

1/09-6/09: Associate Kindergarten Teacher, Belmont Day School, Belmont, MA  
9/08-1/09: Associate First Grade Teacher, Belmont Day School, Belmont, MA  
9/07-6/08: Classroom Assistant, Douglas School, Acton, MA  
2004-2006: Affairs in Bloom, Brookline, MA  
6/99-8/04: Flower Wagon, Acton, MA

### Cheryl Beaudoin – Educational Philosophy

My educational philosophy is the assurance that each child receives a fair and equal opportunity to learn and grow in my classroom. I believe in the values of respect, responsibility, caring and friendship, honesty and leadership. I create a classroom which embraces and models these qualities and also provides a positive environment for learning.

I am committed and passionate about differentiated instruction in my classroom because I trust in order to be an outstanding teacher; you must be aware and sensitive to the learning styles and needs of all of the children in your classroom. This includes practices in cooperative learning and grouping students when teaching content lessons. This makes certain every child has the opportunity to be able to participate academically in the classroom.

Recently I had the opportunity to observe an SEI kindergarten classroom as part of a Lesley graduate class in 1<sup>st</sup> and 2<sup>nd</sup> Language Acquisition. In that classroom I witnessed thoughtful, sheltered instruction which allowed these children to grasp a math concept using manipulatives, a community environment where all children participated, a nurturing setting where I could see evidence of children feeling safe to ask questions of their teacher and ask for assistance when they were feeling frustrated about a Writer's Workshop assignment. This experience exemplifies the atmosphere I would strive to see in my own classroom. A safe and nurturing situation where all children felt appreciated and able to learn the content presented to them. A classroom where they are able to work with peers as well as teachers to accomplish the goal at hand.

I also believe communication is an important factor in the domain of teaching. Communication with parents, students, peers and administrators is critical within the school environment. I consider the home-school connection to be an integral part of the school community. I am committed to building a strong community within my classroom which offers my students an atmosphere of learning, warmth, creativity, caring and fun!

Christensen, Catherine

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

**Date:** 8/31/09

**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:** 27

**# Candidates Interviewed:** 10

**Interviewers:** William Ryan,

Chris Whitbeck, Melissa Hubbell, Katie Oxnard

**Recommended Candidate:** Catherine Christensen

**Step/Salary:** Masters +60, \$52,720

**Resume:** X

**Application:** X

**References Checked:** X

**College**

**Degree**

**Date**

**Major/Minor**

Lesley University

M.Ed.

2008

Elementary Education

Graduate Institute

M.S.

1985

International Studies

of International Studies

Bucknell University

B.A.

1980

Political Science

**Certification Required:** Yes

**Certified:** Yes

Elementary Education (1-6)

**Experience:**

3/09-4/09:

Long Term Substitute, Gates School, Acton Public Schools, Acton, MA

11/08-1/09:

Long Term Substitute, Douglas School, Acton Public Schools, Acton, MA

2007-2008:

Substitute Teacher, Acton Public Schools/Littleton Public Schools, MA

Fall 2007:

Student Teacher, McCarthy-Towne School, Acton Public Schools, Acton, MA

2005-2007:

Instructional Aide, Blanchard School, Boxborough, MA

### **Philosophy of Education**

I believe that an excellent education consists of two basic parts: learning about the world beyond ourselves and learning about ourselves as individuals - who we are and how we learn. A teacher's special challenge is to foster meaningful interactions for and with her students by creating learning opportunities that draw on the best curriculum available as well as on the experiences that students bring to the classroom. All this while also fostering the social, emotional and intellectual growth of each individual, myself included.

I am grateful that we have district guidelines, based on state frameworks, for each discipline which clearly identify grade level expectations and expected learning outcomes. This elevates the teaching of subject matter from "covering" topics to aiming for individual student mastery of subject matter, whatever it takes. I understand the place of standardized testing in our schools today and seek to prepare my students accordingly, regarding them not as ends in themselves, but more as scheduled checkups along the way. That said, one of the most important goals I have as a teacher is to encourage my students to seek understanding - in all its possible meanings - over memorization and regurgitation, since I strongly believe this is the most lasting and meaningful way to acquire and retain knowledge.

Geography is a special interest of mine that I endeavor to weave into the curriculum wherever appropriate because it promotes deeper understanding. I have found that the five themes of geography - location, place, interaction, movement, and region - offer a very useful framework for investigation of many of the "where" and "why" questions that arise in discussions involving literature, history and current events. My classroom will always have plenty of maps so students can literally see where ideas, objects, and people come from and familiarize themselves with their location and interactions as they become increasingly aware of the world around them and their place in it. This is of paramount importance as we see more and more evidence of globalization and diversity in so many facets of our lives.

I wholeheartedly embrace four principles of teaching that I encountered in a course for sheltered English immersion because they apply to all teaching at the elementary level: increase comprehension, increase interaction, increase thinking and study skills, and make connections. One of the best ways to increase interest and comprehension is to use visuals, especially realia. Student interaction promotes engagement, allows participation at a variety of levels, particularly for more reticent students, and promotes respect for the ideas of others as well as good social skills. Activities that encourage students to make connections to their own experiences is the very essence of building understanding and knowledge. They already know quite a lot and the synergy of a roomful of learners making connections that can take the whole group to the next level is both satisfying and exhilarating. Lastly, activities that increase thinking and study skills both respect and encourage each student's capacity as a self-aware learner. I am constantly asking my students questions to get them thinking and equipping them with the tools they need

so they can ask questions, not just about the curriculum of the day but about how they can best access it and own it as critical thinkers and learners.

This leads me to Howard Gardner's theory of multiple intelligences (nine of them: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalist, and, most recently, existential) which is a cornerstone of my philosophy of education. If my students are not already aware of this taxonomy of intelligences, I introduce it to them, along with the oft-forgotten assertion that we possess all of them, to a greater or lesser degree. In this regard I see my role as one of respecting the various learning styles of my students, which tend to lie in the intelligence areas in which they excel, but also mixing it up a bit by challenging them to exercise their intelligence muscles in areas in which they do not yet or may never quite excel. Weaknesses may indeed become strengths (were it not so, I would never have come around to the notion of becoming a teacher!). In my classroom, there is always both something that each student can be good at and something that each student can become better at. We are all works in progress.

The essence of my job is to teach my students a well-rounded curriculum while helping them access their potential. The curriculum is, in a very strong sense, a means to an end: individuals realizing their potential by becoming self-aware lifelong learners. I will be most effective by getting to know my students early on in our relationship and in an ongoing way that encourages, acknowledges and celebrates their growth.

I consider it a great privilege to be joining the Acton Public Schools community.

N.B. Please see the attached graphic which I have used in the past to communicate my approach to students, parents and fellow educators.



Conway, Shelagh

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

Date: 8/31/09

Position: A.B.A. Team Leader (.5 FTE)

Location: 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: 5

# Candidates Interviewed: 5

Interviewers: William Ryan,

Liza Huber, Lynn Mulrooney, Carol Huebner

Recommended Candidate: Shelagh Conway

Step/Salary: \$35,000

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Northeastern University

M.S.

2000

Psychology-Applied Behavior  
Analysis

Western New England College B.A.

1993

Psychology

Certification Required: Yes

B.C.B.A.

Certified: Yes

Experience:

2000-Present:	Behavioral Consultant, various Public Schools & private families, MA
1999-2000:	Program Coordinator, Salem Public Schools, Salem, MA
1997-1999:	Lead Behavior Therapist, Newton Public Schools, Newton, MA
1996-1997:	Residential Coordinator, New England Center for Children, Southborough, MA

DeLucia, Jennifer

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

**Date:** 8/31/09    **Position:** Guidance Counselor    **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:** 59    **# Candidates Interviewed:** 10    **Interviewers:** William Ryan,  
Lynne Newman, Lynn Mulrooney, Liza Huber

**Recommended Candidate:** Jennifer DeLucia    **Step/Salary:** Masters 2, \$48,373

**Resume:** X    **Application:** X    **References Checked:** X

<b><u>College</u></b>	<b><u>Degree</u></b>	<b><u>Date</u></b>	<b><u>Major/Minor</u></b>
Lesley University	M.A.	2008	Psychology
St. Michael's College	B.A.	2002	Elementary Education

**Certification Required:** Yes    **Certified:** Yes  
Guidance Counselor (PreK-8)

**Experience:**

9/08-6/09: Guidance Counselor (Full year Long Term Substitute) Belmont Schools, Belmont, MA  
9/07-6/08: Guidance Counselor (Full year Internship) Concord Public Schools, Concord, MA  
9/07-6/08: Peer Mentor Supervisor, Concord Middle Schools, Concord, MA  
9/06-6/07: Counseling Intern, Academy of Physical & Social Development, Newton MA

Educational Philosophy  
Jennifer DeLucia  
June 2009

It is my belief that the grander purpose of education in society is to provide a place where children can learn, grow and become independent contributing members of society. I believe that elementary schools are a place where we are gradually teaching students to be more independent every year. Because society is constantly changing teachers and counselors should be continually assessing their work and adapting it to meet the most current needs.

I believe that all children are capable of learning. In order for students to learn they must feel safe and comfortable at all times. As an elementary school counselor it is my job to help ensure that each student feels safe and comfortable by providing an outlet for students' behavioral, social, emotional and academic challenges.

My goal is to create an effective school guidance counseling program that will be part of the total school plan and will compliment learning in the classroom. It will be child-centered, preventative and developmentally based. The program will encourage students' social, emotional, and personal growth at each stage of development. These goals will be achieved through a variety of guidance and consultative services for children in grades K to 6. Services will include individual counseling, small group work, classroom guidance lessons and consultation with parents, teachers and outside providers. Each service will be in place in order to help all children learn and develop to their highest potential.

I will bring an open mind and an optimistic attitude to Gates School. I will aspire to be consistent, attentive and warm as I work with the Gates School Community.

Harris, Christina

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

**Date:** 8/31/09

**Position:** Music Teacher (.2 FTE) **Location:** Elementary Schools

**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:** 29  
Mark Hickey

**# Candidates Interviewed:** 10

**Interviewers:** William Ryan,

**Recommended Candidate:** Christina Harris

**Step/Salary:** Masters 9, \$13,295.80

**Resume:** X

**Application:** X

**References Checked:** X

**College**

**Degree**

**Date**

**Major/Minor**

*University of Tennessee*

*M.S.*

*1992*

*Music Education*

*Appalachian State University* *B.M.*

*1990*

*Music Education*

**Certification Required:** Yes

**Certified:** Yes

Pending License in Massachusetts  
(Licensed in New Hampshire)

**Experience:**

2006-2008: Elementary Music Specialist, Ursa Major Elementary School, Ft. Richardson, AK

2005-2006: Musikgarten Instructor, Arctic Oasis Community Center, Elmendorf AFB, AK

2000-2003: Band Director, Hampton Christian High School, Hampton, VA

1992-1996 & 1997-1999: Elementary Music Specialist, Central Elementary School, Johnson City, TN

## My Statement of Philosophy of Music Education

Christina Harris

Music touches our lives in many ways, and is one of our most basic means of creative expression. As a music educator, I believe that every child is a special and unique individual that has the potential to contribute musically to our world, whether through singing, dancing, instrumental performance, or composing. I feel that it is important to instill a lifelong appreciation of the musical arts through hands-on activities, listening experiences, and creating with others. My desire is that each student will truly enjoy the process of making their "own" musical creations while gaining fundamental knowledge of music.

As a classroom guide, I will strive to create a safe and supportive environment for my classroom. It is important that the music classroom be a safe place for every student to express themselves in a variety of areas, such as singing, playing an instrument or moving to music, without the fear of ridicule or embarrassment. Students given high expectations for respectful behavior and those who are supportive of one another will be successful. I will incorporate a variety of positive discipline techniques such as team building activities and classroom discussion to accomplish this goal.

As a classroom facilitator, I believe that it is my responsibility to provide well-prepared and creative lessons in order to give a comprehensive music education to all students. By following National and State Standards, I will formulate lesson plans to accomplish this goal incorporating elements from a variety of teaching methods such as Orff, Kodaly, and others, in order to present musical concepts in different and exciting ways. I will use a variety of teaching styles to accommodate each student's ability and learning style.

Finally, as a musician, I hope to instill a positive attitude that "Music is for all." My desire is that each student will apply this attitude toward their future musical journeys, whether they become a professional, amateur, or simply a listening musician. Performing in ensembles such as local choirs, community bands, rock or jazz bands, composing, as well as other venues, is a great way to continue enjoying and participating in music that uses skills learned from their early musical education. Regardless of their musical achievements, music should be an enriching experience for every student.

Krane, David

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

Date: 8/31/09    Position: Principal

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: 60    # Candidates Interviewed: 10    Interviewers: William Ryan,  
Marie Altieri, David James, Robyn Winick

Recommended Candidate: David Krane    Step/Salary: \$104,000

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Northeastern University	M.Ed.	2009	Education Leadership
Lesley University	M.Ed.	1997	Education
New York University	B.A.	1976	American History

Certification Required: Yes

Principal/Assistant Principal (PreK-6)

Certified: Yes

Experience:

1999-Present:    Teacher, Vinson-Owen Elementary School, Winchester, MA  
1998-1999:    Teacher, Atrium School, Watertown, MA  
1997-1998:    Teacher, Maria Hastings Elementary School, Lexington, MA

David Krane  
Philosophy Statement

The effective leader is foremost a teacher and a learner.

The most important qualities of an effective elementary leader cannot be taught; those qualities are intuitive and felt from the heart. An effective leader must have the ability and compassion to understand the issues facing a diverse group of constituents, including children, their families and staff. A true leader understands that not all problems can be solved with the same solution.

An educational leader must be a learner. Inspired and motivated by many of the professionals around me, I seek to bring that same excitement about learning to students and their teachers. The leader should lead teachers and staff in modeling what we want the student to be: highly motivated, visibly dedicated, life-long learners, who care about the community that surrounds us.

An educational leader should actively promote collaboration among staff members. A truly effective leader will always be a listener, a collaborator and a learner. Children who see that the adults around them are risk takers and problem solvers will follow suit.

An educational leader needs to make sure that the school is a natural and functioning part of the larger community around it. The leader must make sure that children are prepared to meet the challenges of citizenship in the community – by the practice of citizenship in the classroom and the school.

A good elementary school leader brings the skills and knowledge gained in the practice of teaching and administration. A great leader embodies compassion, excitement and vision.

The most important skills for a school leader to have are those learned in the classroom. In the end, the function of a strong leader is to support teachers as they raise both student achievement levels and social consciousness levels. Strong and effective teaching does not happen in a vacuum and neither does strong and effective leadership. Children benefit most when these paths converge, each supported by the other.

A good leader creates a safe environment conducive to learning. A safe environment is one where not only do children, staff and teachers feel physically safe, but also safe to take risks with thinking and learning and to expect constructive, non-judgmental feedback.

An effective school leader involves parents and the community that the school serves, teaching that good, involved citizenship starts with the community around us.

Luttati, Renee

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

**Date:** 8/31/09    **Position:** Reading Teacher

**Location:** Conant 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:** 48  
Christine Price

**# Candidates Interviewed:** 10

**Interviewers:** William Ryan,

**Recommended Candidate:** Renee Luttati

**Step/Salary:** Masters 7, \$61,163

**Resume:** X

**Application:** X

**References Checked:** X

**College**

**Degree**

**Date**

**Major/Minor**

University of Mass.

M.Ed.

1999

Reading & Language

Kean University

B.A.

1976

Elementary Education

**Certification Required:** Yes

**Certified:** Yes

Reading (All Levels)

Elementary (1-6)

**Experience:**

2005-Present:

Reading Teacher, Hawley School, Newton, MA

1996-2005:

Classroom Teacher, Miller School, Westford, MA

1978-1979:

Reading Teacher, St. Anthony's Catholic School, Westland, MI



## Educational Philosophy

Renee Luttati

I believe that each child who enters a classroom is a unique individual who comes to school with his or her strengths, background knowledge and capacity to learn. As a teacher, I believe it is my responsibility to meet each student's needs and help them to grow intellectually, emotionally and socially. I believe that building a classroom community where all students feel safe, respected and willing to take risks is essential to the learning experience.

Through differentiation of instruction each student will be able learn at the pace that will give them success and pride in their work. Students that enter my classroom will be assessed and instructed based on their individual strengths. This will be their "jump off" point from which they will continue to grow in subject area knowledge. Flexible grouping within a classroom is also important for student success. I believe the most important aspect of the flexible grouping is the fluidity and constant changing of groups as the needs of individual students change.

As a teacher, I believe it is important to model and scaffold instruction, so students have a clear understanding of what is expected of them. Once instruction is clearly demonstrated the students need repeated practice before they can be expected to have mastered the given task

Parent involvement is another aspect that I believe makes the classroom community a success. I strongly believe that the home-school connection is crucial. When a student knows that the teacher and parent are in communication and the parents understand what is going on in the classroom we are modeling a real partnership for students. Different ways to communicate are through weekly newsletters, monthly curriculum updates or even daily logs when needed.

I believe that as a life long learner I will challenge myself to always continue to look for and develop best practices in my teaching. Through professional development, continued education and professional exchange with colleagues I will always strive to grow as an educator

Macey, Kimberly

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

**Date:** 8/31/09

**Position:** Classroom Teacher

**Location:** Conant 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:** 355  
Chris Price

**# Candidates Interviewed:** 10

**Interviewers:** William Ryan,

**Recommended Candidate:** Kimberly Macey

**Step/Salary:** Masters 9, \$13,295.80

**Resume:** X

**Application:** X

**References Checked:** X

**College**

**Degree**

**Date**

**Major/Minor**

Lesley University

M.Ed.

1997

Technology in Education

University of Rhode Island

B.S..

1993

Elementary Education

**Certification Required:** Yes  
Elementary (1-6)

**Certified:** Yes

**Experience:**

2000-2001:

Instructional Technology Specialist, Millennium School, Westford, MA

1999-2000:

Mathematics Lead Teacher, (K-8) Millennium School, Westford, MA

1994-1999:

Grade 5 Teacher, Abbot School, Westford, MA

## **Philosophy of Education**

Kimberly Macey

*Education is not the filling of a pail, but the lighting of a fire. – William Butler Yeats*

My goal as a teacher is to spark an interest for learning within my students while providing them with a classroom environment that is encouraging, and positive.

I believe that each child is a unique individual with his/her own interests, learning styles, motivations and cultural background. It is my desire to help each student meet his/her fullest potential. By designing instruction to address these multiple learning styles, I believe that all students can attain success and build self-confidence. These lessons must be engaging and meaningful to the children. For students to construct knowledge, they need to make a personal connection with the information taught, and apply the knowledge to a variety of experiences.

Through carefully planned lessons, students should be actively solving problems similar to those they will work through in the real world. This will provide them with the reasoning skills necessary to become flexible problem solvers and critical thinkers. I understand the importance of providing opportunities for students to make discoveries and practice skills in authentic situations.

Assessment is a valuable component of the educational process. It provides feedback to students and informs instructional practices and planning. I use a variety of methods to obtain information on student progress, both formally and informally. I also believe that students should be asked to reflect on their own learning progress; self-reflection develops independent and responsible learners.

The classroom is a community of ideas. It needs to be a safe environment where students feel willing to take risks. I feel students are more willing to take risks when expectations are clear and they feel supported. In allowing students to become responsible members of our classroom, I show them that I value each and every member. Students know that I respect them, listen to them and accept them as they are. My job, as a teacher, is to ensure students' academic and emotional needs are addressed.

One of the most important concepts I hope to impart to students is that learning is a process that never ends. By sharing my own passion for learning, I hope to instill a love of lifelong learning in my students and give them the confidence to use their knowledge outside of the classroom. In addition, I hope to provide the skills and tools necessary for the success of all my students, inspiring them to turn dreams into realities.

Reed, Kelly

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

**Date:** 8/31/09    **Position:** Kindergarten Teacher (.5 FTE)    **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:** 355    **# Candidates Interviewed:** 10    **Interviewers:** William Ryan,  
Nancy Kolb, Janet Merrigan

**Recommended Candidate:** Kelly Reed

**Step/Salary:** Masters 10 +45, \$52,720

**Resume:** X

**Application:** X

**References Checked:** X

<b><u>College</u></b>	<b><u>Degree</u></b>	<b><u>Date</u></b>	<b><u>Major/Minor</u></b>
Cambridge College	M.Ed.	2002	Elementary Education
Springfield College	B.S.	1998	Early Childhood/Special Needs

**Certification Required:** Yes

**Certified:** Yes

Early Childhood (PreK-3)

Elementary (1-6)

**Experience:**

2008-Present:	Kindergarten Teacher, McCarthy School, Framingham, MA
1999-2008:	Classroom Teacher, Hemenway School, Framingham, MA
Summer 2000:	Head Teacher, Children's Day School, San Francisco, CA
1998-1999:	Classroom Teacher – grade 4, Armory St. Elementary School, Springfield, MA

## My Philosophy of Education

Kelly Reed

May 2009

I am committed to a collaborative and active approach to education, to promote community-productive, lifelong learners. I am dedicated to creating a classroom that is engaging, challenging, and meets the needs of all students. My classroom has a high level of energy and enthusiasm where I model my love of learning. My goal is to utilize my creativity and enthusiasm to provide a stimulating environment, using staff, parents and community, to promote learning.

Various teaching experiences, an extensive background and professional development have given me flexibility in my teaching; including adapting for individual needs, communicating with parents, integrating curriculum, and teaming with other staff. Experience teaching children in various capacities has enabled me to work productively with children of diverse abilities. Children enter school with different strengths and weaknesses. One of my goals is to help them make progress from their individual starting points and work towards being more successful. A centers-based classroom allows me to differentiate content and process to meet the needs of students at different levels. Center activities allow students of different abilities to work at their individual points of readiness.

One of my best strengths as a teacher is my ability to apply brain-compatible learning techniques, including Multiple Intelligences, Accelerated Learning, and Research For Better Teaching. I use a holistic approach to educating the whole person as a multi-faceted individual. I tell my students that they are "smart in lots of ways". Students are given opportunities to show their understanding through a variety of products. Movement, music, group interaction, role-playing, and hands-on learning are commonplace in my classroom. I take the time to make sure that each child is engaged and has played an active role in the learning process.

I believe in stating clear objectives. Each student should know my expectations for a complete assignment. Expectations are routinely discussed and rubrics and criteria are displayed on walls and students' tables. Clear expectations and criteria for success allow students to be more independent learners, and provide a structure for all students to be successful. I use a gradual release of responsibility, where students see modeling, participate in shared and guided experiences, and then are given the opportunity to work independently. A classroom community of mutual respect and trust is my goal.

My students take an active role in their learning; implementing problem-solving strategies, checking criteria for success, and using technology. Making choices as leaders as well as members of a group, they develop social skills to succeed in the world. Brain-compatible learning, problem solving, and inquiry-based activities have enhanced interaction between the students I teach, created a secure environment for collaboration, and empowered each individual to learn, contribute, and shine.

As a lifelong learner, I participate in continuing professional development, college courses and workshops to remain current in research and strategies. I am also open to learning from colleagues, because I feel that outstanding teachers work in strong teaching teams, not independently. They maintain a perspective on not only their own goals, but also the goals of their grade level and their school so that together those goals will be reached.

Finally, my philosophy of education has been affected by my own children. Having twin boys has given me an appreciation of how different children the same age can be. They develop at different paces, while my job is to provide them with the guidance, support and encouragement to allow their unique abilities to develop. Children are naturally inquisitive and love to play. The importance of purposeful play in early childhood education is often not appreciated. Children learn through play and I use inquiry, games, and childhood exuberance as teaching tools.

I have devoted my life to my love of children and I am thrilled to have the opportunity to instill an appreciation of how unbelievably talented and unique each of my students are.

I am confident that you will find my qualifications, commitment, philosophy of teaching, and personality a great asset to your schools.

Stoffel, Kerri

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

**Date:** 8/31/09    **Position:** Classroom 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:** 396

**# Candidates Interviewed:** 10

**Interviewers:** William Ryan,

Lynne Newman

**Recommended Candidate:** Kerri Stoffel

**Step/Salary:** Bachelors 7 + 15, \$58,541

**Resume:** X

**Application:** X

**References Checked:** X

**College**

**Degree**

**Date**

**Major/Minor**

*Lesley University*

*M.Ed.*

*2009*

*Curriculum & Instruction*

*Bloomsburg University*

*B.S.*

*1991*

*Elementary Education*

**Certification Required:** Yes

Pending

**Certified:** Yes

**Experience:**

1994-1997:

Teacher, Oak Grove Elementary School, Raleigh, NC

1993-1994:

Teacher, Hunter Elementary School, Raleigh, NC

1991-1993:

Teacher, Panorama Village Elementary School, State College, PA

## Teaching Philosophy

By: Kerri Stoffel

My teaching philosophy encapsulates what it means to be an outstanding teacher. An outstanding teacher is an outstanding communicator with the ability to nurture. This teacher has the ability to differentiate instruction in a way that does not draw attention to the weaknesses of her students. Rather, instruction is individualized so that every student realizes his/her full potential.

Differentiating instruction is one of my strengths. Connecting with my students is the key to helping them realize that they are full of potential and capable of tremendous growth. This is done by creating a classroom environment that considers each student a necessary and capable member of the classroom.

Assessment is the next step to understanding where a student's strengths and weaknesses are. An outstanding teacher realizes that assessments should be formal and informal. They are a process that helps to determine teaching strategy but never defines the student.

An outstanding teacher nurtures a strong self esteem, curiosity, and love of learning within each of her students. An outstanding teacher builds a strong home-school link which is essential for optimum academic growth and success. An outstanding teacher realizes that she is part of a team that can provide her with opportunities for reflection, growth, and improvement. All she has to do is open her mind to another person's ideas, research, and methods. I am an outstanding teacher ready to begin again.



**Acton Public Schools  
2009-2010**

**Certified Staff Leaves of Absence**

Rosemarie Begin  
L. Vanessa Bergmann  
Tina Bloom  
Alexandra Ganss  
Heather Matthews  
Emily Murphy  
Leah Robb  
Elizabeth White

**Returning To APS**

Christiann Kelley  
Jill Reed

**Certified Staff Not Returning**

Amy Ancona  
Kimberly Brayton  
Florentien deRuiter  
Valerie Farley  
Allison Pinkin

**Certified Staff Retirements**

Frances Bitteker  
Mary Ann Brandt  
Maureen Brusie  
Sherrie Feinberg  
Judith Hause  
Patricia Metcalf  
Lynn Mulrooney

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

**Statement regarding the Appointment  
of**

**Lynne Laramie**

**to the position of  
Interim Elementary Pupil Services/  
Special Education Coordinator,  
Acton Public Schools.**

**July 30, 2009**

=====

Superintendent of Schools Bill Ryan is pleased to announce the appointment of Lynne Laramie as Interim Elementary Pupil Services/Special Education Coordinator for the Acton Public Schools.

Lynne has been a Special Educator at Gates School since 1986 and has all the qualifications that the school district would like to see in an Interim Elementary Pupil Services/Special Education Coordinator.

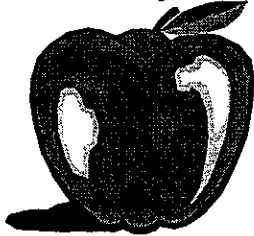
We welcome her to our school community in this new leadership role.

Lynne Laramie will assume her official duties on August 31, 2009.



# NEW BUSINESS

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**

TO: William Ryan/Stephen Mills  
FROM: Kirsten Nelson  
DATE: June 15, 2009  
RE: Recommendation to award Food and Related Products Bids

The Acton Public Schools and the Acton-Boxborough Regional School District participated with The Education Cooperative (TEC) in the following bid categories:

- 1) Paper Products
- 2) Groceries
- 3) Ice Cream
- 4) Vending
- 5) Bread Products
- 6) Milk & Milk Products

5 Acton Public Schools  
Acton-Boxborough Regional School District  
Acton, MA

**OUT-OF-STATE and/or OVERNIGHT FIELD TRIP FORM**  
**and INTERNATIONAL TRIPS**

Submit for Superintendent's and School Committee approval  
at least 60 days before the proposed trip.

**Please TYPE or use COMPUTER FORM**

• Name of Teacher(s): Kate Fitzmaurice, Karen Shiebler, Caitlin Walsh

• School: McCarthy - Towne

• # of Students going: 73 # of Chaperones (gender): for 33 boys / 40 girls

Names of Chaperones: list provided in September

• Date(s) of Trip: October 28, 29, 30 School Time Involved: 3 school days  
2009

• Purpose of Trip/Destination: 5th grade outdoor science education / community building

• Have you taken this trip before? yes

• Any special arrangements required (such as extra insurance, ADA accommodations)?

Yes, insurance certificate is requested

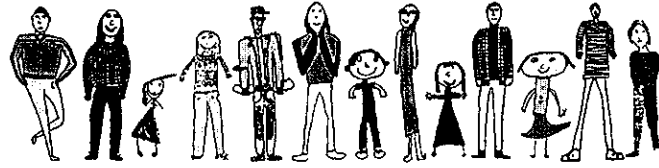
• Cost per Student: (Please describe how the cost is determined.)

\$145.00 per student (including bus, nurse and extra chaperone costs, as well as possible scholarship needs) after \$5,000 grant from AYF.

• Who will pay for the trip? families

• Has any fundraising been done? yes If so, what? Individual students will create fundraising plans in the fall.

(over)



**MERRIAM SCHOOL**

11 Charter Road, Acton, MA 01720 (978) 264-4700, Ext. 3751

July 13, 2009

To: Acton Public School Committee  
From: Ed Kaufman  
Re: Purchase of equipment

Please accept this requested approval to purchase the following equipment from the Merriam School After Hours program. The equipment will be available for the morning/afternoon programs as well as the regular day programs.

6 Smartboards and installation	\$23,568
Wireless Internet system and installation	\$12,500
Total purchase	\$36,068

Sincerely,

A handwritten signature in cursive script that reads "Ed Kaufman".

Ed Kaufman

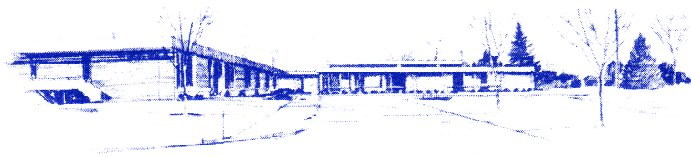
***C.T. Douglas School***

21 Elm St. Acton, MA 01720

Tel: (978) 266-2560

Fax: (978) 266-2500

E-mail: cwhitbeck@mail.ab.mec.edu



*Dr. Christopher Whitbeck  
Principal*

July 8, 2009

To: Acton Public School Committee

From: Dr. Christopher Whitbeck

Re: Purchase of equipment

Please accept this requested approval to purchase the following equipment from the Douglas at Dawn & Dusk program. The equipment will be available for the morning/afternoon programs as well as the regular day programs.

2 Mobile computer labs (35 computers, carts, MS Office software, Wireless print server, adapters, carrying bags, Casper license, implementation services)	\$46,089.69
Wireless Internet system and installation	\$12, 500.00
3 SmartBoard replacement bulbs	\$912.00
Total purchase	\$59,501.69

Sincerely,

Christopher Whitbeck

The bids were opened on April 15, 2009 and the following vendors were approved at the May 13<sup>th</sup> bid award meeting at TEC.

- |                   |  |
|-------------------|--|
| 1) Paper Products | Mansfield Paper  |
| 2) Groceries      | Costa Fruit & Produce Company, Thurston Foods,<br>Original Pizza |
| 3) Ice Cream      | New England Ice Cream  |
| 4) Vending        | Coca Cola<br>New England Ice Cream                               |
| 5) Bread Products | George's Bakery  |
| 6) Milk           | Garelick Farms   |

The above named vendors have serviced the district in the past and their services have been satisfactory. The only new vendor to the district is George's Bakery who won the bread bid.

The administration recommends that the bids be awarded to the above named vendors.



• Are any parents driving? no

If so, have appropriate insurance forms been filled out? N/A

• Have you followed the procedure outlined in Policy IJOA (attached)? yes

• Other comments: *This will be our 2nd trip to Merrowvista. The trip last year was fantastic in every way and we are excited the grant has been extended allowing us to return.*

☒ Approved ☐ Not Approved

Nancy Webb

Principal

6.29.09

Date

☒ Approved ☐ Not Approved

*Robert J. [Signature]*

Superintendent

6/29/09.

Date

☒ Approved ☐ Not Approved

School Committee

Date

**This form must be submitted to the Superintendent at least 60 days prior to the trip.**

Revised 10/19/06

Acton-Boxborough Community Education

\*\*\* MEMO \*\*\*

TO: Steve Mills

FROM: Erin Bettez 

RE: ADK Surplus

DATE: July 31, 2009

Enclosed please find a check for \$2,082.05 made payable to the Acton Public Schools. The check represents the additional surplus from the All Day Kindergarten Program for FY'09 and is a gift to the Acton Public Schools.

cc Sue Horn

Acton-Boxborough Community Education

\*\*\* MEMO \*\*\*

TO: Steve Mills

FROM: Erin Bettez 

RE: Conant Extended Day Surplus

DATE: July 31, 2009

Enclosed please find a check in the amount of \$3,615.54 made payable to Conant School. The check represents the final disbursement of Conant's share in the surplus earned during FY09 by the Extended Day Program Community Education is operating at Conant and is a gift to the school.

cc: Susan Horn  
Christine Price



FOR YOUR  
INFORMATION

June 19, 2009

To: Bill Ryan

From: Carol Huebner

Cc: Liza Huber

Subject: Donation from Peter and Mai Nguyen

Peter and Mai Nguyen have made a generous contribution of \$500 to the Acton Public Schools Preschool ABA Program where their son is a student.

I support this contribution and ask that you and the School Committee approve this as well. It is my recommendation that the donation be directed to APS Preschool Revolving Account and the monies be used toward the purchase of a DVD Player and related materials/programs to foster social skills growth through video modeling along with the purchase of the VB-MAPP Assessment, a tool used in evaluating students on the Autism Spectrum.

Thank you.

**ACTON PUBLIC SCHOOLS**

**RECOMMENDATIONS FOR RESEARCH AND DEVELOPMENT PROJECTS**

**2009-2010**

<b><u>No.</u></b>	<b><u>Contact</u></b>	<b><u>Title</u></b>	<b><u>Amount Requested</u></b>	<b><u>Amount Recommended</u></b>
APS-1	Eileen Sullivan	Review of Human Growth and Development Curriculum	\$1,335	\$1,602
APS-2	Deborah Bookis	Kathy Richardson's Mathematics Intervention Strategies and Activities	\$2,040 stipends 200 supplies	\$2,240
APS-3	Deborah Bookis	Creating Math Center Cards	\$510	\$510
APS-4	Deborah Bookis	Art and Literature: Visual Images and Digital Literacy	\$1,020	\$1,020
APS-5	Karen Sonner Maryann Ayers	Math Curriculum Development with the new math program	\$1,530	\$1,530
APS-6	Ed Kaufman	Designing Support, Resources and Structures for Regular Education Support	\$2,720 Inservice Credit	\$2,720 Inservice Credit
APS-7	Ed Kaufman	Preparing Faculty Meetings and Staff Professional Development for the year	Inservice Credit	Inservice Credit
APS-8	Ed Kaufman	Reviewing and Updating Merriam School Publications	Inservice Credit	Inservice Credit
APS-9	Nancy May	Creating Grade-wide Portaportals	Inservice Credit	Inservice Credit
APS-10	Diana Woodruff	Setting Curriculum Goals in Visual Arts for Gr. K-6	\$510 Inservice Credit	\$510 Inservice Credit
APS-11	Peter Broggi	Digitizing Music Curriculum Materials for Outside-School Access	Inservice Credit	Inservice Credit
APS-12	Priscilla Kotyk	K-6 Tech Camp: Using Technology with Classroom Instruction	\$2,520	\$2,520

*July 30, 2009*

<u>No.</u>	<u>Contact</u>	<u>Title</u>	<u>Amount Requested</u>	<u>Amount Recommended</u>
APS-13	Ed Kaufman Nancy Kolb	The Big Backyard	\$2,816	\$2,816
APS-14	Elise Simeone	Development and Integration of the new Reading Program	Inservice Credit	Inservice Credit
APS-15	Maura Sharp	"Reading Street" Program Development and Technology Integration	\$510 Inservice Credit	\$510 Inservice Credit
APS-16	Martha Bethel	Everyday Math Program/ Smartboard Development	\$510 Inservice Credit	\$510 Inservice Credit
APS-17	Anne Littlefield	Opening, Studying, Organizing, and Practicing: New Reading Program Learning	Inservice Credit	Inservice Credit
APS-18	Aurora Winters	Enrichment Lessons on Folk culture of U. S. Regions	Inservice Credit	Inservice Credit
APS-19	Rebecca Acheson	Writing and Math Curriculum Planning	Inservice Credit	Inservice Credit
APS-20	Loretta Crumlish	Curriculum Development - Kindergarten Schedule	Inservice Credit	Inservice Credit
APS-21	Eileen Sullivan	Utilizing On-line Resources for Curriculum	\$1,360	\$1,360
APS-22	Melissa Hayes	Smartboard Notebook Files Development	Inservice Credit	Inservice Credit
APS-23	Sarah Buck	Literature and Media Map	Inservice Credit	Inservice Credit
APS-24	Abigail Dressler	Revised grade 2 Plant Growth and Development	Inservice Credit	Inservice Credit
APS-25	Sharon Ryan	Children's Literature Analysis	Inservice Credit	Inservice Credit
APS-26	Betty Johns	School Nursing Updates	Inservice Credit	Inservice Credit
				<b>TOTAL: \$18,048</b>



# 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

Enc. VII. 4

June 8, 2009

William Ryan  
Superintendent  
Acton  
16 Charter Road  
Acton, MA 01720

Dear Superintendent William Ryan:

Congratulations!

The Department has received and certified your district's 2008-2009 EPIMS data and we are pleased to see that your district has met the Highly Qualified Teacher (HQT) goal of 100%.

To ensure that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children, *all* school districts and charter schools will be required to submit an updated Teacher Quality Improvement Plan (TQIP) to the Department. The purpose of the TQIP for districts and charter schools with 100% HQT is to report on how they will continue to ensure the equitable distribution of highly qualified teachers across all schools within the district.

The district will outline its strategy for ensuring the equitable distribution of Highly Qualified teachers across the district in the Equitable Distribution Plan section of the TQIP. It is important that both the district and the Department are confident that this Plan effectively demonstrates how the district will maintain the goal of 100% HQT across the district.

Please review the following information crucial to completing the TQIP:

- The TQIP application is currently available to districts on the Department's Security Portal.
- Each school district's Directory Administrator must assign the 2008-2009 *TQ Improvement Plan* security role to provide the appropriate district level administrator (Superintendent, district HQT contact, etc.) access to the TQIP application. This individual should be aware of the HQT requirements and provide oversight in implementing these requirements at the district level.
- A list of Directory Administrators for each district is available at:  
<http://www.doe.mass.edu/infoservices/data/diradmin/list.asp>.

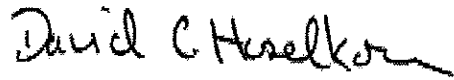


- The deadline for submitting this plan is July 10, 2009.

If you have any questions regarding this notice, please contact our HQT office directly at [HQThelp@doe.mass.edu](mailto:HQThelp@doe.mass.edu).

We thank you in your continued efforts to improve student achievement.

Sincerely,

A handwritten signature in black ink that reads "David C. Haselkorn". The signature is written in a cursive style with a long, sweeping underline.

David Haselkorn  
Associate Commissioner  
Center for Educator Policy, Preparation, Licensure and Leadership Development

The background of the slide is an abstract composition of soft, diagonal blue and white lines that create a sense of movement and depth. The lines are more pronounced on the left side and fade towards the right.

# ISSUES FOR THE COMMITTEE