

**SCHOOL COMMITTEE**  
OF  
BELMONT, MASSACHUSETTS  
For the year ending December 31, 2002

**SUPERINTENDENT OF SCHOOLS**  
Dr. Peter B. Holland

**ASSISTANT SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION**  
Dr. Patricia A. Aubin

**DIRECTOR OF FINANCE AND ADMINISTRATION**  
Dr. Gerald E. Missal  
Office of The Superintendent of Schools

To the Citizens of Belmont:

The Belmont Public Schools, the School Committee and the Belmont community share the goal of effective education for all of Belmont's children. We have high expectations for the success of all of our students, and rank among the top-performing districts in the Commonwealth. Such success comes as a result the consistent effort of our students, reinforced by the administrators, teachers, parents and citizens of Belmont who create the environment that nurtures and encourages that effort.

The mission of the Belmont Public Schools is to prepare citizens who "learn from the past, imagine the future, and meet the challenges of the present with intelligence and commitment". The School Committee is charged with developing policies that support this mission and ensuring, with the Board of Selectmen, the Warrant Committee and the citizens of Belmont, adequate funding for the schools, and the appropriate expenditure of those funds.

In 2002, ensuring adequate funding for schools, as well as essential Town services, resulted in the second override of Proposition 2&1/2 in two years. The resulting increase in revenue helped prevent the reduction of teaching staff, maintain class size at all levels of the system, and avoid significant reductions in our budget for maintenance, supplies and textbooks.

Even with the increased funding that resulted from the override, and a modest increase from the state, the School Committee determined that additional funding was necessary. Having already adopted provisions requiring families to pay fees for school busing, athletics and student activities, the Committee very reluctantly voted to accept School Choice, which allows school districts to accept students from other communities with funding provided by the sending communities. The School committee has for a number of years voted not to participate in the Choice program believing that such participation is an indication of a community's inability to afford its school. In 2002, the committee decided to experiment with the program because it would allow the schools to maintain essential programs. The Committee voted to accept 30 students at the 9th and 10th grade levels for the 2002-03 school year.

At the same time that our funding, relative to other communities in the area, is decreasing, the number of unfunded State mandates is increasing. These mandates include increased testing of students and the frequent submission of substantial amounts data to the Department of Education. Compiling and transmitting this data requires significant expenditure of administrative time, limiting our ability to develop programs and expand capacity to meet the changing educational needs of our students.

In 2002, for the third year in a row, the School Department hired more than 40 new staff members, primarily to replace veteran teachers retiring in record numbers. This requires a new focus for professional development, and increased responsibility for supervisory staff to provide appropriate levels of support and training for these new teachers. As in 2001, an important focus of the school administration in 2002 was ensuring appropriate training, supervision and guidance for these new teachers.

**Bargaining Teams**

Unit A

Teachers

Jones/Miller /Stratford

Contract  
Expires  
8/31/04

Unit B	Administrators	Jones/Stratford	6/30/05
Unit C	Nurses	Stratford/Levin-Scherz	8/31/02
Unit D	Education Support	Griswold/Levin-Scherz	8/31/04
AFSCME	Custodians/Cafeteria Workers	Emello/Griswold	6/30/05
Belmont Secretaries Association	Secretaries	Levin-Scherz/Stratford	6/30/03
Superintendent's Contract		Jones/Miller	
Principals (advisory)		Emello/Miller	varies

In April, citizens re-elected Scott Stratford and elected Donna Griswold to membership on the School Committee. Susan Freiner resigned from the School Committee to fill her elected seat as Town Treasurer. Deborah Emello was appointed to complete Ms. Freiner's position until April 2003. The School Committee elected Kathy Miller as Chair and Scott Stratford as Secretary. The following are sub-committee assignments for 2002-2003:

#### **Subcommittees of the School Committee**

Budget	Fallon/Freiner
Communications - Outreach	Emello/Griswold/Levin-Scherz
Crofts Policy Revision	Emello/Miller/Stratford
Data Analysis	Jones/Stratford
Facilities	Griswold/Levin-Scherz
Legislative Action	Levin-Scherz/Stratford

#### **Representatives**

ADA Access	Emello
Boosters	Griswold
Capital Budget	Stratford
Community Education	Stratford
EDCO Board	Holland/Levin-Scherz
Foundation for Belmont Education	Levin-Scherz
Health Advisory Committee	Griswold
MICC	Stratford
Recreation Commission	Emello
Vision 21	Jones
Warrant Committee	Miller

#### **Foundation for Belmont Education**

Awarding over \$100,000 to the School Department in 2002, the Town is fortunate to have an active, non-profit organization, the Foundation for Belmont Education, dedicated to raising funds to enrich the Belmont Public Schools. Founded by citizens who wanted to ensure the continued excellence of our school system, the Foundation awarded Learning Excellence Grants totaling \$26,803 for teacher-initiated projects in 2002. The Foundation also contributed \$73,500 to support special initiatives (including a system-wide elementary school reading program and equipment for a new technology curriculum at the middle school) and professional development programs such as Understanding Teaching I & II, Teachers as Scholars, Anti-Racist training, and the Primary Source Partnership.

The Foundation raises funds in several ways. Many Belmont families have made small gifts through the STAR (Staff and Teacher Appreciation and Recognition) program to honor more than 500 Belmont educators for their outstanding contributions to the education of Belmont children. In the fall, the Foundation sponsored its eighth annual Spelling Bee, a fundraiser that generates broad community visibility and interest in the Foundation's mission. Its Fourth Annual Dinner and Auction will commemorate the Foundation's tenth anniversary of operation and has been scheduled for April 12, 2003. In November, the Foundation was recognized for its contributions to the community by the Watertown-Belmont Chamber of Commerce as one of the recipients of the Chamber's 2002 Charles Burke Service to Youth Award for Outstanding Dedication and Service to Youth. Without the dedication of the Foundation's Board and Committee members and the thousands of families who contribute each year, many valuable school programs simply could not be undertaken.

#### **School Advisory Councils**

As a result of the 1993 Education Reform Act, School Advisory Councils have been established at each of Belmont's schools. The Advisory Councils have taken an active role in addressing policy issues at the site level. Members of the 2002-2003 School Advisory Councils include the following:

<b>SCHOOL</b>	<b>STAFF MEMBERS</b>	<b>PARENT MEMBERS</b>	<b>COMMUNITY MEMBERS</b>
BURBANK	Rose Feinberg, Chair Sally Hawksworth Kristin Homola Cristina Serpa	Robbie Catchings Elizabeth Miller Barbara Owens Louis Toppin	Sharon Gouveia Joyce Messer
BUTLER	Bruce MacDonald, Chair Susan Blanchard Ruth Reilly Carol Rooney	Matittia Barsotti Lisa Eschenbach Dale Gyure William Messenger	Carol Spear
WELLINGTON	Amy Wagner, Chair Carolyn Caswell Sue Jones Beth Losk	Mary McHugh Susan Smith Laurie Slap	Alice Melnikoff
WINN BROOK	Janet Carey, Chair Melanie Carlson Robin Morrison Joan Watts	Jeff Berger Paula Caruso Deran Dinjian Deirdre Savarese	Kathie McLaughlin Jane Murphy
CHENERY MIDDLE SCHOOL	Deborah Alexander, Co-Chair Karen Donelan, Co-Chair Rhonda Cherry Jennifer Kelley John Loeser Jonathan Marks	Susanne Croy Fred Deignan Michael Gray Lynne Polcari Gail Vasington	Leslie Aitken
BELMONT HIGH SCHOOL	Foster Wright, Chair Martha Reagan Tara Niemeier Rachel Reck Patricia Partridge	Paula Caruso Ann Levis Smart Douglas John Antoinette Hughes Yun Zhang	Florence Cooperstein Robert Sanders* Alexandra Brostoff* Anna Schreckinger*

\* Student Rep

### **Programs and Instruction**

In 2002 the Belmont Public Schools focused its resources and the professional expertise of teachers and administrators on supporting the achievement of Belmont's students. Staff development programs focused on four areas: arts across the curriculum, technology, literacy, and assessment. Teachers continued course work in anti racist teaching and attended seminars at Harvard as part of the Teachers As Scholars Program.

Once again the school system welcomed over fifty new teachers. Over 40% of all teachers for the Belmont Public Schools are in years one, two, or three of their careers in Belmont. The new teacher induction program continues to expand including an active mentor program, a series of seminars throughout the school year for the new teachers, and periodic conversations with the Superintendent of Schools.

Teachers are faced with the demands of meeting the learning needs for all students, including those who require some form of differentiated instruction. This emphasis on the need to create curricular accommodations and modifications in classrooms will continue next year.

### **Assessment**

This annual report on the results of standardized testing in the Belmont Public Schools included information on standardized tests which students took as a result of state mandate, local initiative, and student choice during the 2001-2002 school year.

The testing schedule for Belmont students continues to be challenging. In addition to the traditional standardized testing with the ERB, student participation in the Scholastic Achievement Tests, Parts I and II, and increased

involvement with Advanced Placement testing, Belmont participated in a number of State testing trials, and in the fourth administration of the Massachusetts Comprehensive Assessment System (MCAS). State testing involved students in grades 3, 4, 5, 6, 7, 8, and 10.

**Educational Records Bureau: Comprehensive Testing Program III (ERB)**

The 2001-2002 administration of the ERB was the seventh full administration of this standardized test to students in grades 3, 5, 7, and 9. The ERB allows for comparison of Belmont scores with a national norm population, a suburban norm population, and independent school norms. The Belmont Public Schools use both independent norms and suburban norms.

The Independent Norms (IN) include Massachusetts independent schools such as: Belmont Day, Belmont Hill, Buckingham Browne & Nichols, Concord Academy, Dana Hall, Deerfield Academy, Milton Academy, Newton Country Day, The Rivers School, and Phillips Academy (Andover). A sampling of the suburban public schools in Massachusetts to which Belmont compares student achievement includes: Dover-Sherborn Public Schools, Duxbury Public Schools, Weston Public Schools, Hamilton-Wenham Public Schools, Bedford Public Schools, and Wellesley Public Schools.

Other public schools in the suburban norming pool include: Avon (CT) Public Schools, Byram Hills (NY) Public Schools, Darien (CT) Public Schools, Lake Forest (IL) Public Schools, New Trier (IL) High School, Rumson (NJ) Public Schools, Scarsdale (NY) Public Schools, Westport (CT) Public Schools, Indian Hills (OH) Public Schools, and Great Neck (NY) Public Schools.

Results continue to indicate high achievement levels for Belmont students. Belmont median scores were significantly higher than those earned by students in the national norm group, comparable to or higher than scores earned by students in the suburban norm group, and comparable to and in some cases higher than the scores earned by students in the independent norm group. Grade 3 students scored higher than students in the independent and suburban groups on every subtest.

**Scholastic Achievement Test I (2001-2002)**

% of Participation in SAT I	BPS %99			State %81			National %46		
	V	M	C	V	M	C	V	M	C
Mean	564	574	1138	512	516	1028	504	516	1020

(V = Verbal) (M = Math) (C = Combined)

The SAT I report summarized information for seniors who took the SAT I: Reasoning Test at any time during high school through March 2002. If a student took the test more than once, the most recent score was used.

All scores reflect the recentered SAT scaled score. All student scores from the administrations prior to April, 1995, when the recentered scale was introduced, have been converted to order to summarize data across the cohort.

In Belmont, the verbal mean is 60 points higher than the national mean and 52 points higher than the state mean. The mathematics mean for Belmont is 58 points higher than both the national and the state mean.

In Belmont, 175 students took both the SAT I and SAT II. The verbal mean for these students was 608 and the math mean was 628. Rigorous academic programs continue to correlate with higher SAT scores.

**Advanced Placement**

The Advanced Placement Program offers 33 discipline-based examinations. These exams consist of multiple choice and open response questions. The examinations are graded on a 5-point scale. Most of the nation's colleges and universities award credit for grades of 3 or higher. The values of an Advanced Placement Program are many. First, AP courses offer a standard curriculum that is used across the country and acknowledged throughout the world for its quality and rigor. Second, the AP curriculum tends to raise the quality of curriculum throughout the entire high school. Finally, the AP courses at Belmont High School are aligned with university standards and expectations.

In 2001, 239 students took 412 Advanced Placement tests in 20 separate subject areas. Of the 412 student scores, 86% were 3, 4, or 5.

In 2002, 255 students took 488 Advanced Placement Exams in 21 separate subject areas. Of the 488 student scores,

88% were 3, 4, or 5.

**Massachusetts Comprehensive Assessment System (MCAS)**

During the 2001-2002 school year, Belmont students in grades 3, 4, 5, 6, 7, 8, and 10 participated in various disciplined based tests as part of MCAS. An initial review of the results of the fifth administration of the Massachusetts Comprehensive Assessment System (MCAS) indicates an overall positive performance for Belmont students. Belmont students are meeting the learning standards of the State Curriculum Frameworks.

Individual school reports, system wide data, and state scores allow for a comparison of the percentage of Belmont students in each of four performance levels with the statewide percentages in each performance level. At all grade levels and in all subject areas, the percentage of Belmont students who scored at advanced and proficient levels was significantly higher than the statewide percentages in the same performance categories.

Student results were reported in scaled scores and performance levels that were determined by a band of scaled scores. General performance level descriptions for each performance category are:

**Advanced:** Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter, and provide sophisticated solutions to complex problems. (Scaled Scores of 260-280)

**Proficient:** Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems. (Scaled Scores of 240-259)

**Needs Improvement:** Students at this level demonstrate a partial understanding of subject matter and solve some simple problems. (Scaled Scores of 220-239)

**Warning:** Students at this level demonstrate a minimal understanding of subject matter and do not solve even simple problems. (Scales Cores of 200-219)

The following chart provides an overview of the results for each grade level and subject area for Belmont students for each performance level as compared to statewide results.

**2002 MCAS Performance Level Results: A Comparison of Belmont and State Scores**

	ADVANCED		PROFICIENT		NEEDS IMPROV.		WARNING	
<u>GR. 3</u>	<u>State</u>	<u>BPS</u>	<u>State</u>	<u>BPS</u>	<u>State</u>	<u>BPS</u>	<u>State</u>	<u>BPS</u>
READ.	NA	NA	67%	84%	27%	15%	6%	1%
<u>GR. 4</u>	<u>State</u>	<u>BPS</u>	<u>State</u>	<u>BPS</u>	<u>State</u>	<u>BPS</u>	<u>State</u>	<u>BPS</u>
ELA	8%	23%	46%	57%	37%	17%	10%	2%
MATH	12%	32%	27%	41%	42%	24%	19%	3%
<u>GR. 6</u>	<u>State</u>	<u>BPS</u>	<u>State</u>	<u>BPS</u>	<u>State</u>	<u>BPS</u>	<u>State</u>	<u>BPS</u>
MATH	13%	41%	28%	32%	29%	21%	30%	7%
<u>GR. 7</u>	<u>State</u>	<u>BPS</u>	<u>State</u>	<u>BPS</u>	<u>State</u>	<u>BPS</u>	<u>State</u>	<u>BPS</u>
ELA	9%	27%	55%	59%	28%	11%	9%	3%
<u>GR. 8</u>	<u>State</u>	<u>BPS</u>	<u>State</u>	<u>BPS</u>	<u>State</u>	<u>BPS</u>	<u>State</u>	<u>BPS</u>
MATH	11%	23%	23%	33%	33%	30%	33%	12%
HIS	1%	2%	11%	27%	46%	52%	42%	19%
<u>GR. 10</u>	<u>State</u>	<u>BPS</u>	<u>State</u>	<u>BPS</u>	<u>State</u>	<u>BPS</u>	<u>State</u>	<u>BPS</u>
ELA	19%	48%	40%	39%	27%	11%	14%	2%
MATH	20%	50%	24%	22%	31%	20%	25%	8%

Almost all special needs students were included in the testing. Accommodations were made to ensure a high percentage of participation. Accommodations took the form of additional time, a separate or less distracting test climate, or teacher intervention to clarify directions. These and other accommodations are included in a student's education plan. In addition, the majority of students with limited English proficiency were also tested. The state was intent on each school system including all students in the testing program. Students not tested were those with the most significant developmental delays or with a limited English proficiency that precluded their being able to read the test material. These students participated in alternate assessment.

The ultimate goal of the Education Reform Act initiatives regarding curriculum frameworks and a comprehensive testing system is to improve the academic performance for all students. School systems will make every effort to have as many students as possible perform at the advanced and proficient levels

In 2001-2002, as in previous years, Belmont students scored well on standardized tests. These norm-referenced tests represent one means of measuring a student's achievement. The Massachusetts Comprehensive Assessment System (MCAS) provides another means of measuring achievement through its criterion-referenced tests. This standards based assessment developed by the state is now in its fifth iteration and will continue to provide data for the district on student achievement as it relates to the newly instituted curriculum in the state curriculum frameworks.

### **Boston Belmont METCO Program**

The Boston Belmont METCO Program welcomes 127 students in grades K-12 from communities within the City of Boston. Parents choose to send their children to Belmont because of the many educational opportunities offered including a strong academic program and a wide array of extra curricular activities. Of interest is the increasing number of Boston students who participate in the programs offered by the Department of Fine and Performing Arts.

Boston students continue to elect honors and advanced placement course work. Student test scores are monitored to ensure positive achievement and to identify needs for support. Summer programs are designed for elementary, middle, and high school students to assist in transition to new grades or schools and to provide academic enrichment.

## **BUSINESS AND FINANCE**

### **Budget**

After delaying the vote on the budget from the usual April start, Town Meeting approved in May a school budget of \$28,238,339, an increase of 3.0% over the prior year's budget. The voters then supported this budget as part of a \$2,400,000 override ballot question placed on a special election on June 3, 2002. Without the override vote, the school budget would have been reduced by \$1,200,000 to a total of \$27,038,339 or -1.4% less than the previous year. Without the override vote, the school budget would have suffered the loss of up to 29 teaching positions plus 3 support positions.

Even the budget that was approved by the voters was not a level-service budget. Level-services would have required an additional \$1,000,000. To meet this shortfall, the School Committee took several actions to produce the budget that was presented on the override vote. The School Committee instituted School Choice at Belmont High School as a means of generating additional revenue, increased athletic and transportation fees, and drastically reduced funding for supply, textbook and equipment accounts. All of these actions were done with great reluctance and with the understanding that these actions could not be repeated every year.

Driving the 3.0% increase in the approved budget were several major factors. The largest single factor came from a 32% budget-to-budget increase in medical insurance, which resulted in a budget change of \$750,000 or nearly the entire bottom line budget increase by itself. Salary accounts increased by 1.4%, which added approximately \$280,000 to the budget. State mandated special education costs rose by 15%, which added \$335,000. To keep the bottom line at the total increase of \$826,695, all of the non-salary cuts in supplies, textbooks and equipment reduced the budget by nearly \$-230,000, while School Choice and the increase in fees generated another \$-312,500.

### **Building Maintenance**

The School Department's 2002-03 operating budget included \$1,246,294 (\$488,369 for the maintenance of buildings and grounds plus \$757,925 for custodial services) for the care and upkeep of school facilities. In addition, Town Meeting also approved a Capital Budget of \$2,118,322, which included several school projects. Within the capital budget was \$57,700 for technology purchases, \$15,000 for a burner replacement at the Winn Brook, \$15,000 for window balance replacements at the Butler, \$50,000 for applying reflective film on the windows at the Wellington, \$60,000 for the replacement of exhaust fans at the High School, \$50,000 for resurfacing the High School pool, and \$212,200 for roof repairs for both town and school buildings including replacing most of the Winn Brook roof.

### **Wellington Elementary School Project**

A Superintendent's Advisory Council on the Future Building Needs of the Wellington School was established during the 1999-2000 school year. The charge of this committee was to do an in depth study of the various options for the Wellington School presented in the Facility Audit Report. Serving on this committee were the building principal, a teacher representative, Wellington parents, a member of the town's Permanent Building Committee and a resident

architect. The Advisory Committee conducted a search for a feasibility study architect consultant. The Newton firm of Drumme Rosanne and Anderson, Inc. was appointed by the School Committee to assist in the Wellington School Study.

Numerous meetings of the Advisory Council and architects were held during the fall of 2000, all of which were posted and open to the public. The Council considered three options: (1) full renovation with the building unoccupied, (2) renovations with an addition with the building either occupied or unoccupied, and (3) new construction on site with the building either occupied or unoccupied. After reviewing costs comparisons of each of these options, the Council voted to recommend to the School Committee the single option of new construction with the existing building occupied during the construction. This recommendation was first presented to the School Committee at their meeting of January 9, 2001. After further discussion at their meeting of January 16, 2001, the School Committee unanimously voted to accept and support the recommendation of the School Advisory Council and to "recommend to the Selectmen and Town Meeting that a new Wellington School be constructed at the Wellington site while the present building is occupied."

To implement this recommendation, the School Committee had intended to request that the April 2001 Town Meeting vote to appoint a Wellington School Building Committee and to authorize \$300,000 for design services to develop schematic designs and provide for owner's costs during this preliminary stage of the project. However, due to the override request to support the operating budgets and a multitude of other town capital projects coming forth for consideration, it was decided to delay the request for design funds at this time. Other town capital projects were the fire stations, the Town Hall Complex, the library, the senior center and in the near future, renovations to Belmont High School. In a series of joint meetings of the Board of Selectmen, the Capital Budget Committee and the Warrant Committee reviewed the timing and needs of each of these projects in an attempt to develop a long range plan which phases these projects over a number of years. It was the wish of the School Committee that the Wellington be addressed within the next year or two when this final phasing plan is adopted.

### **Personnel and Staff**

Forty-five teachers were hired for the 2002-2003 school year to replace the seventeen teachers who retired, twenty-two who resigned, and six who were not renewed. Five teachers are on career leave during 2002-2003 and six are on extended maternity leave during parts of the school year. Two administrators retired in June 2002. Christine Kirkpatrick replaced retiring Claire Austin as Assistant Principal for Instruction at Belmont High School while Julia Silverman replaced Karen Pressey as Human Resources Manager. Two administrators resigned. Janet Carey replaced Patti Burkey as Principal of Winn Brook Elementary School, and Gerry Chapman replaced John Fitzsimmons as Assistant Principal for Administration at Belmont High School. After the sudden death of Clyde Meyerhoefer, retired Director of Athletics Bill Miller filled in as Interim Director. James Davis, former Athletic Director in Nashua, New Hampshire, became the permanent Director of Athletics, Physical Education and Student Activities in December 2002.

### **Retirements**

**Claire Austin** - The Belmont School Committee hereby records the retirement in June 2002 of Claire E. Austin, Assistant Principal of Belmont High School.

Claire graduated from Wellesley College in 1958 with a Bachelor's Degree in History. She subsequently earned a Master of Education degree from Boston University in 1969. She began her career in education in September 1959, as a History teacher in the Wilmington Public Schools. In 1961, Claire was appointed as a History teacher in the Belmont Public School System. In 1976, she became a class coordinator at Belmont High School, then a team leader, and finally an assistant principal.

Claire's years at Belmont High School have been characterized by a deep caring and strong commitment to the Belmont High School community. She is responsible for many of the programs which make up the academic fabric of Belmont High School, including the Independent Study Program where each year over one hundred students study subjects not taught at Belmont High School. She was advisor to the National Honor Society, bringing to the organization thoughtfulness and dignity that were uniquely hers. Claire is a master teacher who developed and taught the high school humanities program. She organized and taught the multidiscipline curriculum - joining music, art and history - which provided a rich experience for countless Belmont students. Claire is admired and respected by both students and faculty. She has always demonstrated a great passion for her work and was always a strong role model for new teachers. She was responsible for the New Teacher Program at Belmont High School, where she provided the support and nurturance for a new generation of Belmont teachers. She will be remembered for the many students and faculty lives that she has influenced, and for her loyalty to Belmont High School.

The Belmont School Committee, along with friends and colleagues expresses its appreciation to Claire Austin for long faithful service and extends best wishes for many years of continued happiness in her retirement.

**Ed Briggs** - The Belmont School Committee hereby records the retirement in June 2002, of Edwin W. Briggs, art teacher at the Chenery Middle School.

Ed graduated from the Massachusetts College of Art in 1965 with a Bachelor of Fine Arts degree. In 1967, he received a Master of Fine Arts degree from the University of Massachusetts and began his teaching career in Belmont in 1972 as a middle school art teacher. Ed has brought a wealth of experience to the children of Belmont, both as a teacher and professional artist. Before coming to Belmont, he taught in the public schools in Danbury, CT and Framingham, MA. Ed also taught Art Appreciation, 3D Design, and Ceramics at Framingham State College, and was guest lecturer at Dawson College. He has exhibited his own artwork in numerous art shows throughout the United States and Canada.

While at Chenery Middle School over the past 30 years, Ed has touched the lives of countless students. Students have come away from his teaching with a deep appreciation for art that will remain with them for a lifetime. Ed's passion for art and teaching, as well as his commitment to excellence, has contributed to the success of one of the best public school art programs in the Commonwealth.

**Penny Hoarty** - The Belmont School committee hereby records the retirement in June 2002 of Ann "Penny" Hoarty, Kindergarten teacher at the Daniel Butler School.

Penny Hoarty graduated from Boston College in 1966. After teaching for some years in Virginia, Alaska, and Manchester, Massachusetts, she joined the Belmont Public Schools as a second grade teacher at the Daniel Butler School in September 1971. She has continued working at the Butler as a primary grade teacher since that time and leaves after completing a total of thirty years of service to the children of the Waverly neighborhood.

Penny Hoarty will be deeply missed by all at Butler. She was known as a teacher who established an uncommonly strong sense of community in her classroom. Parents of students who were fortunate enough to be in her class would continue to remark long after the fact about the warm and inviting environment they found with her in their first year at Butler. Ms. Hoarty was also known for her unflinching sense of humor and the extraordinary skill with which she could wield the English language. She served as Butler's unofficial poet laureate. No birthday, retirement party, or baby shower was complete without a poem or song specially crafted by Penny Hoarty for the occasion. She ends a career that is marked by the giving of joy to many others.

**Carol Hurley** - The Belmont School Committee hereby records the retirement in June 2002, of Carol Hurley, English teacher at Winthrop L. Chenery Middle School.

After graduating from the University of Massachusetts, Carol taught for eight years at Somerset Junior High School in Somerset, Massachusetts. She began teaching at W.L. Chenery in September 1970, where she has served for the past thirty-two years. During her years of service, Carol took graduate level courses at Regis College, married, and had two children. During her second maternity leave, Carol pursued her interest in pre-school education, a career she will return to now that she is retiring from the classroom.

Carol's years of service have been characterized by a commitment to meet the needs of all her students. Her numerous professional development activities demonstrate her deep concern for student learning. She has remained involved with all aspects of her teaching responsibilities by participating in numerous programs on reading, writing, cooperative learning, portfolio assessment, young adult literature, learning styles, and equity and multicultural education. In all these endeavors she has sought to find ways to challenge all students in a heterogeneous classroom. Students and their parents have been well served by Carol Hurley's consistent, high-quality instruction and by her active commitment to her own learning and to the learning of her students.

Carol Hurley has also been a vital part of the life of both the Chenery Middle School and the Belmont Public Schools. Over the years she has served on many committees, task forces, and advisory groups. Her insight and counsel have contributed to the Committee on Standardized Testing, several NEASC internal evaluation committees, the middle school staff development committee, the district's restructuring committee, the Student Review Team, the English Steering Committee, and the Superintendent's Task Force on Achievement and Socialization. She has judged for

National History Day and supervised both a university pre-practicum student and a student teacher. She is a selfless professional who has worked to improve our school system through her active involvement.

Carol Hurley has always demonstrated great interest in her work and a belief in the abilities of all her students. She is a highly respected member of the Chenery Middle School staff who has maintained high expectations for herself and her students. Students, parents, and teachers appreciate Carol Hurley for her positive attitude, her consistency, her sense of humor, and her dedication.

**Barbara Johnson** - The Belmont School Committee hereby records the retirement in June 2002, of Barbara S. Johnson, computer teacher at the Winthrop L. Chenery Middle School.

A 1959 Belmont High School graduate, Barbara received her Bachelor of Science degree in business administration from Simmons College in 1963 and her Master of Education degree in business education from Boston University in 1967. She began her teaching career at Whitman-Hanson Regional High School where she taught typing and general business courses for two years. In 1965, she was hired to teach business courses at Belmont High School, and she served as Business Department Chair for seven years. In 1993, the National Business Educators Association named her Business Education Teacher of the Year. She moved to the Chenery Middle School in 1995 to teach computer courses, and she continued to teach keyboarding and computer classes to adult learners through the Community Education program.

With the advent of the technology age, Barbara readily made the shift from business education to computer education. She quickly acquired knowledge of software and hardware to utilize the technology available at Chenery. She has provided staff development opportunities for teachers, has served as one of Chenery's Technology Leaders, and has run after school computer clubs for students.

Barbara's 37-year career in Belmont has been characterized by a dedication to students and a commitment to contributing to the school community. She unflinchingly agreed to work on many publication projects - from science booklets, after school club brochures, and parent newsletters to serving for many years as the Literary Editor for the high school yearbook. She volunteered to chaperone innumerable school dances; and this year she has served as morning monitor, greeting Lower School students in the cafeteria before school begins. Barbara is commended for her professionalism, collegiality, and willingness to assist wherever needed. She is a respected and valued member of the middle school staff.

**Mary Ann Johnson** - The Belmont School Committee hereby records the retirement in June 2002, of Mary Ann Johnson, Third Grade Teacher at Winn Brook School.

Mary Ann attended school in a one-room schoolhouse in Iowa for grades K through eight and graduated from Wichita State University in 1963. She began her teaching career in Arizona in 1963, where she spent five years teaching fourth grade. She then taught in Frankfurt, Germany, for the Department of Defense School. Mary Ann returned to Arizona for a year and then moved to Quincy, Michigan, for another year. In 1971, Mary Ann began teaching third grade at Winn Brook School where she has served for thirty-one years!

Mary Ann has always been an educator of excellence. She is sincere, thoughtful, caring, thorough, and dedicated. She has given constant attention to building her practice. Year after year, she creates, revises and reconstructs lessons to make them memorable and challenging learning experiences for her students. For example, she teaches a unit about midwestern farms, sharing her special experiences derived from her Iowa upbringing and farming roots. Her consistent and quiet demeanor has endeared her to students and parents throughout the years.

Mary Ann has a phenomenal memory for former students. She keeps all her class photos in her classroom and shares them with her former grade three students, many of whom are now parents. A parent and her son both former students, describe her as "an incredible teacher, who, if you were unable to succeed, would always encourage you to try harder." This parent stated that it was Mary Ann who strongly influenced her decision to become an elementary school teacher. She has maintained a correspondence with Michael Bond, author of Paddington books, for many years. After reading his books to her third graders, the children wrote to the author who readily responded. She has traveled to nearly every state in the US and has frequently shared these experiences with her students.

For many years, Mary Ann has served as Membership Chairperson of the Belmont Education Association. She has significantly contributed to the development of the teaching profession. Her colleagues have appointed her as Winn Brook School's official photographer, since she has amassed dozens of photo albums, which attest to Winn Brook

history. Mary Ann is a highly respected member of the Winn Brook School whose role has extended far beyond the classroom. Her commitment to the goals and vision of Winn Brook has been evident in her work with students, staff and community.

**Carol Johnston** - The Belmont School Committee hereby records the retirement in June 2002, of Carol Johnston, Kindergarten teacher at the Winn Brook School.

Carol graduated from Boston State College in 1963 with a Bachelor's of Science degree in Education. She began her career as a long-term substitute in the Chapter I Pre- School in 1986. She worked as an aide in the Pre School from 1980 – 1983. In 1985 Carol became a professional aide in Grade 2. Carol taught first grade in Watertown for eight years and for the last fifteen years has been teaching Kindergarten at the Winn Brook School.

Throughout her teaching career, Carol's enthusiasm, warmth and calm manner have contributed to her students' sense of safety and delight in learning, which is so important for kindergarteners. She has continually demonstrated earnestness in trying to discern how best to teach and support each child. She spends many afternoons in her classroom working and creating new lessons for her students, utilizing the state frameworks and Belmont benchmarks. Carol has attended many professional development programs ranging from brain-based approaches to learning and writing workshops, to the use of technology in the classroom.

She has always been a close friend to other members of the Winn Brook faculty, sharing with us personal and family successes, blessed occasions, and disappointments. She has volunteered her services and assistance to her colleagues, especially as a member of the Winn Brook Cheery Committee. She has been a respected staff member displaying a strong sense of ethics in today's challenging world.

Carol is a highly regarded member of the Winn Brook School and has touched the lives of the many youngsters entrusted to her care. Her loyalty to the children and the vision of Winn Brook has been evident in her dedication and willingness to extend herself in meeting the diverse needs of the children in her classroom.

**David LaPine** - The Belmont School Committee hereby records the retirement in June 2002, of David N. LaPine, fifth grade teacher at Winthrop L. Chenery Middle School.

David earned his Bachelor of Science degree in psychology and education from Westfield State College in 1964 and his Master of Arts degree in psychology from the University of Connecticut in 1965. He began his teaching career in 1965 at the Alcott School in Concord, where he taught for three years. For the next three years he taught grades four and five in Kirkland, Washington, followed by four years teaching at the International School in Bangkok, Thailand, and a year teaching sixth grade in Caracas, Venezuela. He was hired by the Belmont Public Schools in 1978 to teach at the Mary Lee Burbank School, and he joined the Chenery staff in 1997 when the fifth grade became a part of the middle school. An avid traveler, David models an enthusiasm for learning about the world and enriches his lessons with stories. Even in the midst of a math or science lesson, students learn about culture, history, and cuisine.

During his 24 years in Belmont, David has earned the respect and deep affection of countless students and parents. His classroom is one in which students feel welcome and comfortable, and many hold fond memories of being in David's class years after they have graduated from high school. Students, colleagues, and parents will long remember David's kindness, dedication, and commitment to teaching. He is always encouraging and has positive words for the children in his charge. David is thanked for sharing his passion for life-long learning with the children of Belmont.

**Fran McClintock** - The Belmont School Committee hereby records the retirement in June 2002, of Francine McClintock, second grade teacher at the Mary Lee Burbank School.

Fran graduated from Trenton State College and received her Masters of Education degree from Boston College. She came to the Belmont Public Schools in September 1979, after six years of teaching Kindergarten in the Boston Public Schools. Fran first taught Kindergarten at the Kendall School for one year and came to Burbank in 1980 as a Kindergarten teacher, moving to second grade in 1983.

As a veteran member of the staff, Fran modeled professionalism and enthusiasm about learning and teaching. She attended workshops regularly including the Intel Technology Course during the past year. Fran eagerly implemented current instructional strategies gained from workshops, including Mosaic of Thought, Understanding by Design, and Empowering Multicultural Initiatives.

Fran became known as the *Belmont Teacher on the Iditarod Trail* in the winter of 2001 when her journey to Alaska became part of a special website. Fran's system-wide contributions included many years of membership on the Staff Development Committee and Mathematics Steering Committee. She was also secretary of the BEA for ten years and a member of Burbank's School Advisory Council. Fran served on the search committees for the current Superintendent and for the Principal of the Burbank School.

Fran has been a dynamic and collaborative leader at Burbank, particularly in her role as co-teacher in charge and as a member of the Burbank Principal's Advisory Council. She was a mentor to two new teachers on her grade level team and supervised many student teachers. Fran has had a valuable impact on the lives of many children and adults as a teacher and as a colleague.

**Nancy Mills** - The Belmont School Committee hereby records the retirement in June 2002 of Nancy Mills, Mathematics Teacher at the Chenery Middle School.

Nancy graduated from Regis College in 1966 with a B.A. in mathematics, and obtained her Master's degree from Framingham State College in 1979. She was appointed to a mathematics position in 1972 and has been a dedicated member of the Chenery staff for 31 years.

Nancy's expertise in mathematics informs her teaching, which is characterized by clarity, organization and depth. At the same time, Nancy provides support by helping students with their note taking, organization, and problem-solving strategies. While her students are able to incorporate essential skills, they are challenged by a wide variety of thoughtful projects that ask them to apply and extend their knowledge. Nancy was instrumental in creating and implementing grade-wide projects to accommodate a broader range of learners and to address a variety of learning styles.

Nancy is a valued colleague. Always interested in developing strategies and methodology, she can frame new initiatives in the context of previous work, serving as part of our "corporate memory." She always has practical suggestions on how to maximize the effect of a new teaching unit, a new piece of technology, or a change in school policy. Nancy's team members in the 7<sup>th</sup> grade value her organization skills, especially her ability to design class schedules. As a long-time member of the Mathematics Steering Committee, she was instrumental in charting an intelligent course for mathematics education in Belmont. Students, parents and colleagues will long remember Nancy's dedication, professionalism and high standards. She is greatly appreciated for devoting her skills to the children of Belmont.

**Ed Mullin** - The Belmont School Committee hereby records the retirement in June 2002, of Edward J. Mullin at Belmont High School. After graduating from Maynard High School in 1959, Ed received his Bachelor of Science Degree in Education in 1963 from Northeastern University, where he also lettered as quarterback on the varsity football team. Ed then received a Master of Arts in administration from Plymouth State College in 1966.

Ed began his teaching career in 1964 at Lebanon High School where he taught until 1966. In 1966, Ed accepted a position at Beverly High School where he taught social studies for two years. Ed was appointed as a social studies teacher at Belmont High School in 1968 where he has served for 34 years.

During his tenure at Belmont High School, Ed has taught U.S. History, American Studies, Modern Problems, Government and Political Science. He is a talented and effective teacher, whose pedagogical expertise has enabled him to teach a wide range of cognitive abilities and learning styles. His passion for history, and in particular multicultural studies, made him a guiding light in the department's transition from more traditional content coverage. Ed's courses reflected the impact that women, people of color, and newly arrived immigrant groups had on the culture of the United States. The inclusion of *all the voices* became an ingrained part of the Social Studies Department. In his Modern Problems course, Ed discussed the impact of industrialization on our environment long before it was a consummate concern of educators. Ed effectively blended the social studies into his history course. Students' were not merely presented with the political skeleton of an event or time period, but were further enriched with the social, geographic and economic significance of these events. He has had enormous success in motivating students who possessed emotional, as well as, cognitive limitations. Ed has always deeply respected his students and they reciprocated. His classroom was a safe and nurturing environment where hostile humor was never permitted, and where each student's opinion was valued. Ed's reputation as an outstanding educator extends beyond the classroom and onto the athletic field.

Ed coached Varsity Baseball from 1972-76, Freshman Basketball from 1968-1978, Assistant Varsity Football 1968-1976, Varsity Football 1992-present and Freshman Baseball 2000-present. Ed has been a positive role model for students in these various coaching capacities. Equipped with extraordinary motivational skills, he transformed the programs as an extension of the classroom. Students were told that playing sports was a reward for good performance and citizenship in the classroom. Academics always came first. Ed's role in these capacities also cast him into the role of surrogate guidance counselor and disciplinarian. He has used sports as a means of teaching values and prioritizing the important elements in an adolescent's life.

**Lucy Myers** - The Belmont School Committee hereby records the retirement in June 2002, of Lucy Myers, English teacher at Belmont High School.

A Phi Beta Kappa, magna cum laude graduate of Radcliffe College, Lucy Myers came to Belmont High School in September 1981, to teach French and English. Lucy arrived with fifteen years of teaching experience at such schools as Milton Academy, Beaverton High School, Catlin Gabel School, The Hun School, Buckingham Browne and Nichols, Ayer High School, Belmont Hill School, and Wayland Junior High School. Throughout her career and while raising four sons, she has done graduate work in English at Reed College, earned her master's degree in Special Education from Regis College, and completed thirty additional credit hours with work through such institutions as Fitchburg College, University of New England, and the National Endowment for the Humanities. In 1989, she was recognized with a Lucretia Crocker Fellowship for her research on women writers of the Depression. Lucy Myers is the very model of teacher as life-long learner.

As a member of the Belmont High School staff, Ms. Myers has contributed enormously to the life of the school. She has worked with a wide range of courses and students, including required English courses at all grade levels and such electives as Creative Writing and Journalism. Lucy is always improving her instructional approaches and seeking ways to engage and assist all students to develop fully. She has written curriculum for humanities, journalism, and ethics courses. Over the years she has served on a variety of committees including the National Honor Society Committee, the Arts Week Committee, which she founded and co-chaired, the School Improvement Council, the Curriculum Advisory Council, the Committee 2000, several internal evaluation committees, and the Independent Study Committee. For eight years she was advisor to Highpoint, the school's newspaper. For the last several years, she has also energetically advised the Gay Straight Alliance, creating school and community programs to develop a tolerant and safe environment for all students. In 2001, the Massachusetts Teachers Association Human Relations Council recognized her for her leadership in this area. Lucy's work is marked by integrity, a commitment to excellence, and a deep concern for the welfare of all students.

Lucy Myers has had an active professional career with a depth and breadth of experience that has made her an exceptional educator. She has developed and shared her expertise in cooperative learning with colleagues. She has mentored and supervised teachers new to the profession. She has obtained grants to support writing programs and to bring artists into school to work with a variety of students. And on more than one occasion a college dean has written informing Lucy that a newly arrived freshman had named Ms. Myers as that student's most influential high school teacher. In all that she does and has done, Lucy Myers has always sought to better serve her profession and her students.

**Maria Peterson** - The Belmont School Committee hereby records the retirement in June 2002, of Maria Peterson, Mathematics teacher at the Chenery Middle School.

Maria graduated from Anna Maria College in 1966 with a B.A. in mathematics, and obtained her Master's degree from Boston College in 1972. She was appointed to a mathematics position at the Chenery in 1972 and has had an exemplary 30-year career in this capacity.

Maria teaches with flexibility and ease based on a deep understanding of the structure of mathematics and a wealth of expertise in methodology. Her lessons contain rigor consistent with state and national standards, while she incorporates creative activities that draw from art and design, mathematics history, science, and games of chance. Students in her class explore the applications of mathematics so that they are always enriching and extending their knowledge. As a driving force for "Pi Day," Maria was instrumental in organizing writing and performance art for all 7<sup>th</sup> graders around this famous number.

Maria is a valued colleague. At team meetings, she has keen insights about students and readily provides suggestions on how best to reach the reluctant learner, how to manage the next field trip, or how to facilitate and plan a cross curricular lesson. Maria is a sharer, who helps new teachers with a treasure trove of activities, worksheets,

tests, puzzles, and manipulatives. A founding member of Teacher Recognition Day, we are gratified to highlight Maria's achievements. Students, parents and colleagues will long remember Maria's hard work and expertise. Her good humor and cheerful demeanor are infectious, and have made the Chenery Middle School a nurturing, learning environment for children and adults.

**Jim Rowe** - The Belmont School Committee hereby records the retirement in June 2002, of James W. Rowe, physical education teacher at Chenery Middle School.

Jim graduated from Springfield College in 1963 with a Bachelor's degree in physical education and received his Master of Education degree from Boston University in 1972. He began his career in education in September 1964, as a physical education teacher in the Portsmouth, New Hampshire Public Schools. In September 1966, Jim was appointed as a physical education teacher at the Chenery Middle School, where he has served for the past thirty-six years.

Jim's career at the Chenery Middle School is characterized by his deep commitment to his profession and his strong devotion to his students. He is a very talented and effective teacher, whose enthusiasm for working with students has never waned during his long and noteworthy career. His role as a teacher also extended beyond the classroom. For the past several years, he volunteered to spend a week with the fifth grade at Environmental School, also known as the Fifth Grade Camp. During his thirty-six year career, he has also served as intramural director and coached soccer, basketball, baseball and softball.

Jim will be remembered at Chenery Middle School for his loyalty and his passion for his work. Generations of students have benefited from his presence and in a world where positive role models are needed, Jim stands at the head of the class.

**Betsy Sampson** - The Belmont School Committee hereby records the retirement in June 2002, of Elizabeth A. "Betsy" Sampson, special education teacher at Chenery Middle School.

Betsy graduated from Rollins College in 1963 with a Bachelor's degree in Elementary Education. She earned a Master's degree in Learning Disabilities from Lesley College in 1976. Betsy started her teaching career as a fourth grade teacher at the Hartville School in Lincoln for the 1963-64 school year. After time off for family responsibilities, Betsy worked as a resource teacher in Lexington at the Adams School during the 1975-76 school year and at the Franklin School as a remediation specialist for the 1976-77 school year. Betsy was appointed as a special educator at Chenery Middle School in 1978 and has served children in Belmont for the past twenty-four years in a variety of special education roles including resource teacher, consulting teacher, and team leader. Betsy is viewed as an esteemed colleague who sets very high professional standards for herself. She is known as a patient, compassionate, enthusiastic, and skillful practitioner interested in collaborating and learning. In her role as a Mentor Teacher, Betsy has provided wise and steady guidance for colleagues. As special education programs developed at Chenery and the regulations became more complex, Betsy served as leader in initiating, presenting, and coordinating many endeavors, including the Bridges Program to assist students and parents with homework, transition teams for students entering Chenery from elementary schools, reviewing student programs in specialized out of system schools, and providing Individualized Education Program (IEP) training system-wide and for a neighboring town.

Betsy is a dedicated and caring teacher who has always been a strong advocate for students and their needs. She always demonstrated excellent communication skills with parents; she has the ability to listen and make everyone feel they have been heard. Betsy has been an anchor for the Chenery Middle School special education team.

**Marguerite Santino** - The Belmont School committee hereby records the retirement in June 2002, of Marguerite Santino, classroom teacher at Daniel Butler Elementary School.

Marguerite graduated from the College of St. Elizabeth in New Jersey with a Bachelor's degree in Education in 1970. She began her teaching career in New Jersey working for four years in the community of Denville. After returning to Massachusetts, she came to the Belmont Public Schools in September 1976. In her first five years, she taught at both the Kendall and Burbank schools before joining the staff at the Butler in 1981. Since that time, she has taught all levels from second through fifth grade. She leaves Belmont having served the community for a total of twenty-five years.

Students and staff will remember Marguerite for the high academic standards she maintained throughout her tenure as a Belmont classroom teacher. Students always left her charge with the solid accomplishment in skills and

knowledge that they would need for future learning. In recent years, she has been an active participant in staff efforts to enhance Butler's reading and writing programs. In addition to her dedication to teaching, Ms. Santino also shared her love of animals with students. On special occasions she would bring one or more of her pets to school. Her students always regarded this as a treat.

**Betty Small** - The Belmont School Committee hereby records the retirement in June 2002 of Elizabeth "Betty" Small, English teacher at Belmont High School.

Betty Small began her undergraduate work at Boston University and earned her B.A. in English from the University of Massachusetts, Amherst. She later completed her Master's degree in Special Education from Lesley College. Before arriving in Belmont in September 1986, Betty taught at Waipahu High School in Hawaii and locally at Burlington High School and Parker Junior High School in Reading. Betty has taught all aspects of the high school English curriculum, including Key classes, sophomore honors sections, humanities, and creative writing electives. Her contributions to the sophomore English curriculum, especially the persuasive writing unit and its on-line research component, as well as her work on the American Literature program are especially noteworthy.

Betty has always maintained an active professional life, constantly seeking learning opportunities for herself in order to better meet the needs of her students. She has attended Teachers as Scholars programs, Metco Directors' Conferences, technology workshops, and numerous English in-service and staff development programs. She has been especially interested in issues of technology and writing, and she was an important contributor to the success of the high school's first writing lab and its peer writing tutor program. She has continued this interest through her work with the Belmont Public Library and the Massachusetts Library Trustees on issues of information literacy. In her professional activities and affiliations, Betty Small has always been a learner, modeling for her students and colleagues her continuing engagement with education.

Betty Small has also been an active contributor to the life of Belmont High School. In addition to her teaching responsibilities, Mrs. Small coached freshman girls soccer and freshman girls softball for several years. She has supervised student teachers, presented writing across the curriculum workshops, and mentored new members of the staff. She served on a number of committees for two NEASC accreditation evaluations, advised the Armenian Club, participated on the Staff Development Council, was a member of the Racial/Gender Bias Committee, and served for many years on the English Steering Committee.

Energetic, hardworking, enthusiastic, and patient are words frequently used to describe Betty Small. Members of her department know that she is a wonderful listener with a big shoulder, a kind spirit and a gentle heart. Her students and their parents know that she genuinely cares for young people and has a wonderful rapport with them. And everyone knows Betty for the support, encouragement, and praise she generously offers others.

**Don White** - The Belmont School Committee hereby records the retirement in June 2002, of Donald White at Belmont High School. After graduating from Haverhill High School as an All Scholastic Quarterback in 1956, Don pursued his academic and athletic career with a scholarship to the University of Notre Dame, where he completed his studies with a B.A. in Sociology in 1960. Don also received a Masters Degree in Education from Salem State College in 1970.

Don began his teaching career in 1963 at Saugus High School where he taught until 1966. In 1966, he accepted a position at Timberlane Regional High School until 1970 when he transferred to Lynn Classical High School. In 1972, Don came to Belmont High School where he has taught social studies for the past 30 years. Don has taught American Studies, Modern World History, Microeconomics and Macroeconomics. In 1999, he was awarded a generous grant by the College Board to attend an institute and write a curriculum for teaching Advanced Placement Economics. His effective teaching of this course has garnered local, state and national awards for his students, and has been the inspiration for many of his students to choose this discipline as a college major.

Don's enthusiasm for teaching and love of social studies has combined to motivate students of all abilities and learning styles. He uses a careful blend of cognitive and affective methodologies to complement his exuberant and infectious personality. Students in Don's classes are not passive observers of the social studies but rather are willing participants. His interest in the National History Day process has made him a pioneer in the area of authentic assessment. Don is a lifelong learner who throughout his illustrious 30-year career at Belmont High School has consistently enrolled in graduate level courses, seminars, in-service trainings and other staff development opportunities. Don has also been an integral member of the Social Studies steering committee, which provides a blueprint for social studies education in the Belmont Public Schools.

Don's impact on students' extended to the athletic field where he was Varsity Football Coach from 1972-1977 and Varsity Golf coach from 1992 to the present. His formula for success was incorporated into his coaching repertoire: dedication, persistence and a strong work ethic were the key ingredients. Under his leadership, golf teams captured the Middlesex League championship in 1997 and were state finalists in 1998, along with qualifying for the state tournament on numerous occasions. Most impressive were the long hours Don would dedicate to writing college recommendations for his students and athletes, and the frequent calls and letters to athletic and admissions directors, that Don befriended throughout his teaching and coaching career.

## Conclusion

In 2002, as in years past, Belmont has had reason to be proud of its schools and its students. Our schools operate very efficiently; our teachers and administrators are dedicated and enthusiastic. As we look into the future, we must remain focused on ensuring a well trained teaching staff, well equipped classrooms of appropriate size to allow each of our students to reach his or her potential and continued high expectations. Please join us in renewing our commitment to maintaining the strength of our schools.

Respectfully submitted,  
Kathleen P. Miller, Chair Belmont School Committee

Page Break

<b>STAFF FTE SUMMARY</b>		<b>APPENDIX 1</b>						
<b>TEACHERS</b>	<b>BUR</b>	<b>BUT</b>	<b>WELL</b>	<b>WB</b>	<b>CMS</b>	<b>BHS</b>	<b>SYS</b>	<b>FY 2003</b>
ENGLISH 5-12					12.00	10.80		22.80
READING K-12	1.00	1.25	1.70	1.40	2.00			7.35
ELEMENTARY 1-4	12.00	12.00	18.00	15.00				57.00
ART 1-12	0.60	0.60	0.80	0.60	3.50	4.00		10.10
MUSIC K-12	0.95	1.05	1.25	1.05	3.70	2.00		10.00
THEATER ARTS						0.40		0.40
FOREIGN LANGUAGE 5-12					7.40	8.60		16.00
KINDERGARTEN	2.10	1.40	2.80	2.80				9.10
MATHEMATICS 5-12					12.00	10.60		22.60
PHYSICAL ED K-12	0.70	0.70	1.00	0.80	2.90	0.80		6.90
SCIENCE 5-12					12.00	12.95		24.95
HEALTH EDUCATION 6-12					0.10	0.40		0.50
TECHNOLOGY EDUCATION					2.70	0.25		2.95
SOCIAL STUDIES 5-12					12.00	10.40		22.40
EARLY CHILDHOOD/PRE-K				3.00				3.00
SPECIAL EDUCATION	2.10	1.70	2.70	3.10	7.00	4.00	0.50	21.10
GUIDANCE	0.50	0.50	1.00	0.60	3.00	5.00		10.60
PSYCHOLOGICAL SERVICES	0.40	0.40	0.60	0.60				2.00
LIBRARY	0.23	0.23	0.22	0.22	1.00	1.00		2.90
<b>TOTAL</b>	<b>20.58</b>	<b>19.83</b>	<b>30.07</b>	<b>29.17</b>	<b>81.30</b>	<b>71.20</b>	<b>0.50</b>	<b>252.65</b>
<b>AIDES / ASSISTANTS / TUTORS</b>								
KINDERGARTEN								0.00
ESL	0.33	0.42	0.83	0.07	0.83	0.50		2.98
EARLY CHILDHOOD/PRE-K				4.94				4.94
SPECIAL EDUCATION	3.70	3.51	7.16	10.07	6.00			30.44
LIBRARY	0.65	0.65	0.83	0.78	1.08	1.00		4.99
BUILDING ADMINISTRATION (Lunch Aides)	1.32	1.32	1.32	1.32	0.68			5.96
<b>TOTAL</b>	<b>6.00</b>	<b>5.90</b>	<b>10.14</b>	<b>17.18</b>	<b>8.59</b>	<b>1.50</b>	<b>0.00</b>	<b>49.31</b>
<b>SECRETARIES / CLERICAL AIDES</b>								
CURRICULUM COOR & DIR OFFICES							3.46	3.46
SPECIAL EDUCATION OFFICE							1.00	1.00
GUIDANCE OFFICE						1.00		1.00
LIBRARY					0.42	0.43		0.85
PRINCIPAL OFFICES	1.00	1.00	1.56	1.57	3.83	4.00		12.96
CENTRAL OFFICE							6.70	6.70
SCHOOL COMMITTEE							0.25	0.25
<b>TOTAL</b>	<b>1.00</b>	<b>1.00</b>	<b>1.56</b>	<b>1.57</b>	<b>4.25</b>	<b>5.43</b>	<b>11.41</b>	<b>26.22</b>
<b>OTHER PERSONNEL</b>								
ELEM. SCIENCE CONSULTANT							0.50	0.50
COMMUNITY SERVICE SUPERVISOR						1.00		1.00



	7	8	C	10	11		10	11	12E	13	14	
	X	15	16	17	18		17	18	19E	20	21	
	21	22	23	24	25		24	25	26E	27	28	
	28	29	30EM	31		(21)	31					(20)
Nov.					1		April		1	2EH	3	4
	4	5	6EM	7	8			7	8	9	10	11
	X	12	13EMH	14	15			14	15	16	17	18*
	18	19	20EMH	21	22			X	X	X	X	X
	25	26	27*	X	X	(18)		28	29	30		
												(17)
Dec.							May				1	2
	2	3	4M	5	6			5	6	7E	8	9
	9	10	11	12	13			12	13	14	15	16
	16	17	18	19	20			19	20	21	22	23
	X	X	X	X	X			X	27	28	29	30
	X	X				(15)						
												(21)
Jan.							June					
			X	2	3			2	3	4	5	6
	6	7	8MH	9	10			+ 9	10	11	12	13
	13	14	15M	16	17			16	17	18	19	20
	X	21	22	23	24			23	24	25		
	27	28	29	30	31	(21)						(18)
						<b>94</b>						<b>91</b>

- |    |   |    |   |
|----|---|----|---|
| T  | School Closed for Students-Teachers Report      | E  | Elementary Schools Early Release Day  |
| X  | Closed for Pupils and Staff                     | H  | High School Early Release Day   |
| NS | New Staff Report (Aug. 28 & 29)                 | M  | Middle School Early Release Day   |
| *  | Early Release Day                               | •  | Day 1: for Gr. 1-4; 5(1/2 day) & 8; 9 & 12  |
| C  | School Closed for Students: Curriculum Day K-12 | •• | Day 2: All Students K-12  |
| +  | High School Graduation – June 8, 2003           | ⊙  | Half of Kindergarten students each day (Notices will be sent home by each school) |

LAST DAY OF SCHOOL IN JUNE IS SUBJECT TO CHANGE

Page Break

APPENDIX 4  
10/1/2002

	Pre	K	1	2	3	4	TOTALS: 10/1/2002
<b>BURBANK</b>		20	18	19	22	17	
		19	18	20	21	17	
		19	19	19	21	17	
		<b>58</b>	<b>55</b>	<b>58</b>	<b>64</b>	<b>51</b>	<b>286</b>
<b>BUTLER</b>		18	16	19	15	17	
		17	15	20	15	18	
			16	19	15	18	
		<b>35</b>	<b>47</b>	<b>58</b>	<b>45</b>	<b>53</b>	<b>238</b>
LABBB: 16							<b>16</b>
							<b>254</b>
<b>WELLINGTON</b>		20	19	21	20	23	
		19	19	21	21	21	

		17	18	21	21	21	
		17	18	22	21	22	
			19			22	
		<b>73</b>	<b>93</b>	<b>85</b>	<b>83</b>	<b>109</b>	<b>443</b>
<b>WINN BROOK</b>	23	17	19	18	23	20	
	31	20	19	18	23	21	
		19	20	18	23	20	
		20	21	17		21	
		<b>76</b>	<b>79</b>	<b>71</b>	<b>69</b>	<b>82</b>	<b>377</b>
	<b>54</b>						<b>54</b>
							<b>431</b>
	<u>Pre</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	
	<b>54</b>	<b>242</b>	<b>274</b>	<b>272</b>	<b>261</b>	<b>295</b>	<b>1398</b>

LABBB: 16

**16**  
**1414**

**CHENERY MIDDLE**

	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
	275	287	303	284	1149

LABBB 38

**38**  
**1187**

**HIGH SCHOOL**

	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	
	290	299	252	216	1057

LABBB 30

**30**  
**1087**

<b>TOTAL ELEMENTARY</b>			<b>1414</b>
<b>TOTAL SECONDARY</b>			<b>2274</b>
<b>TOTAL ENROLLMENT</b>			<b>3688</b>

<b>TOTALS:</b>	<b>OOD</b>	<b>OOD*</b>	<b>PRE</b>	<b>ELEM</b>	<b>CMS</b>	<b>BHS</b>
	84	22	54	1414	1187	1087

**OOD\* - OUT OF DISTRICT - ON SITE BELMONT STUDENTS:**

**BUTLER**                      **LABBB 12**                      **CMS LABBB 8**                      **HS**                      **LABBB: 2**

Appendix No. 5

**BELMONT PUBLIC SCHOOLS  
FY2003 APPROVED BUDGET**

	<u>Personnel</u>	<u>Materials</u>	<u>Other</u>	<u>Total</u>
Regular Instruction	12,220,927	301,171	46,876	12,568,974
Special Instruction	2,378,446	21,259	2,817,762	5,217,467
Student & Instructional Services	2,402,372	122,549	807,829	3,332,750
Operation Services	701,699	46,800	1,427,267	2,175,766
Policy & Administration	1,879,853	119,946	191,608	2,191,407
Contractual Allowance	217,240			217,240
Fringe Benefits			3,347,735	3,347,735
Revolving Offset	(252,500)		(560,500)	(813,000)
<b>FY 2003 TOTAL</b>	<b>19,548,037</b>	<b>611,725</b>	<b>8,078,577</b>	<b>28,238,339</b>
<b>FY 2002 Approved</b>	<b>19,520,949</b>	<b>928,911</b>	<b>6,961,784</b>	<b>27,411,644</b>
<b>FY 2001 Approved</b>	<b>18,770,033</b>	<b>575,716</b>	<b>6,418,440</b>	<b>25,764,189</b>

