

Mayor Thomas M. Menino, left, and Interim Superintendent Michael G. Contompasis greet Everett School third-graders, from left, Lissa Lopes, Khalilah Evora, Jasmine Castro, and Anthony Alves on the first day of school.



SUPER MAN

Contompasis answers schools' call for interim leader

By MEAGHAN CASEY

With one foot out the door last spring, Michael G. Contompasis was drawn back in to extend his 41-year legacy in the Boston Public Schools.

The former BPS chief operating officer, who was to retire in June, was named interim superintendent upon Dr. Thomas W. Payzant's retirement.

"After 41 years at an active pace, it's hard to believe I would've been able to settle into a rocking chair," quipped Contompasis. "I don't intend to sit back and bide time or maintain the status quo. I'm

here to provide as smooth a transition as possible and make it clear that the work will go on."

The smooth transition was evident on the first day of school, Sept. 7, when he and Mayor Thomas M. Menino did a tour of schools.

Contompasis was approached by the School Committee, the Mayor's office, and colleagues to delay his retirement and take on the added responsibilities.

The search committee that was appointed to

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For more information on Boston Public Schools, visit www.bostonpublicschools.org

CSI: Charlestown



Forensics class captures interest of CHS students

By CAITLIN BOWLER

With students brushing for fingerprints, analyzing hair under microscopes, pouring footprints outside or examining fibers under ultraviolet lights as they hone the skills of crime-scene analysis, forensic science classes at Charlestown High School are unlike any others — and students are hooked.

The introduction to forensic science — which in its broadest definition is the application of science and technology for enforcement of the law — is wildly popular.

Veteran chemistry, physics, and forensic science teacher Rich Fox, a former Nevadan who was recruited to introduce his forensic curriculum at Charlestown High two years ago, had 30 students enrolled in each of his four sections last year. With 250 students on the waiting list, at least eight more sections of the class would be needed to meet student demand.

Fox believes the Hollywood drama "CSI" has

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Charlestown High student Jamilla Patrick, left, uses a magnetic finger-printing kit in forensics science class; teacher Rich Fox instructs his class on a crime-scene investigation.

PHOTOS: REBA SALDANHA



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Opening of school year is always an exciting time



Michael G. Contompasis
Interim Superintendent

Welcome to the 2006-2007 school year. The start of a new school year is always an exciting time. This marks my 41st year as an educator in the Boston Public Schools — not including my years as a BPS student. All around the city, I see the enthusiasm of students, families and staff who begin the year with anticipation and a commitment to academic excellence.

Throughout the Boston Public Schools, we are working harder than ever to ensure every child in every classroom in every school is being held to high standards and is receiving the support needed to excel. We remain committed to our work of closing the achievement gap and to moving all students to proficiency. From providing training for our staff to ensuring our buildings are nurturing learning environments, everything we do is guided by our commitment to student achievement.

This is a time of transition in our district, but it is not a time to slow down. Instead, we must accelerate our progress and achieve even greater results. I want to assure you that we are in a strong position to continue building on our successes. As evidenced by the progress that schools have demonstrated already, we have a strong foundation in place, and we remain dedicated to providing educators and families with the tools they need to help students reach their full potential.

This year, 23 schools welcome new principals and headmasters. Many of these leaders are graduates of the Boston Principal Fellows program, having studied closely with experienced principals as they prepared to lead their own schools.

More than 400 new teachers are in classrooms across the district. These educators come from different backgrounds and parts of the country and have joined the Boston Public Schools to be part of our innovative education-reform work. Many have completed the Boston Teacher Residency program, where they spent four days a week with a master teacher while completing course work toward full certification.

We also are continuing the work of expanding offerings for the youngest students. Guided by the new Department of Early Childhood Education, we proudly open 17 new Kindergarten 1 (K1) classrooms for 4-year-old students, a new curriculum for pre-kindergarten students, and investments to earn national accreditation for our early childhood programs. These efforts are supported by more than \$1 million in private funds from partners who recognize our approach as a model for educating the youngest students.

We remain committed to investing in our school buildings, to provide safe, welcoming facilities to serve as outstanding learning environments. Construction will soon be underway to renovate the Burke High School, including a new library. And the Holland Elementary School is reopening after a major renovation, and is now a state-of-the-art elementary school inside and out.

On behalf of the entire Boston Public Schools community, I wish you a very successful school year.

BPS grads win Comcast scholarships

Recognized as school leaders and catalysts for positive change in their communities, two 2006 Boston Public Schools graduates were brought into the spotlight by the Comcast Foundation.

Alicia Jones of Dorchester and Madison Park Technical Vocational High School, and Dagmawit Sirmollo of Roslindale and the English High School, were each awarded \$1,000 scholarships through Comcast's Leaders and Achievers Program. They were among 1,728 students in 34 states who received the award for exemplary community service, leadership skills, positive attitude and academic achievement.

"These young adults are our future business and community leaders," said Comcast Corporation Chairman and CEO Brian L. Roberts. "We're pleased to recognize the tremendous impact that these students have made in their schools and

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SPACE SCHOOL

Astronaut captivates students at Horace Mann

By GRETCHEN WEBER

When Horace Mann principal Jeremiah Ford says he wants to bring the world to his students, he doesn't just mean planet Earth. He's talking about outer space, too.

Last spring, a real space traveler — NASA astronaut Dan Burbank — paid a visit to the school and spoke with students for more than an hour about the life of an astronaut.

In 2000, Burbank manned a 12-day mission, which prepared the International Space Station for its first permanent crew. On that flight, Burbank orbited the Earth 185 times, and covered 4.9 million miles in 283 hours.

"It's very exciting," said Ford, "This is an opportunity for our kids to get exposure to science and its applications in real life. Every group of our students was interacting and was fascinated by this guy."

Horace Mann School for the Deaf and Hard of Hearing is the oldest public day school of its kind in the country. Founded in 1869, the school educates students with varying levels of hearing challenges.

Burbank greeted the students by trying out some of his newly-learned sign language, which he said he learned from a fellow astronaut. He told the students, "Stay in school, be good, and never give up."

The astronaut gave a presentation about what it's like to train to be an astronaut, and he brought pieces of the reflective material used in space suits to regulate temperature, a fragment from a space craft that had been in space, and samples of food the astronauts eat.

"He was fabulous," said Fiona Bennie, the Horace Mann science teacher who invited Burbank to come to the school. "The kids were thrilled to meet him. He was unbelievably personable and warm."

Ford said having Burbank address the students is the kind of experiential learning that is motivating for most students, but is particularly vital for those with hearing



From left, Alexandra Peña, Ewa Sianoszek, Cleore St. Juste, Evandro Correia, and James Alzante study the solar system.

challenges.

"With deaf kids the biggest issue is literacy," Ford said. "Other children are learning language all day long because they hear background — parents talking, the television, the radio. Our kids are exposed solely through visuals, so we are challenged to bring the world to our kids and to bring our kids to the world. This is best done through visual and experiential medium, which is highly motivating and stimulating to our students."

Because of this, the educational benefits of having an astronaut come to school stretch far beyond science education. Teachers can build on these opportunities to teach science topics, and they can also help students

explore related literature, history, and art concepts. Some of the youngest students at Horace Mann, for example, have been making planets in art class and learning how to sign the planets' names.

The relationship between Burbank and Horace Mann will continue to grow. Burbank is scheduled to take flight again this fall on a new mission to space and will communicate with Horace Mann students from the International Space Station while he is there.

"This kind of thing really helps our kids to realize that there's a whole world of opportunity out there," said Ford.

Student-assignment process continues to improve

By MEAGHAN CASEY

In 2004, there were 700 seats available for pre-kindergarten students in Boston Public Schools. That number has more than doubled to reach 1,500.

The dramatic increase in K1 seats for 4-year-olds is the result of ongoing efforts to improve school choice and assignment options in the BPS, based on the findings of a public-engagement campaign two years ago. In 2005, 22 new K1 classrooms opened and another 17 opened this September.

In addition to placing a high priority on early education, the campaign, led by the community-based Student Assignment Task Force, has influenced the School Committee to increase the number of K-8 schools — including the Perry, Jackson/Mann and Eliot schools this fall — and make several policy modifications to the school-assignment process to better meet the needs of parents and students.

A new mathematical formula for assigning students to schools allows families to select

their true choices in order of preference. It also ensures greater access to schools where families have priority through proximity and sibling enrollment.

"We heard from families about school choice being a very confusing and burdensome process," said Interim Superintendent Michael G. Contompasis. "We've put a number of improvements in place in recent years, and it's encouraging to see that those changes are making a positive impact."

Nearly 1,000 parents registering their children for kindergarten or grades 1, 6 and 9 were surveyed between January and February, and about three-quarters of respondents rated "good" or "excellent" the service at the registration sites and the district's efforts to inform and engage families in the school-choice process.

The survey findings reflect the positive improvements to the formula for student assignment and the registration process.

Number of pilot schools is growing

BY MEAGHAN CASEY

Pilot schools, created to be models of educational innovation and to serve as research and development sites for effective urban public schools, are seeing new growth within the Boston Public Schools.

Earlier this year, Mayor Thomas M. Menino joined the BPS and the Boston Teachers Union (BTU) to announce a three-year proposal enabling the creation of at least seven new pilot schools by September, 2008. The proposal also places a cap on the number of unpaid teacher work hours in pilot schools and requires the district to compensate teachers for their additional time.

“This new agreement on pilot schools will offer our students more choice and continue to provide them with a world-class education,” said Menino.

The Boston Pilot Schools Network began in 1995 as a research and development arm of the BPS, to be a catalyst for change and to promote increased choice options within the district. The result of a unique partnership among the mayor, School Committee, Boston Public Schools and the BTU, the network has created schools with autonomy from some district policies and collective bargaining agreements. The pilot schools focus on creating communities of learners, providing rigorous and meaningful curriculum and ensuring that all students are successful.

Currently, there are 17 pilot schools and two Horace Mann charter schools in Boston, all of which are part of the BPS and funded by the city, but governed by individual boards. In June, the School Committee approved a request from the BPS-BTU Steering Committee to grant pilot-school status to the Thomas Gardner Extended Services School, beginning in September, 2007. The other new pilot schools could be created from any combination of new schools, conversions of the district’s non-pilot schools or conversions of current state-governed schools interested in becoming part of the BPS.

“Consistent with our commitment to provide a whole system of quality schools for all children, these additional pilot schools will increase the range of choices for Boston families,” said Interim Superintendent Michael G. Contompasis.

“Boston is recognized as a national model of urban public education reform, and pilot schools exemplify Boston’s commitment to innovations to improve student achievement,” said Elizabeth Reilinger, chair of the Boston School Committee. “The pilot schools also demonstrate our commitment to collaboration with union leadership to help us enact reforms that accelerate student achievement.”



Fredrick Woodard III performs a violin solo at the Masontennial celebration.

A century of caring

Hundreds gather to celebrate Mason School’s 100th birthday

BY MEAGHAN CASEY

Music, dance and celebration ignited the Samuel W. Mason Elementary School, as more than 400 students, parents, staff and community members gathered to mark 100 years of achievement.

Founded in 1906, the Mason School has undergone significant transformations in the last century, emerging as a shining jewel in the heart of a Roxbury neighborhood.

“You drive up to the school and you see an oasis, a safe haven where kids are happy and learning,” said Principal Janet Palmer-Owens. “Once parents ring that doorbell and walk through the door, they feel the community, the sense of family that we’ve established.”

In 1990, the Mason School was among the least chosen schools within the Boston Public Schools and had been slated for closure. Led by then-Principal Mary Russo, staff and parents reached out to city departments, businesses, universities, health centers and community organizations to become partners in transforming the school through teamwork and collaboration. By 1994, the school won the prestigious City of Boston Management Excellence Award and the U.S. Department of Education Model Professional Development Award.

The Mason School has since been honored as a National Blue Ribbon School of Excellence, a State Compass School, a Vanguard School for Mathematics, an Effective Practice School and a demonstration site for the National Alliance of Black School Educators. Last September, it was featured in Boston Magazine as one of the top 50 elementary schools in the state.

“It’s a model to see so many pieces in place, with our business and community partners, our parent involvement, our after-school programs,” said Palmer-Owens.



Angela Menino, wife of Mayor Thomas M. Menino, receives flowers from Mason School Principal Janet Palmer Owens after delivering remarks at the celebration.

In 2003, the Mason School marked another event in its history, converting to one of the district’s now 20 pilot schools. Though still a Boston public school, it is now governed by a 13-member board of parents, teachers, community members and Palmer-Owens.

“It’s been an incredible journey for us,” said Palmer-Owens. “We had the autonomy in place, but the pilot status has brought us to the next level, bringing in new resources, professional development and collegiality.”

ESPN.com reporter Michael Smith and Michael Holley, co-host of the “Dale & Holley” sports talk show on WEEI radio were honorary co-chairs of the Masontennial celebration, which featured performances by OrigiNations, a dance company for youths in Roxbury, and the Topf Center for Dance – both of which have established partnerships with the school. Students honored former superintendent Dr. Thomas W. Payzant with the Masontennial Recognition



FACTS ON THE FLY

BOSTON'S PILOT SCHOOLS

Another Course to College
Baldwin Early Learning Center
Boston Arts Academy
Boston Community Leadership Academy
Boston Day and Evening Academy
Fenway High School
Lilla G. Frederick Middle School
Thomas Gardner Extended Services School (Sept. '07)

Greater Egleston Community High Harbor School
Health Careers Academy
Josiah Quincy Upper School
Lee Academy
Lyndon K-8 School
Mason Elementary School
Mission Hill School
New Mission High School
Orchard Gardens K-8 School
TechBoston Academy
Young Achievers Science & Mathematics Pilot School

A special approach

Middle school makes sure no student is left behind

BY CAITLIN BOWLER

When it comes to special education, Boston schools continue to keep all eyes focused on one, fundamental goal: close the achievement gap by ensuring all students achieve academic proficiency.

Schools throughout the district have taken slightly different approaches to address some of the issues surrounding special education, but Lilla G. Frederick Middle School has emerged as a leader by creating a culture of acceptance and learning among its 700 students using creative inclusion strategies.

“As a new school,” explained Principal Deb Socia, “we’ve had the opportunity to get creative, with parents and teachers working from the ground up to make this a safe and truly effective place for kids to learn and grow.”

“No two children have the same issues,” she added, “so we look at every child’s individual strengths and needs and then find the best way to help them learn.”

This has included teachers co-teaching inclusion classes, using para-professionals, partnering with outside organizations to bring mentors into the school, and having particular students work together outside of class.

And because of the range of its students’ needs, each year the school has varying levels and configurations of inclusion, depending on the makeup of a particular grade level’s students.

Last year, Deborah White, an eighth-grade special-education teacher, co-taught a humanities class that was a mix of regular- and special-education students, and two math classes, one that was mostly special-education students and the other that was regular-education students.

“The regular-education students,” White said, “benefit from co-teaching as much as the other students. The content of lessons generally remains the same, only the delivery changes. Having two adult resources is a help to any student.”



Lilla G. Frederick Middle School student Keillen Fields, left, works during English class with tutor Jarrett Ring.

To make the model work takes a lot of effort by the teachers who have to commit to being flexible. It is often only by trial and error that teachers find a particular strategy, delivery method, or environment in which a student really begins to thrive, White said.

But the rewards are substantial.

“The benefit of teaching kids in an inclusive environment, is that you see all your students, both special-education and regular-education, grow in all areas: academically, socially, and as people,” White said. “Inclusion services help us fulfill our mission of nurturing the whole child — mind, body, and spirit — by creating a safe environment with a culture of respect, where we can make the adjustments that allow us to truly say that all our kids are learning.”

This culture catches every visitor’s eye and seems to be what makes the school’s inclusion program as successful as it is.

“The culture that’s been developed as we’ve found ways to successfully integrate disabled kids into classrooms has benefited all our students,” said Socia. “The non-disabled kids learn so much. There is a totally different sense of acceptance and caring at this school because of these efforts.”

Socia cited two instances as illustrations of the impact inclusive education can have in the lives of individual students and the larger school community.

Last spring a seventh-grade autistic student ran for student council for the coming year and, when hearing the announcement of his election, his peers responded with a standing ovation. And at a dance competition at the school, a wheelchair dancer who participated was cheered on by a crowd of competitors who circled her until she had finished.

There are certainly aspects of the school that still need improvement, said Socia, but in this particular

Renaming of middle school pays tribute to Lilla Frederick’s legacy

BY CAITLIN BOWLER

Teachers and administrators, students and parents, members of the community and city officials gathered to celebrate the renaming of Grove Hall’s New Boston Pilot Middle School as the Lilla G. Frederick Middle School.

The event was a joyous, if not bittersweet commemoration of one of the school’s most ardent champions and a celebration of the school’s commitment to her vision of serving students’ minds, bodies, and spirits in a community of learning.

Frederick, a native of Jamaica, longtime Grove Hall resident and

leader, and onetime executive director of the non-profit coalition Project R.I.G.H.T. (Rebuild and Improve Grove Hall Together), was instrumental both in founding and guiding the development of the school, and in convincing city officials in the mid-1990s to clean up the abandoned and dangerous quarry site on Columbia Road where it now sits.

Community members, faculty, parents and students all supported the effort to rename the school in her honor, after she died unexpectedly in January, 2005.

“It’s extremely important that the name of the school represents the

partnerships and work that went into creating the school,” said Michael Kozu, an organizer at Project R.I.G.H.T. and chair of the school’s board. “Students need to remember that residents have made great contributions to their school, which is a wonderful place.”

Frederick envisioned the school and community sharing an active and strong relationship, and, according to Principal Debra Socia, through the efforts of many, this has remained a rewarding reality.

The school partners with a variety of local organizations that provide opportunities to students for after-school activities, including La

Alianza Hispana, Freedom House, the Efficacy Institute, Girls Get Connected, SWIRLS, Tenacity, MetroLacrosse, Big Sisters, MassArt, the Alliance for Inclusion and Prevention, and United Way, as well as faith-based organizations such as the Charles Street A.M.E. Church and Bethel A.M.E. Church.

At least once a month the school holds evening community safety meetings that bring together administrators, representatives of the District Attorney’s office, social-service agencies, MBTA Police, and community youth workers to keep each other apprised of recent events, discuss safety issues facing students,

and identify what strategies are working well and how they can be replicated elsewhere.

The school continues to reflect the characteristics Frederick believed it should embody.

“I think she’d be really proud if she walked through our school today,” said Socia. “She wanted this school to be a safe place where kids were really cared about, a place with high standards for both behavior and academics, where kids had lots of access to the arts. We have all of this. The commitment of our teachers is remarkable and the level of acceptance the students show for one another is amazing.”

Global learning

Partnership enables Boston teachers to learn foreign cultures

By MEAGHAN CASEY

Spain, Brazil, Greece, New Zealand, Ireland, England, Egypt and China are just a few of the countries Boston teachers were excited to explore over the summer. Their trips were not, however, about the sun and beaches; rather, they were journeys of research, immersion and service, enriching them personally and professionally.

For the third year, the Boston Plan for Excellence and Boston Public Schools, with support from the national Fund for Teachers foundation, awarded grants totaling \$169,226 to 43 BPS teachers for summer travel and study. They traveled to 31 countries and several states, with projects that ranged from exploring the ecosystems of Costa Rica to volunteering at a refugee camp in Tanzania to living and working with a community of painters in Florence, Italy.

"In Boston we are fortunate to be able to offer our professionals a chance to follow an idea and explore places they would not be able to without a grant," said Interim Superintendent Michael G. Contompasis. "As a former teacher, I know too that this is not just about their experience. What these teachers learn will be shared with colleagues and students immediately and long after they return."

Teachers are able to design their own summer plans, with a goal of pursuing a



Brighton High School teacher Karen Coyle-Aylward, went to Greece over the summer while, inset, Boston Adult Technical Academy teacher Erin Conneaney, left, and Rebecca Foley traveled to Kenya.

special interest, researching an area they teach or broadening their own learning about another culture.

Brighton High School teacher Karen Coyle-Aylward immersed herself in history and mythology, as she explored ancient sites across Greece. Coyle-Aylward, who has taught English at the high school for the past seven years, was scheduled to visit almost two dozen sites in Athens, Corinth, Olympia and Delphi to prepare for a new mythology unit she is teaching this year.

"My students have no understanding of the context of Greek mythology," said Coyle-

Aylward. "They have never seen it as more than cute, funny fairy tales. I want them to see this intriguing body of literature as a piece of ancient history and a key to unlocking an ancient culture."

Her new unit focuses on mythology as fiction that can shed light on the history and culture of a society. She will also emphasize the role of mythological references and influence in classic works of literature.

"Shakespeare uses many allusions to mythology in his writing, and his works are just one example," Coyle-Aylward said. "Few high schools offer Greek mythology, which

creates a real hole in our students' learning when they attempt to interpret great literature."

Boston Adult Technical Academy teachers Erin Conneaney and Rebecca Foley received a team award to travel to teach English to students in orphanages and schools in rural Kenya. The two had a week-long immersion in speaking Swahili and understanding East African cultures at the start of their experience.

"The majority of our students are immigrants — many from East Africa — and their vivid, passionate descriptions of Somalia, Ethiopia, Eritrea and Kenya enticed me," said Conneaney, who teaches U.S. history and global issues. "Although they have had limited access to education, many come to school very well prepared in literacy."

Conneaney and Foley, who teach 18- to 22-year-olds who have had no schooling or interrupted schooling in their home countries, gained a working knowledge of the resettlement process as they adjusted to new and unfamiliar surroundings.

"Their pluck and resilience in accessing educational opportunities, work and medical assistance in a foreign land are awesome accomplishments, and many have no immediate family here for support," said Foley, a literacy coach. "I experienced on a small scale what my students face on a massive scale."

Mather principal has waited lifetime for new post

By CAITLIN BOWLER

Dr. Alenor Larisa Abdal-Khallaq Williams is the new principal of Dorchester's Mather Elementary School, an appointment for which she is excited, honored, and, it seems, has spent most of her life preparing.

As a child, she says, "I just loved school and loved my teachers," and with the support of a family that truly valued education, decided to pursue an undergraduate degree in education and human services. She has since spent 12 years teaching regular and special education in grades 1-5, earned a master's in Special Education Inclusion at Simmons College, and a doctorate in Administration, Planning and Social Policy at Harvard University.

While Williams found work in the classroom highly rewarding, she recalled, "I decided to pursue



Dr. Alenor Larisa Abdal-Khallaq Williams is excited to be the new principal of the Mather School.

administration when I saw how great the needs were in terms of school culture, a positive school climate, community and family involvement, and partnerships. I knew I could be a leader that could help tie all these together."

She was accepted as a Boston Principal Fellow and spent the

2004-2005 school year under the guidance of Principal Gloria Woods at the Mattahunt Elementary School, where she had the opportunity to watch and learn from a seasoned principal as she engaged in school life for the first time as a junior administrator.

"Being a Principal Fellow really allowed me to make the transition from teacher to administrator," said Williams. "As a Principal Fellow, I was given permission to step out of the classroom and look around, and because of this my lens widened and my message broadened. It was quickly informed by a whole school vision and consideration of school-wide needs."

The fellowship also gave her the time and freedom to reflect on how she would have approached and dealt with different situations as she watched a school administration in action, and allowed her to engage in school

activities that she had not as a teacher.

When assigned to serve as assistant principal at the Mather in the fall of 2005, Williams brought with her ideas and knowledge from her experiences as a Principal Fellow concerning administrative team building, relationship building, and communicating with families about positive and negative issues related to their children.

As assistant principal, she participated in the Instructional Leadership Team, worked with counselors, and built partnerships with outside agencies. She also helped to develop a high functioning Student Support Team (SST), a group that works to address individuals' emerging physical, emotional, academic or mental-health needs.

Williams admits that she was disappointed to have been assigned to serve as an assistant

principal after her time as a Boston Principal Fellow, but she no longer feels that way.

"It was the best thing that could have happened," she said. "I now have knowledge of the school and have had time to establish relationships. I've also had the opportunity to work with a tremendous principal from whom I've learned so much."

Equipped with both "a humble spirit" and "knowledge that I'm ready," Williams has set high goals for herself for the coming year.

"I want to build strong working relationships — with and between parents, teachers, the community, representatives, business and university partners, and the neighborhood — to help uplift our children."

Andrew Bott, former principal of the Mather, was appointed principal of the Rogers Middle School in Hyde Park.



Kathleen and Paul Kearnan met in 1997 and married soon after and continue to work side by side.

Partners at home, school

Kearnans find love at Hamilton School

BY MEAGHAN CASEY

For the past six years, Kathleen and Paul Kearnan have shared a special bond — in teaching and in marriage.

The Kearnans, who teach at the Alexander Hamilton Elementary School in Brighton, met in 1997 in classrooms across the hall from one another.

“We became friends and went running together,” said Paul, a third-grade teacher. “Kathleen is an accomplished runner who has run the Boston Marathon three times. I was a beginner — a fact she didn’t know until I had to call in sick the day after our first run,” he quipped.

Paul and Kathleen became engaged in 1999 and married in August of 2000. Paul, who also performs with a local band, the Splendid Nobodies, wrote and recorded a song for the couple’s first dance.

The Kearnans live in Roslindale with their twin daughters, Amanda and Caroline, who were born in 2003.

“A lot of people ask, ‘How can you live together and work together?’”

Kathleen said with a laugh. “Of course, it’s not as though we’re side-by-side all day. We ride together in the car and pass each other in the hallway, but we’re in our own classrooms for most of the day. The nicest thing is that both of us are able to share the same experiences and relate to what’s going on.”

“We work with some of the same kids from time to time, so it’s good to always have someone who understands exactly what you’re going through,” said Paul.

Paul, a native of Albany, NY, earned his bachelor’s degree from Syracuse University and his master’s in education from University of Massachusetts Boston. He began teaching third grade at the Hamilton 10 years ago, following a stint of student-teaching at the school.

“We love teaching in Boston, and enjoy the opportunity to reach out to kids in need, helping them to learn, enjoy school and believe in themselves,” said Paul. “We also love the diversity of our school, which has students from approximately 50 different countries.

That’s pretty incredible in a school of our size with about 200 students.”

Kathleen, in her ninth year at the Hamilton, is a first-grade teacher. Originally from Walpole, she earned her bachelor’s degree from Lesley College and her master’s from Wheelock College. She has also served as a reading recovery teacher and special-education teacher in a language-based learning classroom.

“Being in first grade now, it’s wonderful to start out with the students and be able to see them through fifth grade,” she said. “Because it’s a small school, we can do that. We can stay connected.”

“The teachers get to know all of the kids in the school at least by face, but usually develop relationships much deeper than that, following the kids’ progress from year to year,” said Paul. “We both feel very at home at the Hamilton, and plan to continue teaching here in the future.”

Auger states her case

Hernandez teacher named best in Mass.

BY MEAGHAN CASEY

At the Rafael Hernandez Two-Way Bilingual School, first-graders soak up their lessons in both English and Spanish, thanks to the dedication and observant ear of teacher Jessie Auger.

Auger, a third-year teacher at the Roxbury school, was named the 2006-2007 Massachusetts Teacher of the Year. David P. Driscoll, Massachusetts Commissioner of Education, presented her with the award in a ceremony at the State House.

“Teachers play a vital role in the development of our children, and the passion they have for what they teach can make a difference by sparking a student’s interest and fostering a lifelong love for learning,” Driscoll said. “Jessie stands out because of her creativity in finding ways to work with students whose first language is not English.”



Jessie Auger

Auger, a Jamaica Plain resident, has been in education for 16 years. She has been a teacher in the Boston Public Schools since 2001 and at the Hernandez School since 2004.

Auger said she aims to create a learning environment in her classroom that helps her students grow confident, competent and successful.

“When I see my students develop and practice skills with the joy and excitement of new discovery, full of pride in their newly created competence, I know my work has been well worth the effort,” Auger said.

Auger was named to *USA Today*’s All-USA Teacher Team in 2005, along with Hernandez teachers Brenda Rosario, Naomi Mulvihill, and Martine Lebet. Principal Margarita Muniz nominated the group for their work customizing plans for each child, reaching out to parents, creating a structured, consistent routine, and building community spirit through recycling and gardening.

As the Massachusetts Teacher of the Year, Auger is the state’s candidate for National Teacher of the Year. While remaining in the classroom, Auger will serve as an ambassador for the teaching profession over the next year by making speeches and conducting workshops throughout the state.

“It’s a pleasure to celebrate the hard work of one of our teachers,” said Boston Interim Superintendent Michael G. Contompasis. “We expect our students to meet higher standards than ever before, and teachers like Jessie are helping them reach that level of performance.”

Two other BPS teachers were among the five finalists for the Massachusetts Teacher of the Year award: Anne R. Clark of Boston Arts Academy and Amy Piacitelli of Charlestown High School.

Junior achievement: Madison Park expands NHS

By CAITLIN BOWLER

After nearly 20 years of inducting qualified seniors into the nationally recognized National Honor Society, Madison Park High School took an exciting step toward expanding the size, profile, and impact of its NHS by inducting its first class of juniors last spring.

At a ceremony held at the school, Mayor Thomas M. Menino joined Headmaster Charles McAfee and friends, family, and potential 2007 NHS candidates from the sophomore class as 46 juniors were recognized for their excellence in scholarship, leadership, service, and character — traits the National Honor Society requires and celebrates in its members.

“We’re so excited to have been able to expand the program,” said James O’Brien, a librarian at Madison Park and one of the society’s four faculty advisors. “National Honor Society is a way for the school to identify and recognize the best of the best. These students serve as role models throughout the school and extending that presence down into the junior class, closer to sophomores and freshmen, is a really positive step.”

To apply for membership, students must have achieved a qualifying GPA at the end of their sophomore year. Faculty then distribute applications in which students have the opportunity to present their extra-curricular work. Applicants describe service they have done outside school in their communities, often through volunteering or tutoring; demonstrate ways they have shown leadership; and write an essay about their qualifications for membership.

A faculty committee reviews the applications and selects qualified candidates.

O’Brien describes membership as an “ongoing process,” not merely an opportunity for one-time recognition. Members continue to do good work after their induction by organizing service events and activities throughout the year. The major benefit is that they now do so from a more visible place.

As part of their commitment to Service, NHS members participated in the AIDS Walk in June. In support of this effort, they solicited pledges throughout the community and encouraged others to join them at the event.

“Their participation was a great way to highlight the event, and it shows other kids that this is a really worthwhile endeavor. We hope it will generate enthusiasm throughout the school,” said O’Brien.



From left, Carmen Piedad, Jossy Tello, Roilyn Gonzalez, Lilliana Cabrera and Rose Allocca take part in an after-school drumming class at the Hernandez School.

For many BPS students, the final bell does not signal the end of learning for the day

By CAITLIN BOWLER

When the final bell sounds at the end of the school day, many students in Boston’s schools continue their learning, taking part in after-school programs that mix academic support with classes in everything from TV production to fishing, dancing and African drumming.

Structured out-of-school time programs and opportunities in Boston Public Schools have expanded in recent years. In 2000, Dishon Mills, the district’s first After-School Programs Coordinator, helped launch the first group of Boston 21st Century Learning Centers. Since then, he and his staff of five have helped schools and partner organizations start 20 other Learning Centers at schools and community centers throughout the district.

Mills and his staff, previously referred to informally as the “After-school Office,” are now part of the renamed Department of Extended Learning Time, After School, and Services — or DELTAS. The Boston Public Schools created the distinct department in response to the significant role out-of-school programs now play in the education of students and the large coordination efforts their success will continue to demand. “DELTA plays a vital role in kids’ lives by removing the barriers to learning and promoting opportunities for healthy youth development,” Mills explained.

Community Learning Centers, which are located in individual schools, managed by an on-site coordinator and resource team, and staffed by classroom teachers and after-school specialists, provide kids of all ages additional structured time in safe environments where they can try different activities and learn new skills, as well as have access to academic help and additional

“

“Society does not have a balanced view of the amount of time a kid spends in school, because we don’t consider the time spent after school, at night, over the summer, on vacation and holidays. Studies estimate that only 20 to 30 percent of a child’s waking hours are spent in school. Our goal is to stretch out that time so that kids spend much more time engaged with the world in positive, productive ways.”

Dishon Mills
After-School Programs Coordinator

adult resources.

“Society does not have a balanced view of the amount of time a kid spends in school, because we don’t consider the time spent after school, at night, over the summer, on vacation and holidays,” said Mills. “Studies estimate that only 20 to 30 percent of a child’s waking hours are spent in school. Our goal is to stretch out that time so that kids spend much more time engaged with the world in positive, productive ways.”

DELTA staff builds and maintains the infrastructure and networks that allow out-of-school time programs between schools, families, and community-based organizations — arguably the three most important institutions in a child’s life — to thrive. Once a center has been established, staffing and programming are managed by an on-site coordinator at each school.

Together, the on-site coordinator, principal, resource team, and representative parents at

each Learning Center, design a program framework that addresses the needs of its particular school population and community.

On-site Learning Centers allow classroom teachers to maintain working relationships with after-school staff, who are available to students during the 45 to 60 minutes of after-school time devoted to homework.

“Most teachers see these programs as very beneficial, because it gives them a resource. If a student is having trouble with a particular concept, a classroom teacher can talk to after-school staff, alert them to the issue, and the after-school staff can give the student the help he needs,” said Mills.

After-school staff take a very intentional approach to programming, and work with classroom teachers to tailor many of their lessons to address academic concepts groups of students may be struggling with in school.

“For instance, if a teacher is aware his students are struggling with fractions and knows that a cooking class is planned after school later in the week, he could work with the after-school staff to emphasize the use of fractions when following recipes,” Mills said. “Students then have the opportunity to revisit fractions, but in a different, real-world environment. This way they’re doing much more than having fun.”

All programming is data driven, meaning that each year staff members analyze statistics they collect about students’ social, academic, and skill-development levels and use that information to identify which aspects of the program are helping students and which need to be improved or changed. Staff are continually improving and altering programs so that they work for students.

“Ultimately,” said Mills, “these programs keep kids wanting to be engaged, which in turn raises their engagement and their learning throughout the entire day.”

Here's the Bottom Line: Lazo is a success

By MEAGHAN CASEY

Nadia Lazo, a 2006 graduate of Brighton High School, arrived in this country from Peru only two years ago, bringing with her dreams of a better education and a brighter future.

Mission accomplished.

After adjusting to a new language, a new culture and a new high school experience, Lazo has achieved her dream. She is attending Boston College, with hopes of studying biology or bio-chemistry.

Lazo credits the college counseling program Bottom Line as key to her success. The nonprofit program, founded in 1997, is designed specifically to help Boston students gain access to college, graduate and go far in life. Located in Jamaica Plain, Bottom Line offers one-on-one counseling, SAT preparation, college-options research, scholarship searches, application editing and transitional services.

"It was awesome – so helpful for me," said Lazo. "I started going in August for a couple of weekends, talking about majors, financial aid and college research. Then in the fall I went more often, learning about cover letters, resumes and essays. Coming into the experience, I really didn't know about GPA, the SAT or the application process. It was all new to me."

In just under a decade, Bottom Line has helped nearly 1,500 students survive the overwhelming college application and financial aid process. David Borgal, Bottom Line founder and director of student



Nadia Lazo, a Peruvian immigrant who came to the U.S. two years ago, credit Bottom Line for helping her get accepted to Boston College.

services, helped guide Lazo along the way.

"Dave was always there cheering me on, saying, 'Yeah, yeah, you can do it,'" said Lazo. "He was my mentor, my advisor."

"It's satisfying to me to see kids who work hard, like Nadia, get rewarded," said Borgal.

Lazo was a member of the National Honor

Society at Brighton High. She also played soccer and was involved in Latinos in Action. While applying for colleges, she aspired to find a fit that would present her with the best possible academic opportunities. She found that at BC, less than two miles from Brighton High.

"It's an excellent, prestigious university," said Lazo. "Plus, they gave me a really good financial package. I actually got an even better package from another school that I applied to, but my mother encouraged me to go to the place where I would get the best education."

Lazo says her mother has been instrumental in opening the door of opportunity and helping her find success.

"In Peru, a lot of people just have to survive, working in positions like taxi drivers," said Lazo. "My mom wanted me and my brother to have a better future and to go to college. She wanted to give us the freedom, the option to do whatever we want."

Lazo, who is living on the Boston College campus, was anxious to join the university's more than 9,000 undergraduates and start experiencing a new world of opportunities. She joined nine other Bottom Line participants as members of the BC class of 2010. The 10 have already been introduced through Bottom Line, and participated in transitional programs together over the summer.

"We try to be a presence in their lives throughout the college experience," said Borgal. "We're there on the first day, making sure things are going smoothly for them, and hopefully right through to the last day, taking pictures at graduation. They have the support they need at BC, but from a community angle, it's good to have someone looking out for them, being their cheerleader and motivator."

Grant allows Urban Science Academy to increase AP offerings

By CAITLIN BOWLER

With a new school year underway, many juniors and seniors at the Urban Science Academy have embarked on a year-long academic marathon in one or more of the four new Advanced Placement classes the school is offering.

The Urban Science Academy, one of four small high schools in the West Roxbury Education Complex, competed with 115 secondary schools to secure one of five start-up grants the College Board offered, and has used the grant to train teachers and develop preparatory curriculum for AP biology, chemistry, and calculus classes.

"We were honored to receive this grant," said headmaster Rasheed Meadows, "and the entire school is delighted about the classes launched this fall."

Since winning the grant, teachers and administrators worked together to prepare teachers and students for the fall.

"The most important and difficult part of this work," said Meadows, "was getting students prepared for the rigor of the AP curriculum and making sure teachers were

professionally prepared."

To this end teachers ramped up the intensity of the after-school program, to ensure students became acclimated to the effort that will be required of them to succeed in AP classes. Many students enrolled in AP calculus for the fall took a pre-AP prep course at Northeastern over the summer.

Teachers who are teaching the new AP classes attended professional-development workshops after school, where seasoned AP teachers discussed topics such as using class time most effectively in the context of the AP curriculum and modification of teaching styles.

Also, administrators have implemented team teaching and have built course-planning time into the schedule so that teachers across each grade can identify problems or issues that arise with individual students, in both AP and non-AP classes, and work together to address them.

In recognition of the high demands of the AP curriculum, both academically and emotionally, administrators have organized

an AP Club that will serve as both a study and support group. Because any student who begins an AP course must finish that course and sit for the test, Meadows believes the school must make a year-long commitment to supporting its students.

"Once we allow a qualified and motivated student to enter the course, it's our responsibility to make sure that student is successful," said Meadows. "October can be a particularly challenging time. We will be here to get students through that and the rest of the year."

Administrators hosted a meeting last spring for all sophomores and juniors, where teachers explained the concept of the Advanced Placement curriculum, describing the classes that would be offered and their challenging requirements, and also the benefits.

"I discussed studies that report students who successfully do AP work have better success beyond high school, both in terms of going to college and being successful there, as well as professionally," said Meadows. "The data really hit home with

students. The level of interest was very high."

The Urban Science Academy is offering one section of both biology and chemistry, two sections of Calculus, one section of Spanish, which is being launched with alternate funding, as well as the AP environmental science class it already offers.

Teachers and administrators will continue to develop and integrate the pre-AP curriculum into the existing curriculum, ensuring that students who choose to enroll in AP classes next year are adequately prepared.

Meadows anticipates that the school's AP curriculum, including AP classes and the pre-AP feeder curriculum, will be in full swing for the 2007-08 school year.

"Ultimately," he said, "We're trying to encourage and prepare every student here to be an AP student and we're very serious about this. We're designing an overall program to prepare students to be competitive in the world, both at home and abroad."



FACTS ON THE FLY

BOSTON VALEDICTORIANS

Academy of Public Service at Dorchester
Franklin Higgins

Another Course to College
Viola Adhami

Boston Adult Technical Academy
Jian Jun Rong

Boston Arts Academy
Nicholas Ruggiero

Boston Community Leadership Academy
Hicham Mziguir

Boston Day and Evening Academy
Ebony Brown

Boston International High School
Delcy Miranda

Boston Latin Academy
Rachel Singh

Boston Latin School
Jessica Qu

Brighton High School
Gilbert Kiyingi

Brook Farm Business and Service Academy at West Roxbury
Albiona Celaj

Jeremiah E. Burke High School
Maria Rodrigues

Charlestown High School
Ying Xian Lu

Community Academy
Georgina Brewington

Community Academy of Science and Health at Hyde Park
Natasha Butler

East Boston High School
Abadur Rahman

Edward G. Noonan Business Academy at Dorchester
Mina Cao

The English High School
Shanika Bridges-King

The Engineering School at Hyde Park
Michael Blackwood

Excel Academy at South Boston
Ngoc Nguyen

Fenway High School
Shanita Williams

Greater Egleston Community High School
Cheryl Ricketts

Health Careers Academy
Satie Shiwbodh

Madison Park Technical Vocational High School
Edwin Pimentel

Horace Mann School for the Deaf and Hard of Hearing
Ana Canales

McKinley Preparatory High School
Kevia Aparicio

McKinley South End Academy
Jordan Borges

Media Communications Technology High School at West Roxbury
Loris Bano

Monument High School at South Boston
Tenzin Yangchen

New Mission High School
Aileen Perez

John D. O'Bryant School of Mathematics and Science
Thu Ho

Odyssey High School at South Boston
Jenna Kelley

Parkway Academy of Technology and Health at West Roxbury
Yukensi Miranda

Josiah Quincy Upper School
Jessica So

Social Justice Academy at Hyde Park
Natasha Carter

Snowden International School at Copley
Paul Nakashian

TechBoston Academy at Dorchester
Tony Wen

Urban Science Academy at West Roxbury
Samenta Abraham

BOSTON'S BRIGHTEST



Class of 2006 valedictorians look forward to bright future

BY MEAGHAN CASEY

On a crisp, clear day looking out over the harbor, Boston celebrated the best and the brightest of its high school students.

The eighth annual Valedictorians Luncheon, held at the Boston Harbor Hotel, honored 38 students who excelled to the top of their class.

“These youngsters represent what Boston’s all about,” said Mayor Thomas M. Menino. “We don’t give our students and teachers and principals enough credit for the spectacular work they do.”

First held at the City’s Parkman House in 1999, the Valedictorians Luncheon has become an annual event and fundraiser for the City of Boston Scholarship Fund, which provides financial assistance to Boston residents attending college in Massachusetts. Sponsored by Harvard University and Reebok International Inc., and supported by numerous

other donors and friends, the event joined students with their headmaster and family members, as well as elected officials, business and community partners and other guests.

“This is a wonderful day of celebration – a celebration of achievement,” said School Committee Chair Elizabeth Reilinger. “Each of these students possesses self-imposed determination to shoot for high goals. They’re here today because they never lost sight of that.”

Maria Rodrigues of Jeremiah E. Burke High School spoke on behalf of her fellow valedictorians, who have entered the class of 2010 at schools such as Boston College, Boston University, Harvard University, Northeastern University, Smith College and Suffolk University.

“Congratulations, we have made it,” said Rodrigues. “To our teachers, you have not only given us an education, you have prepared us for life. Our success is your success.”

Rodrigues, a member of the National Honor Society and captain of Burke’s volleyball and softball teams, is attending Boston College on a full scholarship. She left the Burke not only with a record of perfect attendance, but with lasting memories and a solid educational foundation.

“I’ve been lucky to meet such great friends and really supportive teachers,” said Rodrigues, who is contemplating a major in chemistry.

“She has been stellar in the classroom, taking several AP courses and never missing a day of classes,” said Reilinger.

“She has also excelled outside of the classroom, in athletics and in service to her community.”

Outside of the Burke, Rodrigues volunteers at the Pine Street Inn and participated in this year’s Walk for Hunger. She credits her extracurricular activities and commitment to service as separating her from amongst more than 20,000 applicants.

“In my acceptance letter from BC, they said they were impressed with my involvement in the school and in the community,” she said. “They look not only at your grades, but at what you’re going to contribute or give back to the school.”

**FACES OF
BOSTON SCHOOLS**

Operating on all cylinders

McIntyre settles in to COO position

BY MEAGHAN CASEY

As chief operating officer of Boston Public Schools, Dr. James McIntyre Jr. is learning the ropes from some of the nation's top CEOs and school district executives.

McIntyre, who has worked in the BPS for eight years as part of the finance and budget team, assumed COO responsibilities on May 15. He succeeded Michael Contompasis, who is serving as interim superintendent.

"A big part of my responsibilities is building on the success of the last decade," said McIntyre. "Mike (Contompasis) and (former superintendent) Tom (Payzant) built a solid, customer-friendly infrastructure, so that people know how we're making decisions."

A Malden native, McIntyre earned his undergraduate degree from Boston College and holds master's degrees in education administration and urban affairs from Canisius College in New York and Boston University. He also holds a doctoral degree in public policy from the University of Massachusetts Boston and is an adjunct instructor at Harvard University's Graduate School of Education. McIntyre served as BPS budget director and deputy chief financial officer before being named COO.

"Jim McIntyre is a tremendous resource for the Boston Public Schools," said Interim Superintendent Michael G. Contompasis. "He is widely respected by the staff in our schools and his colleagues in the central support offices."

"I recognize the superintendent and School



Chief Operating Officer Dr. James McIntyre Jr. reviews some paperwork.

Committee showed confidence in selecting me, but I have to earn the respect of the rest of the Boston leaders," said McIntyre. "I intend to earn their respect by achieving measurable results."

In his new role, McIntyre is responsible for developing and overseeing top-level financial, technology, human resources and administrative support services for the district.

"I'll be working to create a healthy learning environment for kids and efficient, equitable operational services for schools," McIntyre said. "Parents give us a sacred trust when they bring their children to the school door, so a big priority for me is honoring that trust and serving the families of this district."

McIntyre was also selected to attend the Broad Urban Superintendents Academy with the class of 2006. Bridging the minds of some of the top business and educational leaders, the academy is a 10-month executive management

program to train working executives from business, non-profit, military, government and education backgrounds to lead urban public school systems.

"A lot of what we focus on is leadership," McIntyre said. "We learn how to encourage people within the organization to follow our vision. We also gain a better understanding of the teaching and learning side of school districts, and how operational support impacts that."

One of 18 participants in this year's class, McIntyre began the program in February. Over a period of 10 months, the class attends seven extended weekend training sessions covering CEO-level skills in finance, management, operations, organizational systems and education.

"It's been truly amazing," said McIntyre. "What's been most exciting has been learning from the others in my cohort. They all have such rich, diverse backgrounds."



Kim Rice is chief information officer of Boston Public Schools.

CIO Rice charged with closing digital divide

BY CAITLIN BOWLER

With more than 15,000 computers spread throughout its classrooms and computer labs, Boston Public Schools chose well when it tapped the bright, dedicated, and highly experienced Kim Rice to become chief information officer and lead the district's efforts to bridge the digital divide.

Rice is charged with overseeing a number of initiatives that will allow educators to effectively use technology as a tool to increase student performance and close the district's achievement gap.

Rice, a Chicago native, has accrued a rich variety of experiences in Massachusetts. She spent six years in North Andover as a fourth grade teacher and the K-5 elementary science and technology curriculum coordinator before becoming the data architect on the Massachusetts Virtual Education Space (VES) design team, and eventually the executive director of the statewide VES Educational Collaborative.

She then spent a year in the private sector working as a technical business analyst for Apple, Pearson Educational Measurement, and CELT, before returning to education in July of 2005.

"The work was interesting," Rice said, "but I found that in the private sector I was nowhere near as passionate or fulfilled. My heart was longing to be in the district where we saw projects through to their implementation."

As CIO, she and the staff at the Office of Instruction and Information Technology and the new Program Management Office spent the past year implementing various components of LINC 3 (Learning & Information Network for the Community), a three-year strategic technical plan designed to keep the district in line with changing technologies by addressing issues

regarding access, information, and innovation.

Project Refresh takes on the issue of schools' need for up-to-date, quality computers. Given the realities of the budget and the fact that 55 percent of the district's computers are more than seven years old, Project Refresh leaders are navigating non-traditional avenues to develop a sustainable system that will allow for the continuous upgrade of the district's oldest computers.

They are in the process of analyzing lease options and are working with the city and corporations to develop a long-term corporate donation program. Already they have solidified four corporate partners who have donated 1,100 Pentium 4 machines for the fall.

"This is about closing the digital divide," remarked Rice. "We need to provide teachers and their students the equipment that will allow them to be successful in our digital age."

The Data Center, a cross-functional project being developed with the district's Research Assessment and Evaluation team, strikes at the heart of the district's goal to use collected data to drive decision making.

"Basically, this is one comprehensive data warehouse that will give teachers, administrators, and parents the reports and tools to identify patterns in the data, so that they can provide individual instruction and tailor programming to address weaknesses identified in a particular class or school."

Innovative and effective use of the technology available in the schools by teachers for learning is the piece that makes the other LINC 3 efforts worthwhile.

Rice explained that staff at the Office of Instruction and Information Technology are constantly addressing the questions, "How do we empower schools to use technology?" and "What is the best support model for

Citywide band

steels^{the}
show

Timilty Middle School student Brittany McDonough, a member of the steel drum band, practices at school.

By MEAGHAN CASEY

Within the walls of the Timilty Middle School, resound the diverse beats of the classic “William Tell Overture” and the popular “Austin Powers” theme song.

The musical selections can be heard twice a week, as a group of seven high school and middle school students gather at Timilty to rehearse, as part of the first city-wide steel drum band. Initiated last fall by Greg Gazzola, who is also director of the city-wide percussion ensemble, the steel drum band is exposing students to a unique instrument originating in the island of Trinidad.

“The project was kind of an outgrowth of the success of the percussion ensemble,” said Gazzola. “It was something I thought would be a good idea, particularly given the

diversity of the Boston Public Schools.”

The band has performed at a variety of civic, community and BPS events. The students participated in a local AIDS walk, as well as the Walk for Music, raising money for music education. They played at the opening reception of the BPS Youth Arts Month exhibit at Boston City Hall, as well as former superintendent Dr. Thomas W. Payzant’s retirement celebration in June.

“We try to do a mix of classical, pop and ethnic music,” said Gazzola, who primarily arranges the musical selections. “They enjoy playing different music, and playing music with each other. Really, we just try to have fun with it.”

Gazzola serves as the district’s music resources coordinator in the department of curriculum and instructional practices for the

arts. Originally from Ohio, he has a background in music performance from West Virginia and Kent State universities.

For four years, he performed with the U.S. Air Force Band of Liberty. He completed his doctoral studies at Boston University and joined the BPS more than eight years ago. Initially serving as program director at the Roland Hayes School of Music, he directed musical studies in brass, woodwinds, strings, vocal, piano and percussion. He also developed the school’s percussion ensemble, which grew into the city-wide ensemble when he was appointed to the district position five years ago.

“Throughout my education and career, I’ve been working with high school groups,” said Gazzola. “I saw a lot of ensemble success in the suburbs and knew the city

kids could do the same. There’s a certain energy that inner-city kids bring to the program.”

The city-wide percussion ensemble has been recognized by the New England Scholastic Band Association a number of times for its achievements. In the summer of 2005, the students were invited to play at the Title I Conference in Hyannis, entertaining administrators from throughout the state.

“It was a big highlight,” said Gazzola. “Everyone was blown away.”

Already, Gazzola has witnessed similar reactions from spectators of the steel drum band.

“Everyone who sees them tells me how engrossed they are in what they’re doing, and how devoted they are to the music,” he

Boston teachers are made to feel wanted by new support team

By CAITLIN BOWLER

“The future of this country really is in the hands of teachers, so we need to support them from day one. Recruiting, hiring, and keeping the best teachers is critical to the success of our students.”

This simple, but compelling idea, described crisply by Barbara McGann, former assistant superintendent for human resources and Rear Admiral in the U.S. Navy (retired), has been at the core of the district’s massive human resources reinvention effort that began in 2004.

In an effort to give new teachers everything they need to feel completely supported, the department launched the New Teacher Support Team (NTST), managed by Robert Kollar and Nell Forgacs, and located in an office on the first floor of BPS headquarters at 26 Court St.

At its core, explains Kollar, the New Teacher Support Team is “a safe space for

new teachers to come to and know that there will be people to listen, answer questions, and take time to resolve issues they may have, especially those related to being new to the system. We serve as experts and liaisons between teachers and many other branches of the system that they’ll need to connect with at one time or another.”

Recognizing that teachers can feel supported in a variety of ways, NTST staff work to give new teachers a positive experience with the district from the very start. They keep the recruiting and hiring process running smoothly and ensure teachers receive their first paycheck.

In the summer and fall they host two hour one-stop shopping orientation sessions twice a week, where new teachers can come to sign up for benefits, have any lingering administrative questions addressed, and discuss with staff the district’s expectations of them.

This emphasis on getting answers, responding to requests, and resolving issues quickly and efficiently has been extended throughout the entire human resources staff as part of the overall reinvention of the department, with great success.

“This has been an overwhelmingly successful initiative,” said Kollar. “In two years, reported levels of satisfaction with Human Resources, solicited in customer service reports, have leapt from 40 percent to 80 percent. We still have room to improve, but we’ve made great advances.”

Other events hosted by the New Teacher Support Team include a three-day New Teacher Institute at UMass Boston in the fall, where all the district’s new teachers will have the opportunity to meet senior program directors and attend a series of workshops, and three New Teacher Celebrations over the course of the summer where new teachers have the opportunity to meet each other and

returning staff.

The team also hosts two Saturday Networking series, one in the fall and one in the spring, in which BPS staff teach two classes: Classroom Management Techniques and Differentiated Teaching.

“We asked new teachers what they felt they needed the most instruction in,” said Kollar, “and, across the board, these were the areas. This is a great resource for new teachers.”

Together, administrators believe these resources and events lead teachers to feel supported by the district, but also help to create a culture and support system amongst new teachers that allows them to continue to support each other.

“Ultimately, we will do whatever it takes to give each great new teacher 100-percent support,” said McGann, who took over as superintendent of Marlborough Public Schools in August.

Charlestown forensics class getting high marks from students

FORENSICS: from Page 1

fueled the subject's popularity among students, but maintains that forensic science has always held the attention of budding science students.

"Kids like it," he explains, "because it gives the opportunity for the direct application of science in real world settings. There's also the mystery and problem solving element. Kids love piecing together a story from a series of clues left behind."

And science teachers appreciate the subject because it draws on threads from all branches of science, which makes it possible to import labs and demonstrations from forensics into their own classes.

"Because forensic science draws on so many different topics from all branches of science you can take it and integrate it into any basic science class," Fox said. "For instance, there's forensic chemistry and forensic geology. You can introduce one or two lessons from the forensics curriculum into, say, chemistry class, and get kids excited about both."

Fox spent nine years developing the curriculum at the Advanced Technologies Academy in Las Vegas, incorporating new forensic techniques and specialized knowledge learned through research assistantships and summer institutes across the country and world. He did volunteer work for the United Nations in Kosovo before coming to Massachusetts. He has since incorporated various curriculum requirements of the Massachusetts State Science Standards into the syllabus.

The course allows so many different opportunities for students to engage in real field work that, Fox said, "It opens science up to kids who may not have previously been interested. Plus, there's always bound to be something to interest kids at any given time."

This is the third year that Fox taught the course, which is offered both as a one-year

science elective and a two-year core component of Charlestown's School to Career Pathway program in Forensic Science.

In an effort to generate enthusiasm in the lower grades, last spring Fox took several of his senior students to the King Middle School in Dorchester with some of their equipment, including skulls, a drug-testing kit, a fingerprinting kit, and ultraviolet lights, to demonstrate specific techniques from forensic science.

"Those kids were so excited," Fox recalled. "They hung on our every word. And that's great news, because a critical piece to the success of this program will be to get younger kids excited and prepared, so that there is a stream of kids with the skills to hit the ground running in this curriculum when they get to the high school."

Based on the program's success and students' enthusiasm for the course work, Fox consulted over the summer with teachers at Monument High School at the South Boston Educational Complex to help integrate the one-year course into the school's curriculum.



Above, forensics teacher Rich Fox instructs students Lucner Pierre and Stephanie Carvalho on how to measure a skull; right, Charlestown High student Mike Donahue determines the angle of trajectory of a bullet through a skull.



Contompasis fills in as superintendent

CONTOMPASIS: from Page 1

identify finalists for the next superintendent anticipates presenting a formal schedule for the public review process this fall. The committee has conducted extensive research, reviewing approximately 100 resumes and conducting interviews with a strong and diverse pool of qualified individuals. It is expected that the School Committee will make a final decision on a new superintendent later this year.

"We're extremely fortunate to have someone of the caliber of Michael Contompasis providing leadership for the Boston Public Schools during this time of transition," said School Committee Chair Elizabeth Reilinger, who is also co-chair of the search committee. "Mike has the

widespread respect and confidence of everyone associated with the Boston Public Schools."

Contompasis had served as chief operating officer of the BPS since 1998. He began his career in education in the mid-1960s, substituting for \$13 a day. In 1966, he accepted his first full-time position as a biology teacher at East Boston High School, and later taught at Hyde Park High and his alma mater, Boston Latin School. He served as headmaster at Boston Latin for 21 years.

"That was fun," Contompasis said. "Seeing young people have a chance made everyday worthwhile. A lot of the students were first-generation to this country, and helping open the gate to higher education was a critical part of the work we did."

Contompasis earned his bachelor's

degree from Boston University, his master's from Harvard, and an honorary doctorate from the Mass. College of Pharmacy and Allied Health Sciences. In 2001, he assumed the role of interim superintendent from June through October while Payzant was recuperating from a viral infection.

Contompasis said the district is focusing on closing the achievement gap and helping all students succeed academically. He plans to extend the work that has been started in the BPS and bring about systemic achievement.

"I've never seen the district in such good shape," Contompasis said. "We have a lot of very, very strong people, both in the academics and the operations. Together, we are devising strategies for our youngsters, building a community that



Interim Superintendent Michael G. Contompasis put his retirement on hold to direct the school system.

22nd annual



School Awards

Elementary schools

- Adams**
Academic: David Martinez
School Spirit: Alyssa McGrath
- Agassiz**
Academic: Dana Marie Sutherland
School Spirit: Kiana Torres
- Alighieri**
Academic: Juan Gomez
School Spirit: Victoria Fortes
- Beethoven**
Academic: Melissa Rodriguez
School Spirit: Nomiki Dionas
- Blackstone**
Academic: Karina Pena
School Spirit: Barbara Cerinza
- Bates**
Academic: Juna Gjata and Edalina Wang
School Spirit: Christina Portselis
- Beethoven**
Academic: Omar Janoudi
School Spirit: Bernard Dubuisson
- Blackstone**
Academic: Alicja Gancarz
School Spirit: Isaiah Wilkerson
- Bradley**
Academic: Tuong Vy Le
School Spirit: Chantelle Beaton
- Channing**
Academic: Kody Simon
School Spirit: Willens Jean-Jules
- Chittick**
Academic: William Jean
School Spirit: Cindy Degrave
- Clap**
Academic: Caitlyn A. McMahon
School Spirit: Jean V. Vertilus
- Condon**
Academic: Christina Lafferty
School Spirit: Kevin Bernardez
- Conley**
Academic: Michael Cruzado
School Spirit: Alana Rocha
- Curley**
Academic: Soffie Jabarteh
School Spirit: Marcus Waithe
- Dever**
Academic: Vicheath Sisowath
School Spirit: Avery Garrison Boyd
- Dickerman**
Academic: Ymahri Brown
School Spirit: Desana Gibson
- Ellis**
Academic: Raenelle Teesdale
School Spirit: Fiol Cruz
- Emerson**
Academic: Shannon Simpson
School Spirit: Darwina Marques Vilar
- Everett**
Academic: Elizabeth O'Reilly
School Spirit: Sandy Nguyen
- Farragut**
Academic: Jordan Yu
School Spirit: Amber Garcia
- Ffield**
Academic: Taylese Parker
School Spirit: Darius Patterson
- Gardner Extended Services School**
Academic: Van Pham
School Spirit: Anabel Calderon

- Garfield**
Academic: Brianna Butler
School Spirit: Kevin Alves
- Elihu Greenwood**
Academic: Admir Fehric
School Spirit: Adriana Milsap-Johnson
- Grew**
Academic: Marrisa Springle
School Spirit: Ariel Farr
- Guild**
Academic: Michael Berrio
School Spirit: Diana Metaute
- Hale**
Academic: Tanairi Sorrentini
School Spirit: Nakeel C. Payne
- Haley**
Academic: Janelis Medina
School Spirit: Zachary Badohu
- Hamilton**
Academic: Youness Laafar
School Spirit: Ihor Hong
- Harvard/Kent**
Academic: Wanli Tan
School Spirit: Naisha Lopez
- Hennigan**
Academic: Sadia Bies
School Spirit: Tsefa Birkneh
- Higginson**
Academic: Thania Gonzales-Rosado
School Spirit: Selvin Zungia
- Holland**
Academic: Emma Ventura
School Spirit: Emeliangie Cotto
- Holmes**
Academic: Sairanny Rodriguez
School Spirit: Raekwana McKain
- Hurley**
Academic: George M. Arenas
School Spirit: Ashley McAfee
- John F. Kennedy**
Academic: Brandon Ruiz
School Spirit: Elizabeth Martinez
- Patrick J. Kennedy**
Academic: Raquel M. Soto
School Spirit: Julio Valencia
- Kenny**
Academic: Diamond Lights
School Spirit: Mariamacire Bah
- Kilmer**
Academic: Paula Bunszell
School Spirit: Janice Bautista
- Lee Elementary**
Academic: Rebekah Perez
School Spirit: James Blackman
- Manning**
Academic: Celin Carlo-Gonzalez
School Spirit: Davis Turell
- Marshall**
Academic: Domingos Martins Jr. and Davina Tran
School Spirit: Taylor Rogers
- Mason**
Academic: Hannah Parker
School Spirit: Tariq Curet
- Mather**
Academic: Analiese Barnes-Classen
School Spirit: Jemmi Vo
- Mattahunt**
Academic: Joshua PierreJean
School Spirit: Takeisha Watson
- McKinley**
Academic: Richard Bennefield
School Spirit: Dionisia Navarro

- Mendell**
Academic: Joana Tobora Martins
School Spirit: Crystal Dixon
- Mozart**
Academic: Yasmine Nsouli
School Spirit: Richard Wilson
- O'Donnell**
Academic: Judith Hernandez
School Spirit: German Bustamante
- O'Heam**
Academic: William Amara
School Spirit: Alexandra Baldeo
- Ohrenberger**
Academic: Antoinette Russell
School Spirit: Ashley Nemrod
- Otis**
Academic: Raquel Martinez
School Spirit: Zulma Hernandez
- Perkins**
Academic: Shakhari Badgett
School Spirit: Wilfredo Lanzo
- Philbrick**
Academic: Lauren Anderson
School Spirit: Tchadyn Simon
- Quincy**
Academic: Flora Liu
School Spirit: Iguehita Odomoreirinms
- Roosevelt**
Academic: Mark C. Hazlewood
School Spirit: Shakinah S. Campbell
- Russell**
Academic: Massiah Guity Foreman
School Spirit: Imalay Pena
- Shaw**
Academic: Rizel Bobb-Semple
School Spirit: Kosaroh Kamara
- Stone**
Academic: Jade A Fontes
School Spirit: Damonte F. Brown
- Sumner**
Academic: Amina Egal
School Spirit: Yamilka Fernandez
- Taylor**
Academic: Thuy Duong Le
School Spirit: Sidney Soivilien
- Trotter**
Academic: Arlix Maldonado and Geisy Perello
School Spirit: David Everett Williams
- Tynan**
Academic: Elizabeth Cabral
School Spirit: Sabina Lindsey
- Winship**
Academic: Janet Lam
School Spirit: Wendy Chacon Badilla
- Winthrop**
Academic: Treajour Abrams
School Spirit: Jessica Barbosa

Middle and K-8

- Edwards**
Academic: Jin Zhao Wang
School Spirit: Angos Oliveira
- Eliot**
Academic: Niamh Byrne
School Spirit: Jathaniel Ayala
- Frederick**
Academic: Shirley Fajardo
School Spirit: Shakeila Jacobs
- Gavin**
Academic: Kleopatra Jankulla
School Spirit: Anika Watler
- Sarah Greenwood K-8**
Academic: Hellen Best and Hector Hernandez
School Spirit: Richard Castaneda and Linda Okafor
- Harbor**
Academic: Evelyn Depina
School Spirit: Karine Mendes
- Hernandez K-8**
Academic: Eddy Ortiz Borges
School Spirit: Caroline Infante
- Iving**
Academic: Maria Mosquera
School Spirit: Lyneka Hubbert
- Jackson/Mann**
Academic: Madeline Higgins
School Spirit: Daisia Debugo
- King**
Academic: Marjourie Jiminez
School Spirit: Michael Agbortoko
- Lewenberg**
Academic: Dacie Boyce
School Spirit: Nicholas Joseph
- Lewis**
Academic: Macadia Carter
School Spirit: Felicia Subadar
- Lyndon K-8**
Academic: Fernanda Novelle
School Spirit: David Davidhi
- Lyon K-8**
Academic: Monique Cropper and Jasmine Quinones
School Spirit: Xavier Reed and Michael Riley
- McCormack**
Academic: Kwonateisha Hills
School Spirit: Jose Serrano
- McKay K-8**
Academic: Christopher Arana
School Spirit: Nicole Alvarez Horos
- McKinley Middle**
Academic: Tatiana Scroggins
School Spirit: Husawn Welch
- McKinley South End Academy Middle**
Academic: Oumarou Fofana
School Spirit: Kiara Gonzalez
- Mildred Avenue**
Academic: Kwame Adams
School Spirit: Sharron Smith
- Mission Hill K-8**
Academic: Grace Zutrau
School Spirit: Sagga Ramsey
- Murphy K-8**
Academic: Arianna Davis
School Spirit: William Phillips
- Orchard Gardens K-8**
Academic: Takeena George
School Spirit: Yeuris Ortiz Mora
- Perry**
Academic: Devin Doherty
School Spirit: Britney Devlin
- Josiah Quincy Upper**
Academic: Jasmine Lee
School Spirit: Jenny Trieu

- Rogers**
Academic: Kara Lazar
School Spirit: Armando Ortiz
- Timilty**
Academic: Ashley Brooks
School Spirit: Shakeisha Bailey and Yerseli Melo
- Tobin K-8**
Academic: Carlos Buitrago
School Spirit: Blayton Barros
- Umana/Bames**
Academic: Gany S. Rodriguez
School Spirit: Michael Phung
- Warren/Prescott**
Academic: Valerie Nieves
School Spirit: Asma Aitnouri
- Wilson**
Academic: Nora JeanBaptiste
School Spirit: Benito Henri
- Young Achievers K-8**
Academic: Christopher Alonzo
School Spirit: Tamairi Rivera

High schools

- Academy of Public Service**
Academic: Franklin Higgins
School Spirit: Diana Biddy
- Another Course to College**
Academic: Viola Adhami
School Spirit: Ashley Badgett
- Boston Adult Technical Academy**
Academic: Elisangela DosAnjos
School Spirit: Julian Dilbert Bennett
- Boston Arts Academy**
Academic: Nicholas Ruggiero
School Spirit: Jossie Diaz
- Boston Community Leadership Academy**
Academic: Hicham Mziguir
School Spirit: Jorgeanne Dias
- Boston Day and Evening Academy**
Academic: Jessica King-Young
School Spirit: James T. Leak
- Boston International**
Academic: Delcy Miranda
School Spirit: Andreia DeCosta
- Boston Latin Academy**
Academic: Rachel Singh
School Spirit: Denalee DeRosa
- Boston Latin School**
Academic: Jessica Qu
School Spirit: Shauna Sinnot
- Brighton**
Academic: Gilbert Kiyngi
School Spirit: Hilda Luna
- Brook Farm Academy**
Academic: Alboina Celaj
School Spirit: True Brewster
- Burke**
Academic: Maria Rodrigues
School Spirit: Paul Griffin
- Charlestown**
Academic: Ying Xian Lu
School Spirit: Samatha Rivas
- Community Academy**
Academic: Georgina Brewington
School Spirit: Jose Garcia
- Community Academy for Science and Health**
Academic: Bianca Julien
School Spirit: Carrie Hernandez
- East Boston**
Academic: Abadur Rahman
School Spirit: Ashlene Brown
- Economics and Business Academy**
Academics: Karlon St. Bernard
School Spirit: Ramah Laurent
- Engineering**
Academics: Michael Blackwood Jr.
School Spirit: Alafia Spencer
- English**
Academics: Shanika S. Bridges-King
School Spirit: Odalis D. Polanco
- Excel**
Academic: Ngoc Nguyen
School Spirit: Luan Nguyen
- Fenway**
Academic: Shanita Williams
School Spirit: Luke Ross
- Greater Eggleston Community**
Academic: Cheryl Ricketts
School Spirit: Jharell Speller
- Health Careers Academy**
Academic: Satie Shiwbodh
School Spirit: Johnny Bien-Aime
- Horace Mann School for the Deaf**
Academic: Ana Canales
School Spirit: Naim Abdullah and Robin Alexander
- Madison Park Tech**
Academic: Edwin Pimentel
School Spirit: Jacqueline Walthal
- McKinley Prep**
Academic: Kevia Aparcio
School Spirit: Jawan Miller
- McKinley South End Academy**
Academic: Jordan Borges
School Spirit: McKenneth Savage-Holley
- Media Communications Tech**
Academic: Loris Bano
School Spirit: Eleni Saridis
- Monument**
Academic: Tenzin Yangchen
School Spirit: George Flaherty
- New Mission**
Academics: Aileen Judith Rodriguez-Perez
School Spirit: Robert Anthony Baez
- Noonan Business Academy**
Academics: Mina Cao
School Spirit: Pecola Hunter
- O'Bryant School of Math and Science**
Academic: Thu Do
School Spirit: Stephanie Mbawuike
- Odyssey**
Academic: Jenna Kelley
School Spirit: Adel Fontes
- Parkway Academy of Tech and Health**
Academic: Yukensi Miranda
School Spirit: Kimberley Williamson
- Josiah Quincy Upper**
Academic: Helen Ly and Jessica So
School Spirit: Jenny Trieu
- Snowden International School**
Academic: Paul Nakashian
School Spirit: Beisy Navarrom Sara Nouri and Minelia Rodriguez
- Social Justice Academy**
Academic: Andre Barbour
School Spirit: Natasha Carter and Matthew Glover
- TechBoston Academy**
Academic: Tony Wen
School Spirit: Karen Thomas
- Urban Science Academy**
Academic: Samenta Abraham
School Spirit: Abel Cano

AROUND

Boston's

SCHOOLS

Elementary/Early Childhood and K-8 Schools

Agassiz Elementary School

The poems of five Agassiz students in grades 4-5 were published in the 2006 issue of *Young American Poetry Digest*.

Channing Elementary School

Deborah Dancy, principal of the William E. Channing Elementary School in Hyde Park, has been selected as a Japan Fulbright Memorial Fund (JFMF) participant for 2006. Dancy will travel to Japan for a three-week program this fall, where she will visit schools in the cities of Tokyo, Kyoto, Hiroshima and Shizuoka to learn about the Japanese education system and to share information on the policies and practices of the Boston Public Schools. Dancy, a resident of West Roxbury, will be one of 600 participants in the JFMF program this year selected from a pool of more than 2,500. She will debrief in Tokyo with her fellow travelers before she returns to the United States. At that time, she will prepare a presentation based on what she observed for her fellow principals and headmasters. She plans to videotape her school visits and conversations with educators to support her presentation.

James M. Curley Elementary School

The James M. Curley celebrated and presented to the public the JM Curley Tile Project. The kindergartners, first- and second-graders, teachers, lunch monitors and school staff worked under the direction of visiting artist Gail Bos and art teacher Anna Zidonik to create a beautiful array of ceramic tiles that now adorn the school's front wall. The ceremony included music by the students, a small art show of students' work and a breakfast reception.

The James M. Curley celebrated the retirement of its computer and writing teacher, Quen Law on June 14. Students celebrated the end of the music semester with a concert on June 5 and held its annual field day on June 9. All classes participated.

Dever Elementary School

Student musicians from the Dever Elementary, Murphy K-8, McCormack Middle and Boston Arts Academy presented a Wind and String Summit hosted by the Lilla G. Frederick Middle School. The audience was surrounded by breathtaking wave upon wave of Pachelbel's Canon performed by more than 100 violins, followed by selections from popular, folk and

classical music. The concert celebrated the String Outreach Program, which is possible through the generosity of the Cabot Family Charitable Trust, EdVestors, First Act and the Hunt Alternative Fund.

James A. Garfield Elementary School

The School Planning Council received a grant from Lowe's for \$5,000 to beautify the school grounds this school year. Two parents from the SPC wrote the grant.

Nathan Hale Elementary School

The Nathan Hale Elementary School in Roxbury participates in an art exchange program with students at Newburyport High School. Visual arts teacher Matthew Poirier, who works part-time at both schools, initiated the exchange after conversations with his students at both the Hale and Newburyport High. The exchange works by students at the Hale School starting a piece of art and posing a question to their partner artist on the back of the artwork. The artwork is then brought to Newburyport High, where the partner artist adds to each piece. After several exchanges, Poirier arranged for the students from Newburyport to travel to the Roxbury school, followed a week later by the Hale students visiting Newburyport.

Harvard-Kent Elementary School

Six students received \$1,000 Leadership Scholarships. The scholarships were presented in the form of a college fund to encourage families to start thinking about college and saving for tuition costs. The Harvard-Kent Leadership & Scholarship Partnership, working closely with the school, devised the idea and raised the money for the scholarships. The students who were awarded the scholarships are: Libin Huang, Mckenzie Dollosa, Afewerqi Taffere, Colby Cahill, John Posada and Wanli Tan.

John P. Holland Elementary School

The Holland School is excited to be back on Olney Street after an extensive \$20 million renovation. The school hosted a Kindergarten Come and See Day on August 31 for all K1 and K2 parents.

Holmes Elementary School

The artwork of Oliver W. Holmes Elementary School student Keturah Urena was displayed in Washington, D.C., as part of an international exhibit of student work. Keturah was one of only 11 students in the nation selected for this honor and the only participant from Massachusetts. At nine years old, she was also the youngest of the students selected. Keturah and her mother traveled to Washington in June for a congressional reception for the young artists. The exhibit, entitled "A View from My Window," included



Ben Affleck visited with Perkins School students after filming scenes for "Gone, Baby, Gone" at the school.

art by students with disabilities, age kindergarten through grade 12, from the U.S., Albania, Argentina, Ecuador, Saudi Arabia, Singapore and Sri Lanka.

Jackson/Mann K-6 School

Parents of incoming Jackson/Mann sixth graders met with Principal Joanne Collins Russell in June to discuss the transition to middle school. Breakfast was served and parents' questions and concerns were addressed. Plans were made for a Getting to Know You open house with parents, children and teachers, prior to the opening of school.

Jackson/Mann culminated its work in health and nutrition with Health Week in June, collaboratively planned by the Health Forum Cohort at Jackson/Mann and Boston Connects. Activities included a health breakfast and walk for parents, dance, karate, a jumping house for K-3 students and a drug summit at Boston College for grades 4 and 5. A school-wide field day and picnic finished off the week.

Kenny Elementary School

The Thomas J. Kenny Elementary School Marching Band performed in four parades last spring: St Patrick's Day, Haitian Day, Memorial Day and Dorchester Day Parade. The band, the only elementary school band in BPS, has 50 students.

Four outstanding Kenny students were selected as 2006 Red Sox Scholars: Bertholyn Alexandre, Jazmeine Few, Armani Jackson, and Jordania Seide. Each received a \$5,000 college scholarship and a mentor from Beth Israel Deaconess.

Kenny third-grade students created City Park. This was the culmination of a five-week program called Learning by Design, sponsored and taught by the Boston Society of Architects. The program included walks through Dorchester to observe the architecture of the buildings in the school's historic neighborhood.

or orchestra programs.

Murphy K-8 School

The Murphy School won the 2006 Exemplary Reading Program Award from the Mass. Reading Association. The school was recognized at the International Reading Association's annual convention in Chicago.

Ohrenberger Elementary School

The Ohrenberger Elementary School held its second annual Law Enforcement Day. All students spent time questioning and learning about the jobs of law enforcement officials from the Boston School Police, Boston Police Department, BPS equity & legal departments, Massachusetts State Police and Suffolk County Sheriff's Office and Probate Court system. The day was designed to introduce students to how and why laws are necessary in our society, how they apply to everyone and how they are enforced.

Perkins Elementary School

The Perkins School is coming to the silver screen. The producers of "Gone, Baby, Gone," directed by Ben Affleck, filmed Perkins students in their playground for a scene in the film. Affleck also visited with the school's fourth- and fifth-graders to talk to them about writing.

Perry School

The Oliver H. Perry School presented its annual spring show, "We the People," in June. The show was a musical journey through the history of the U.S. Mr. Squillante, the music teacher, worked feverishly on choreography and songs while Ms. Wood's grade 5 students made flags representing many members from the New Philharmonia Orchestra. Perry students shared the school stage with the New Philharmonia Orchestra in presenting this musical history through song, dance and instrumental performances. The partnership with the New Philharmonia Orchestra is made possible through the generosity of John Hancock.

Grade 3 students in Ms. Ciampa's classroom are still reflecting on their journey to the John Adams Courthouse where they re-enacted a full trial of the Boston Massacre. This was made possible through the Discovering Justice program.

Taylor Elementary School

Ann Blair, an exceptional first-grade teacher, retired after 40 years of teaching. She had been at the Taylor School for 36 years, and she will be missed.

The Taylor School celebrated its third Ethnic Awareness Day in June. The much-anticipated event is an opportunity for the diverse student body to share their cultural heritage.

Joseph Lee Elementary School

Brown Rudnick Center for the Public Interest funded Boston Medical Center \$26,000 to work with the Lee School. This grant helps support the parent-school advocate who provides resources for families in need of legal support. Also, Dr. Nicole Guppy, a developmental and behavioral pediatrician at Boston Medical Center, attends student support team meetings.

Through the \$5,000 Brandeis University Mentoring Grant, third-grade teachers Bernadine Murphy and Joyce Plummer provided support and professional development for second-year Lee teachers, in partial fulfillment of the 50-hour professional-development requirement. The teachers also hosted two Brandeis graduate-student interns for the 2005-06 school year.

Katie Manning, fourth- and fifth-grade advanced work classroom teacher, planned an exciting activity for students. Students solicited sponsors for a reading project and the proceeds were donated to the Jimmy Fund. Students raised \$1,000 and the funds were presented at the Scooper Bowl at City Hall Plaza in June.

McKay K-8 School

The McKay Second Step for Parents program was held in May. The school's dance team performance and the multi-cultural event, including the McKay World Cup, were both held in June.

Mendell Elementary School

Mendell Elementary will receive a Save the Music instrument package, valued at approximately \$25,000, this fall. Curriculum & Instructional Practices/Arts joined Comcast and the VH-1 Save the Music Foundation last March at the Holmes Elementary School, which received a Save the Music instrument package in 2005. In total Boston Public Schools has received grants from Comcast/VH-1 for 28 sites, enabling them to begin band

AROUND

Boston's

SCHOOLS

Middle Schools

Lilla G. Frederick Pilot Middle School

School staff members came to school on a Saturday in March for a wellness day. With help from health-care professionals and graduate students from Boston University, staff members had blood pressure, stress and cancer screenings, exercise and nutrition consultations, facials and massages. They learned how to make healthier eating choices and how to fit more exercise into the school day.

Josiah Quincy Upper School

Grade 6 students had the chance to get a glimpse of what the future might bring in one area thanks to three engineers from MIT. James Morash, Vic Polidoro and Milica Stojanovic, research engineers from MIT's Autonomous Underwater Vehicle (AUV) Lab, brought three AUVs to the Quincy Elementary School swimming pool to demonstrate underwater robotics.

Daniel Schrag, professor of earth and planetary sciences at Harvard University and the director of the Harvard University Center for the Environment, took time from his busy schedule to visit Quincy School sixth-graders. He spent a morning responding to many questions on global warming. Students then visited Dr. Schrag in his laboratory where they learned how he and his colleagues analyze the weather from thousands of years ago by examining coral samples.

Woodrow Wilson Middle School

Last year, eighth-grade students were required to perform 25 hours of community service. More than 25 students rose early to participate in the 2006 Walk for Hunger in May. Students were accompanied by staff members Nalida Besson and Liz Trupe.

Several Wilson teachers committed to teaching two Saturdays per month. Many students took advantage of the opportunity and came to participate in MCAS prep, writing, math and stock market. Additionally, students participated in either basketball or dance with the acclaimed dance company OrigNation, Inc.

In partnership with the Urban Scholars program out of UMass Boston, six 6th- and 7th-grade applicants were accepted to participate in an academic enrichment program which included a summer component. The program focuses on the academic development and personal growth of middle school and high school students.

High Schools and Special Programs

Boston Community Leadership Academy

Students in Candice George's children's literature course continued the tradition of reaching out to young people and sharing the power of storytelling. BCLA students traveled to the Brighton Headstart every week to read to the children, share original stories, and act out favorite stories such as Dr. Suess' "The Star-Bellied Sneetches."

Students in English language development classes traveled with their teachers to Washington, D.C. to visit the Holocaust Museum.

Art students in Joan Symms' classes analyzed the power of the visual image while exploring propaganda posters from around the world at a MassArt exhibit. Students created their own power posters which challenged the school community to face facts about societal dangers such as smoking, racism, violence, and war.

Boston Day and Evening Academy

Boston Day and Evening Academy has continued its partnership with Hudson High School. Last year, students from Hudson spent a day in Roxbury, and in April 40 BDEA students visited Hudson. This exchange program was initiated by BDEA humanities instructor Connie Borab and supported by a generous grant from the Foley Hoag Foundation. Prior to the trips, students at both schools identified stereotypes and preconceptions that they had and tried to think how they appear in the eyes of each other. The actual trips provided ample opportunities for dialogue. Follow-up assignments encouraged reflection on the encounters, and allowed students to consider questions of equality that arose from the visit.

Boston International High School

Headmaster Oscar Santos and educators Janira Arocho, Apolinario Barros, Carlos Diaz, and Elizabeth Johnson went to New York City to visit other successful international schools and the people who helped start them. In April, the team visited Manhattan International High School. Classroom visits and meetings with administrators, teachers and students were filled with enlightening moments. The team then traveled to the NYC Board of Education headquarters to meet with Eric Nadelstern, the Chief Academic Officer for New Schools and the founding principal of the first International High School. The day continued with a meeting at the International Network for Public Schools and ended with a group dinner in Greenwich Village.

Boston Latin Academy

Boston Latin Academy was selected for the 2005-2006 Siemens Award for Advanced Placement. The school was one of only 50 high schools nationwide to win the award, which brought with it a \$1,000 grant to support science and math education. The prize is presented annually by the College Board and the Siemens Foundation to two schools in each of the six College Board regions. One of the prizes in each region — including the prize awarded to Boston Latin Academy — is presented to a school that provides access to Advanced Placement math and science programs to a substantially under-represented minority student population.

Boston Latin School

Three graduating seniors distinguished themselves in the spring of 2006. Anneke Ellen Schwob was awarded two prizes totaling \$3,500 at the 57th Intel International Science and Engineering Fair in Indianapolis for her project, A Novel Role for Telomerase in Stem Cell Differentiation.

Winhkong Hua won the Massachusetts finals of Poetry Out Loud, a poetry recitation competition, held at the Boston Center for the Arts in April. Hua traveled to Washington, D.C., in May to represent Massachusetts in the national finals of the Poetry Out Loud: National Recitation Contest.

Katherine Mella was selected for the College Board's National Hispanic Recognition Program.

Brighton High School

Brighton High hosted its first auction in May. The event included salsa performances, poetry readings and music. Students, parents, faculty, and community members were invited to view and bid on ethnic artwork. There were both silent and live auctions. Local restaurants and parents provided tapas and other refreshments. The auction was a testament to Brighton High School's commitment to family and community and a festive way to raise funds for school activities.

Carter Development Center

Northeastern University physical therapy students hosted Carter School students, families and staff at the fifth annual Carter Prom, held at Northeastern's Grand Ballroom in May. Northeastern physical therapy students do pre-service volunteer work with Carter students throughout the school year.

Community Academy

Community Academy had the honor of sending two of its students to Massasoit Community College for Diploma Plus' Student Exhibition Day in May. Each year Diploma Plus organizes a major exhibition of student work from alternative schools across the area. Senior Tina

Anderson and freshman Shatira Babbit each presented a science report that she had completed as part of Community Academy's innovative program. The girls gave outstanding presentations and received awards for their hard work. As a Pathway Three school, CA looks forward to continuing to support its students through creative, original assignments and projects.

East Boston High School

The National Foundation for Teaching Entrepreneurship (NFTE) honored Heidi DeRosa and 22 other teachers from across the U.S. for their commitment to increasing education and economic opportunities for low-income youth. The teachers, selected from a pool of educators with diverse backgrounds, were recognized at NFTE's 13th annual awards dinner in April at the Marriott Marquis in New York City. DeRosa became a Certified Entrepreneurship Teacher in 2001, and has been teaching the NFTE curriculum at East Boston High School since that time.

Excel High School

Putnam Investments hosted a group of Excel High School students enrolled in the National Foundation for Teaching Entrepreneurship program for a tour and workshop. The students toured Putnam's trading floor and creative operations and learned about the basics of good marketing. After the tour, students attended a business etiquette workshop that covered everything from a good handshake to the proper way to communicate via e-mail and voice mail. Students were tested on their knowledge of body language and business dress. Excel High School students also tested their Putnam Investments hosts with questions on topics ranging from the financial basics to Putnam's overseas investments.

Fenway High School

In preparing for a new strategic planning process, Fenway's board reviewed the Strategic Plan from 1997 and was heartened to see that the goals had been met and that the core principles continue to guide major school decisions. Headmaster Peggy Kemp has championed the big-tent approach adopted in this latest round of strategic planning. In the big-tent model, the aim is to involve as many community members as possible to ensure that every point of view contributes to the vision for the school's future. Each meeting drew 80-100 people. Special thanks to Wheelock College for providing the grand space. Community partners included Dana-Farber Cancer Institute, Project HIP HOP, the Museum of Science, and the Pfizer Research Technology Center.

Madison Park Technical Vocational High School

Math teacher Oliver Sicut ran the Boston Marathon to provide 20 of his graduating seniors with laptop computers to bring to college this fall. He ran the 26.2-mile race for the first time to raise \$20,000 in order to eliminate the technology divide and ensure a successful transition to college. Sicut is founder and director of Emagine, an innovative after-school program that began at Madison Park in 2002 as a partnership between teachers in the BPS and after-school researchers and practitioners at the Harvard Graduate School of Education. The program has worked closely with a cohort of students since their freshman year of high school to prepare them for college acceptance and success.

Horace Mann School for the Deaf and Hard of Hearing

Principal Jeremiah Ford won a MetLife Foundation Ambassadors in Education Award in recognition of his work to connect the school with families, businesses and community organizations. The students, staff and faculty of the school joined members of the local community in nominating Ford. In presenting the award, MetLife Foundation officials cited Ford's success in forging partnerships with numerous businesses and organizations in the community, increasing resources and opportunities available to the school. The prize included a \$5,000 grant to support school-improvement initiatives.

Monument High School

Old Mutual Asset Management joined the Monument High School e-Pal program by providing a \$5,000 donation and volunteers that provided a new classroom match. The Monument e-Pal program matches ninth-grade students with professionals in the Boston community. The e-Pals develop a mentoring relationship by exchanging weekly e-mails based on classic novels that students read in class. In partnership with Robinson & Cole LLP and WriteBoston, the e-Pal program has expanded to three classrooms.

TechBoston Academy

TechBoston Academy's first commencement ceremony was held in Faneuil Hall. The Class of 2006 amassed more than \$700,000 in college scholarships. Joanne Nyamunda of South Boston, originally from Kenya, is attending St. Michael's College on a full scholarship. Ashley Savannah of Dorchester is attending Bryn Mawr College on a full scholarship from the Posse Foundation. Sharnique Beck of Mattapan is attending Smith College on a half-scholarship.

Boston **DIRECTORY** School

Elementary, Early
Childhood and K-8

Adams Elementary School

Grace Madsen, Principal
165 Webster St., East Boston 02128
(617) 635-8383

Agassiz Elementary School

Alfredo Nunez, Principal
20 Child St., Jamaica Plain 02130
(617) 635-8198

Alighieri Elementary School

Anthony Valdez, Acting Principal
37 Gove St., East Boston 02128
(617) 635-8529

Baldwin Early Learning Center

Graciela Hopkins, Principal
121 Corey Rd., Brighton 02135
(617) 635-8409

Bates Elementary School

Catherine James, Principal
426 Beech St., Roslindale 02131
(617) 635-8064

Beethoven Elementary School

Eileen Nash, Principal
5125 Washington St., W. Roxbury 02132
(617) 635-8149

Blackstone Elementary School

Mildred Ruiz-Allen, Principal
380 Shawmut Ave., Boston 02118
(617) 635-8471

Bradley Elementary School

Anne Kelly, Principal
110 Beachview Rd., E. Boston 02128
(617) 635-8422

Channing Elementary School

Deborah Dancy, Principal
35 Sunnyside St., Hyde Park 02136
(617) 635-8722

Chittick Elementary School

Michelle Burnett-Herndon, Principal
154 Ruskindale Rd., Mattapan 02126
(617) 635-8652

Clap Elementary School

Mary Tormey-Hamilton, Principal
35 Harvest St., Dorchester 02125
(617) 635-8672

Condon Elementary School

Ann Garofalo, Principal
200 D St., South Boston 02127
(617) 635-8608

Conley Elementary School

Kathleen Armstrong, Principal
450 Poplar St., Roslindale 02131
(617) 635-8099

James M. Curley Elementary School

Mirna Vega-Wilson, Principal
40 Pershing Rd., Jamaica Plain 02130
(617) 635-8239

Dever Elementary School

Guadalupe Guerrero, Principal
325 Mt. Vernon St., Dorchester 02125
(617) 635-8694

Dickerman Elementary School

Jessica Bolt, Principal
206 Magnolia St., Roxbury 02121
(617) 635-8253

East Boston Early Education Center

Olga Frechon, Principal
135 Gove St., East Boston 02128
(617) 635-6456

East Zone Early Learning Center

Ben Russell, Acting Principal
370 Columbia Rd., Dorchester 02125
(617) 635-8604

Eliot Elementary School

Antoinette Brady, Principal
16 Charter St., Boston 02113
(617) 635-8545

Ellis Elementary School

Carlos Gibb, Principal
302 Walnut St., Roxbury 02119
(617) 635-8257

Ellison-Parks Early Education School

Nora Toney, Principal
108 Babson St., Mattapan 02126
(617) 635-7680

Emerson Elementary School

C. Sura O'Mard-Gentle, Principal
6 Shirley St., Roxbury 02119
(617) 635-8507

Everett Elementary School

Nicole Mack, Principal
71 Pleasant St., Dorchester 02125
(617) 635-8779

Farragut Elementary School

Rosemary Harmon, Principal
10 Fenwood Road, Boston 02115
(617) 635-8450

Fifield Elementary School

Craig Lankhorst, Principal
25 Dunbar Ave., Dorchester 02124
(617) 635-8618

Gardner Extended Services School

Erica Herman, Principal
30 Athol St., Allston 02134
(617) 635-8365

Garfield Elementary School

Victoria Megias-Batista, Principal
95 Beechcroft St., Brighton 02135
(617) 635-8351

Elihu Greenwood Elementary School

Ida Weldon, Principal
612 Metropolitan Ave., Hyde Park, 02136
(617) 635-8665

Sarah Greenwood K-8 School

Isabel Mendez, Principal
189 Glenway St., Dorchester 02121
(617) 635-8710

Grew Elementary School

Ronald Jackson, Principal
40 Gordon Ave., Hyde Park 02136
(617) 635-8715

Guild Elementary School

Simon Ho, Principal
195 Leyden St., East Boston 02128
(617) 635-8523

Hale Elementary School

Sandra Mitchell-Woods, Principal
51 Cedar St., Roxbury 02119
(617) 635-8205

Haley Elementary School

Ross Wilson, Principal
570 Am. Legion Hgwy Roslindale 02131
(617) 635-8169

Hamilton Elementary School

Ruby Ababio-Fernandez, Principal
198 Strathmore Road, Brighton 02135
(617) 635-8388

Harvard/Kent Elementary School

Richard Martin, Principal
50 Bunker Hill St., Charlestown 02129
(617) 635-8358

Haynes Early Education Center

Valerie Gumes, Principal
263 Blue Hill Ave., Roxbury 02119
(617) 635-6446

Hennigan Elementary School

Eleanor Kearse-Perry, Principal
200 Heath St., Jamaica Plain 02130
(617) 635-8264

Hernandez K-8 School

Margarita Muniz, Principal
61 School St., Roxbury 02119
(617) 635-8187

Higginson Elementary School

Joy Salesman-Oliver, Principal
160 Harrishof St., Roxbury 02119
(617) 635-8247

Holland Elementary School

Michele O'Connell, Principal
85 Olney St., Dorchester 02124
(617) 635-8832

Holmes Elementary School

Catherine Constant, Principal
40 School St., Dorchester 02124
(617) 635-8681

Hurley Elementary School

Marjorie Soto, Principal
70 Worcester St., Boston 02118
(617) 635-8489

Jackson/Mann K-6 School

Joanne Russell, Principal
40 Armington St., Allston 02134
(617) 635-8532

John F. Kennedy Elementary School

Eileen Morales, Principal
7 Bolster St., Jamaica Plain 02130
(617) 635-8127

Patrick J. Kennedy Elementary School

Marice Diakite, Principal
343 Saratoga St., East Boston 02128
(617) 635-8466

Kenny Elementary School

Suzanne Federspiel, Principal
19 Oakton Ave., Dorchester 02111
(617) 635-8789

Kilmer Elementary School

Mairead Nolan, Principal
35 Baker St., West Roxbury 02132
(617) 635-8060

Lee Academy Pilot School

Kyle Dodson, Principal
155 Talbot Ave., Dorchester 02124
(617) 635-6619

Lee Elementary School

Kimberly Curtis, Acting Principal
155 Talbot Ave., Dorchester 02124
(617) 635-8687

Lyndon K-8 School

Kate Johnson, Teacher-Coordinator
20 Mt. Vernon St., W. Roxbury 02132
(617) 635-6824

Lyon K-8 School

Deborah Rooney, Principal
50 Beechcroft St., Brighton 02135
(617) 635-7945

Manning Elementary School

Gentee Lacet Jean-Michel,
Acting Principal
130 Louders Lane, Jamaica Plain 02130
(617) 635-8102

Marshall Elementary School

Teresa Harvey-Jackson, Principal
35 Westville St., Dorchester 02124
(617) 635-8810

Mason Elementary School

Janet Palmer-Owens, Principal
150 Norfolk Ave., Roxbury 02119
(617) 635-8405

Mather Elementary School

Alenor Abdal-Khallaq Williams,
Acting Principal
One Parish St., Dorchester 02122
(617) 635-8757

Mattahunt Elementary School

Gloria J. Woods, Principal
100 Hebron St., Mattapan 02126
(617) 635-8792

McKay K-8 School

Almudena Abeyta, Principal
122 Cottage St., East Boston 02128
(617) 635-8510

McKinley Elementary School

Christine Stella, Program Director
90 Warren Ave., Boston 02116
(617) 635-9978

Mendell Elementary School

Vera Johnson, Principal
164 School St., Roxbury 02119
(617) 635-8234

Mission Hill K-8 School

Ayla Gavins, Principal
67 Alleghany St., Roxbury 02120
(617) 635-6384

Mozart Elementary School

Albert Taylor, Principal
236 Beech St., Roslindale 02131
(617) 635-8082

Murphy K-8 School

Mary Russo, Principal
1 Worrell St., Dorchester 02122
(617) 635-8781

O'Donnell Elementary School

Robert Martin, Principal
33 Trenton St., East Boston 02128
(617) 635-8454

O'Hearn Elementary School

William Henderson, Principal
1669 Dorchester Ave., Dorchester 02122
(617) 635-8725

Ohrenberger Elementary School

Anita Moore, Principal
175 W. Boundary Rd., W. Roxbury 02132
(617) 635-8157

Orchard Gardens K-8 Pilot School

Yolanda Burnett, Principal
906 Albany St., Roxbury 02119
(617) 635-1600

Otis Elementary School

Sunny Bianca Astorga,
Acting Principal
218 Marion St., East Boston 02128
(617) 635-8372

Perkins Elementary School

Barney Brawer, Principal
50 Burke St., South Boston 02127
(617) 635-8601

Perry Elementary School

Mary Jane Dotson, Acting Principal
745 E. Seventh St., S. Boston 02127
(617) 635-8840

Philbrick Elementary School

Stephen K. Zrike, Jr., Principal
40 Philbrick St., Roslindale 02131
(617) 635-8069

Quincy Elementary School

Suzanne Lee, Principal
885 Washington St., Boston 02111
(617) 635-8497

Roosevelt Elementary School

Emily Glasgow, Acting Principal
95 Needham Road, Hyde Park 02136
(617) 635-8676

Russell Elementary School

Norman Townsend, Acting Principal
750 Columbia Rd., Dorchester 02125
(617) 635-8803

Pauline A. Shaw Elementary School

Maudlin Wright, Principal
429 Norfolk St., Dorchester 02124
(617) 635-8719

Stone Elementary School

Patricia Niles-Randolph, Interim
Principal
22 Regina Road, Dorchester 02124
(617) 635-8773

Sumner Elementary School

Lourdes Santiago, Principal
15 Basile St., Roslindale 02131
(617) 635-8131

Taylor Elementary School

Elie Jean-Louis, Principal
1060 Morton St., Mattapan 02126
(617) 635-8731

Tobin K-8 School

Cheryl Watson-Harris, Principal
40 Smith St., Roxbury 02120
(617) 635-8393

Trotter Elementary School

Corrinna Holloway, Principal
135 Humboldt Ave., Dorchester 02121
(617) 635-8225

Tynan Elementary School

Carlene Shavis, Principal
640 East Fourth St., S. Boston 02127
(617) 635-8641

Boston DIRECTORY School

Warren/Prescott K-8 School

Domenic Amara, Principal
50 School St., Charlestown 02129
(617) 635-8346

West Zone Early Learning Center

Eunice Da Silva Fernandes, Principal
200 Heath St., Jamaica Plain 02130
(617) 635-8275

Winship Elementary School

Antonio Barbosa, Principal
54 Dighton St., Brighton 02135
(617) 635-8399

Winthrop Elementary School

Emily Shamieh, Principal
35 Brookford St., Dorchester 02125
(617) 635-8379

Young Achievers K-8 School

Virginia Chalmers, Principal
25 Walk Hill St., Jamaica Plain 02130
(617) 635-6804

Middle Schools

Cleveland Middle School

Andy Tuite, Acting Principal
11 Charles St., Dorchester 02122
(617) 635-8631

Mary E. Curley Middle School

Michelle Madera-Cepeda,
Acting Principal
493 Centre St., Jamaica Plain 02130
(617) 635-8176

Dearborn Middle School

Teresa Soares-Pena, Principal
35 Greenville St., Roxbury 02119
(617) 635-8412

Edison Middle School

Elliot Stern, Principal
60 Glenmont Road, Brighton 02135
(617) 635-8436

Edwards Middle School

Michael Sabin, Principal
28 Walker St., Charlestown 02129
(617) 635-8516

Lilla G. Frederick Pilot Middle School

Debra Socia, Principal
270 Columbia Road, Dorchester 02121
(617) 635-1650

Gavin Middle School

Alexander Mathews, Principal
215 Dorchester St., S. Boston 02127
(617) 635-8817

Harbor Pilot Middle School

Amy Marx, Principal
294 Bowdoin St., Dorchester 02122
(617) 635-6365

Irving Middle School

James Watson, Principal
114 Cummins Hghwy, Roslindale 02131
(617) 635-8072

Martin Luther King Jr. Middle School

Audrey Leung-Tat, Principal
100 Maxwell St., Dorchester 02124
(617) 635-8212

Lewenberg Middle School

Myrtlene Mayfield, Principal
20 Outlook Road, Mattapan 02126
(617) 635-8623

Lewis Middle School

Ronald Spratling, Principal
131 Walnut Ave., Roxbury 02119
(617) 635-8137

McCormack Middle School

Jane King, Principal
315 Mt. Vernon St., Dorchester 02125
(617) 635-8657

McKinley Middle School

Joseph Brown, Program Director
50 St. Mary St., Boston 02215
(617) 635-9853

Middle School Academy

Yvonne Vest, Director
2 McLellan St., Dorchester 02121
(617) 635-1534

Mildred Avenue Middle School

Kennietha Jones, Acting Principal
5 Mildred Ave., Mattapan 02126
(617) 635-1645

Rogers Middle School

Andrew Bott, Principal
15 Everett St., Hyde Park 02136
(617) 635-8700

Timilty Middle School

Valeria Lowe-Barehmi, Principal
205 Roxbury St., Roxbury 02119
(617) 635-8109

Umana/Barnes Middle School

Jose Salgado, Principal
312 Border St., East Boston 02128
(617) 635-8481

Wilson Middle School

Claudette Mulligan-Gates, Principal
18 Croftland Ave., Dorchester 02124
(617) 635-8827

High Schools and Special Programs

Another Course to College

Gerald Howland, Headmaster
20 Warren St., Brighton 02135
(617) 635-8865

Boston Adult Technical Academy

Rachel Bonkovsky, Headmaster
Madison Park Complex
75 Malcolm X Blvd., Roxbury 02119
(617) 635-1540

Boston Arts Academy

Linda Nathan, Headmaster
174 Ipswich St., Boston 02215
(617) 635-6470

Boston Community Leadership Acad.

Nicole Bahnam, Headmaster
20 Warren St., Brighton 02135
(617) 635-8937

Boston Day and Evening Academy

Margaret Maccini, Headmaster
20 Kearsarge Ave., Roxbury 02119
(617) 635-6789

2006 Teachers of the Year

Theodora Abdur-Rahim, Community Academy of Science and Health at Hyde Park — US and World History

Janet Amrock, Agassiz Elementary — Instructional Technology

Jane Bodner, Bates Elementary — Special Education/Resource Room

Blanca Burgos, Hernandez Two-Way Bilingual K-8, Spanish and History

Claudia Chaffe, Horace Mann School for Deaf and Hard of Hearing, Instructional Technology

Jerry Chu, Kenny Elementary, Music

Maureen Costa, Hennigan Elementary, grades 4/5 Advanced Work Class

Maureen Gannon, Beethoven Elementary, Instructional Technology

Raul Garcia, Boston Arts Academy, Humanities/Writing

Angela Hedley, Health Careers Academy, History

Edna Rodrigues Keefe, Murphy K-8 School, grade 2

Maria Leite, Dearborn Middle School, History

Tony Robinson, J.F. Kennedy Elementary School, Physical Education

Oliver Sicat, Madison Park Technical Vocational High School, Math

Boston International High School

Oscar Santos, Headmaster
25 Glen Road, Jamaica Plain 02130
(617) 635-9373

Boston Latin Academy

Maria Garcia-Aaronson, Headmaster
205 Townsend St., Boston 02121
(617) 635-9957

Boston Latin School

Cornelia Kelley, Headmaster
78 Ave. Louis Pasteur, Boston 02115
(617) 635-8895

Brighton High School

Toby Romer, Headmaster
25 Warren St., Brighton 02135
(617) 635-9873

Jeremiah Burke High School

Carol Bradley Moore, Headmaster
77 Lawrence Ave., Dorchester 02121
(617) 635-9837

Carter Developmental Center

Marianne Kopaczynski, Principal
396 Northampton St., Boston 02118
(617) 635-9832

Charlestown High School

Michael Fung, Headmaster
240 Medford St., Charlestown 02129
(617) 635-9914

Community Academy

Linda McIntyre, Principal
76 Shirley St., Roxbury 02119
(617) 635-7734

Dorchester Education Complex

9 Peacevale Road, Dorchester 02124
Academy of Public Service
Zachary Robbins, Headmaster
(617) 635-8910

Noonan Business Academy

John Leonard, Headmaster
(617) 635-9730

TechBoston Academy

Mary Skipper, Chief Education Officer
(617) 635-1615

East Boston High School

Michael Rubin, Headmaster
86 White St., East Boston 02128
(617) 635-9896

English High School

Jose Duarte, Headmaster
144 McBride St., Jamaica Plain 02130
(617) 635-8979

Fenway High School

Peggy Kemp, Headmaster
174 Ipswich St., Boston 02215
(617) 635-9911

Greater Egleston Community High

Julie Coles, Headmaster
3134 Washington St., Roxbury 02119
(617) 635-6429

Health Careers Academy

Albert D. Holland, Director
360 Huntington Ave.,
502A Hayden Hall, Boston 02115
(617) 373-8576

Hyde Park Education Complex

655 Metropolitan Ave., Hyde Park 02136

Community Academy of Science and Health

Linda Cabral, Headmaster
(617) 635-8950

Social Justice Academy

Winston Cox, Headmaster
(617) 635-6960

The Engineering Academy

Mweusi Willingham, Headmaster
(617) 635-6425

Madison Park Technical Vocational High

Charles McAfee, Headmaster/Director
75 Malcolm X Blvd., Roxbury 02119
(617) 635-8970/635-9802

Roland Hayes School of Music

George Simpson, Director
(617) 635-8973

Horace Mann School for the Deaf and Hard of Hearing

Jeremiah Ford, Principal
40 Armington St., Allston 02134
(617) 635-8534

McKinley South End Academy

Christine Stella, Program Director
90 Warren Ave., Boston 02116
(617) 635-9976

McKinley Prep High School

Joseph Brown, Program Director
97 Peterborough St. Boston 02215
(617) 635-9907

New Mission High School

Naia Wilson, Headmaster
67 Alleghany St., Roxbury 02120
(617) 635-6437

John D. O'Bryant High School of Mathematics & Science

Joel Stembridge, Headmaster
55 New Dudley St., Roxbury 02119
(617) 635-9932

Josiah Quincy Upper School

Bak Fun Wong, Headmaster
152 Arlington St., Boston 02116
(617) 635-1500

Snowden High School

Gloria Coulter, Headmaster
150 Newbury St., Boston 02116
(617) 635-9989

South Boston Education Complex

95 G St., South Boston 02127

Excel High School

Ligia B. Noriega, Headmaster
(617) 635-9870

Monument High School

Jonathan Pizzi, Headmaster
(617) 635-9865

Odyssey High School

Virginia Ordway-Macrina, Headmaster
(617) 635-9860

West Roxbury Education Complex

1205 V.F.W. Parkway, W. Roxbury 02132

Brook Farm Business and Service Career Academy

Edmund Donnelly, Headmaster
(617) 635-6956

Media Communications Technology High School

Sung-Joon Pai, Headmaster
(617) 635-8935

Parkway Academy of Technology and Health

Barbara Ferrer, Headmaster
(617) 635-6732

Urban Science Academy

Rasheed Hakim Meadows,
Headmaster
(617) 635-8930

SPORTS

The Boston Educator

Last hoorah

Longtime Boston English coach goes out on top

By DAN VENTURA

John Rooney is a survivor in every sense of the word.

A 34-year veteran of the Boston City League baseball wars, the longtime Boston English head coach went out in style last spring. His team gave him his first BCL title in 15 years and a very respectable showing in a 7-4 loss to Chelmsford in the state tournament as a nice departing gift.

"You start thinking about a lot of things when the final out comes," said Rooney. "That's when it first hit me that I was taking the uniform off the final time. It's not easy to coach in the city, but I enjoyed my experience at Umana (1978-1982) and Boston English (1984-2006) a great, great deal."

Boston English was one of the surprise stories of the 2006 high school baseball season. Behind the pitching of Roberto Zapata, Starling Arias and Yearis Sanquintin, the Bulldogs raced through the early portion of the schedule with an undefeated record leading into the first major challenge of the year, a non-league battle with BCL power Brighton.

Brighton was the measuring stick, a team which made a magical run to the Division 2 North sectional final in 2005. For one afternoon, Boston English was more than ready for the challenge, rising up and knocking off the Bengals, 10-7.

"That was great for the city of Boston," said Rooney, who took over for the legendary Bill

Stewart in 1984. "We had a great enthusiastic crowd and they got to see some great baseball."

After two weeks of rain, the baseball gods more than made up for it in the sunshine department when Boston English and Brighton met on Memorial Day for the City Championship. The only thing hotter than the weather was the Brighton bats as it jumped out to a 9-0 lead in the second inning.

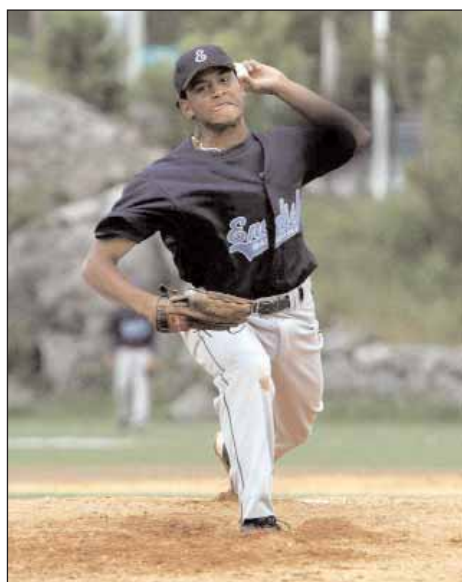
But the hallmark of the 2006 Boston English team was resiliency, and a nine-run deficit failed to scare the Bulldogs. Zapata keyed the comeback as his majestic three-run homer into Washington Street keyed an eight-run second inning.

The frantic early-inning pace settled down, but the Bulldogs were still faced with a 13-11 deficit as they batted for the final time. Team Destiny capitalized on every Brighton mistake, including four hit batsmen and a wild pitch which allowed the tying and winning runs to score, setting off a mob scene at the plate.

The Bulldog players quickly spotted their leader and unleashed a well-deserved Gatorade shower on their beloved 57-year-old coach. In a

career full of wonderful memories, that single moment rated as Rooney's personal best.

"The kids were so excited that they won, but they said they were just as excited for me and that meant a great deal," said Rooney. "I told them at the breakup dinner that this was very special for me, something I will take to my grave."



Boston English's Roberto Zapata throws against Chelmsford.



Retiring Boston English coach John Rooney led his team to the City Championship.