



HBW

Underground

Student

Handbook

The Underground Student Handbook 2024

The H-B Woodlawn Secondary Program.
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Arlington, Virginia, 22209
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Dedication:

We the Authors of this slightly loquacious, yet ultimately crucial, recomposition of this handbook dedicate it to the beings of H-B Woodlawn.

To the faculty that allow this institution to function.

To the students who make this school a school.

To the mice who call this place their home.

To the beloved ant Ringo, who spent his life on a roll of tape in room 410.

To you, the reader, because if you care enough to read this, then you ought to be the person who writes the next one of these monstrosities.

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Printed in the United States of America by the Authors.

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Opening Stuff

Introduction

It is the hope of the people who put together this Underground Handbook that it will help us figure out who we are. Perhaps we can recover some of the energy that alternative schools used to have, find the courage to let go, and start to really do things. (H-B student handbook 1979)

History (Admissions & Alternative Education)

H-B Woodlawn has an incredibly rich and interesting history and background that we couldn't possibly cover completely in a few paragraphs. We'll do our best anyway, but don't despair, there are lots of great documents and newspaper clippings from the early seventies onward that can give you a better idea of what produced this school and how it has changed. They are available in the Archives in the library, a muddled pile that we suggest somebody organize, perhaps to satisfy the fascist requirements of the National Honor Society, as well as online (thehbarchive.org). Also, you could probably talk a teacher into letting you do a project for a class on these documents. If you have a few minutes, go check them out.

In any case, here's a brief history:

In 1971, Ray Anderson, then a teacher at Wakefield, got together with two kids from W-L and wrote a memorandum to the School Board suggesting that an alternative program for high school students be started. 1971 being a very socially active period, the proposal gathered support throughout the county pretty quickly, and before they knew it, it was passed by the School board in May of 1971. Woodlawn opened the following September, with 180 students in grades 11 and 12. Woodlawn was startlingly different from the H-B Woodlawn of today, in more ways than we can list here. The great majority of work was done outside the classroom, with many classes meeting only for one half-hour period a week. Independent studies were ubiquitous, and lots of people did apprenticeships in the community instead of classwork. The students were a very politically active, liberal bunch - if you get a chance to meet him, ask Ray about the infamous W-L streaking and the presidential campaign of 1972. About the only things that remain in our present school from Woodlawn are Town Meeting and the TA system.

The year after Woodlawn opened, Hoffman-Boston was created as an alternative program for grades 7,8, and 9, and Woodlawn acquired grade

10. Judy Mayeux, Randy McKnight, Susan Senn, Bobbi Schildt and Mary and Jim Schroeder (previous teachers) all taught at Hoffman-Boston. Hoffman-Boston was marked by lots of contract-based work and open labs, where kids could wander in and work when they wanted. There were lots of informal field trips and a willingness on the part of the young teachers to try almost anything

The two programs existed in isolation until 1978, when, under pressure from the county (and in spite of fierce protesting by Woodlawn students), they were merged to form H-B Woodlawn, and relocated to the Stratford building that we (no longer) currently inhabit. Back at the time of the merger, there was a school wide ballot on what to name the new school, and names were entered ranging from "Recess" to "Stratford on Rye." Unfortunately, voting was split between over 100 different names, and a committee resolved the crisis by giving the school the most boring, uninspiring name possible. On a more "recent" note, at the end of the 1999-2000 school year, the School Board created a committee to develop criteria for naming schools, and Ray hinted that this could mean the replacement of our thoroughly bourgeois title (it didn't).

The new school created by the merger is defined in the Merger Report, available in the office and in the Library Archives. However, H-B Woodlawn was much bigger than Woodlawn or Hoffman-Boston, and the more radical elements of both programs were lopped off in order to accommodate a wider range of students. The administration was also necessarily quite a bit stricter than they had been at Woodlawn, because of the larger number of students in the school and the presence of all the younger kids running around since the merger, H-B Woodlawn has grown steadily more traditional. The Merger Report describes a school that doesn't sound much like the school we go to. Many factors have resulted in this school being drastically different from either Woodlawn, Hoffman-Boston, or the H-B Woodlawn described in the Merger Report. Much of the change is simply due to social changes in the decades that have passed since Woodlawn was established. Pressures to get into big name colleges have led people to pile on AP courses that have rigid syllabuses and don't allow for educational experimentation. Also, a questionable faculty vote in the mid eighties required full time teachers to teach six classes a day (ensuring smaller classes, but making it nearly impossible to sponsor independent study projects). We don't mean to say that all the changes the school - has undergone were for the worse. But there are many things that have disappeared to the definite detriment of the program, the most obvious of which is that many opportunities for an alternative education have dried up, while others are rarely taken advantage of. At the moment, we feel there is a basic failure to live up to the original goals of this school, goals that are not unique to

a time period but that stand in their validity on their own. These goals must be addressed to ensure the future viability of this program. (H-B student handbook 2000)

(Admissions & Alternative Education)

Once upon a time, getting your child into H-B meant standing, sitting, sleeping, and cooking in a long line for upwards of several days, as the admissions policy was first come, first served. However, this system was unfair to families with parents who could not take time off from work to stand in line. And, even for parents who could stand in line, the situation grew increasingly more stressful as time passed and H-B became more popular. After the parents of students hoping to enter H-B for the 1992-93 school year ended up camping out for three days, an image-tarnishing embarrassment for the County, the policy was changed. Instead of first come, first served, the method of admissions became a lottery. However, to quell the cries that H-B was a "white flight" school, and to foster an environment of cultural diversity, a system of minority preference was used. This meant that some white children were bumped onto a waiting list to allow children of other ethnicities to get in.

Nobody complained about the system until after the lottery for the 1997-98 school year had been completed. At this time, a group of irate white parents who had attempted to get their students into Arlington Traditional Elementary School, one of Arlington's other alternative programs, sued the county when it was discovered that their children had been denied admission while some minority students were bumped to better lottery positions. After this became public, a parent of a white child in a similar position at H-B joined the lawsuit. An Arlington judge ruled in favor of the plaintiffs, and as a result many students who had been leapfrogged in the lottery were granted admission, creating a class of roughly 17,000 students. Just kidding, it was nearly 100. The judge, in a confusing at best ruling, informed the County that they would have to develop a new admissions policy that didn't discriminate against white children seeking admission.

So once more the admissions policy was changed. This time, a "weighted lottery" was used, meaning that students who were of a lower income bracket or who spoke a second language at home or who were of a non-white ethnicity were given more chances to have their name chosen in the lottery. Naturally, more parents sued, and the judge once again ruled in their favor. Again, more incoming 6th and 9th graders than usual were accepted to pacify the kids and parents who felt they got the short end of the stick, and a new admissions policy was invented. Dramatic indeed.

Today, there is an unweighted lottery used in determining admission. The class that entered for the 1999-2000 school year was the first class to be chosen through the unweighted system. Efforts are currently underway to increase diversity in the school through outreach to minority communities (there have also been changes to the ways that students are grouped in the lottery which has helped prevent the swaths of ATS students who used to get into H-B).

Alternative Education is what we're all about. "Alternative" is a word that a lot of people here toss around in reference to this school. Very little thought, however, is ever given to what this mysterious phrase actually means, and to how it relates to our school. Taken literally, alternative education means just that-an alternative to traditional education. As an "alternative program," H-B Woodlawn is supposed to be an alternative to what the rest of the county has to offer in the way of schooling. Our most basic goal, though, is identical to that of all other schools-to educate. Some people (us included) have never thought that traditional schools do a very good job of educating motivated, interested students, and H-B Woodlawn was established to offer an alternative to these students in the hopes that it could do a better job.

The verb "educate" is derived from the Latin word "educare," meaning "to bring out." It beats us how schools as restrictive as most American high schools are can expect to "bring out" anything from their students. We believe very strongly that in order to educate people, or "bring out" and develop their potential, there needs to be an environment in which people have the freedom to explore themselves and take a prominent role in the decisions that are made regarding their education. We believe that this is true for everyone, and think it's a pity that many of the things we do here at H-B have to be alternative, since all schools would benefit from instituting some of our ideas.

But we would be remiss if we were to say that H-B is right for everyone. Many students manage to find their niche in Arlington's more traditional middle and high schools, and feel more comfortable in a more rigidly constructed program. History has shown us that our school caters to a specific type of student, one who values an alternative education, but one who can also handle the freedom it affords. (H-B student handbook 2000)

Philosophy (VSS & Pillars)

H-B Woodlawn has a high-minded, official, intellectual-sounding philosophy that's pure bullshit. We know. We helped write it. Most people don't read statements of philosophy because they're too

obscure. We don't. But we thought we should include one as a matter of policy.

Basically we believe in people. We think they're great. (Some of our best friends are people.) We think kids are people. And so they're OK - even the 7th graders who run and scream in the halls. We also think adults are people-even the little old ladies with blue hair and fur coats. We've been told that teachers are adults, but we're still investigating that rumor and include them here as a third category of people. Anyway, they're all people and they're all neat. Take one to lunch someday.

People do funny things and one of the funny things they do is set up schools. The rise of schools roughly paralleled the decline of the farm economy. People didn't want kids in the job market (reserved for white males between the ages of 25 and 65) and they didn't want them on the streets, so they set up schools to keep them busy. To a certain extent schools were also set up to give people information.

Today, schools still do the two things they were set up to do: babysit and teach. However, the babysitting role seems to have become more important in many schools than the teaching role. At H. B. Woodlawn we try to change that. Less babysitting (see "Verbum Sap Sat") and more learning, creating, and experiencing. We believe that if society is going to give us this time in our lives, we might as well use it to find out about the exciting world we live in. And have a little fun at the same time. (H-B Student Handbook 1979)

(VSS)

Verbum Sap Sat (VSS) is the de facto school motto of H. B. Woodlawn. It is vulgar Latin for "A word to the wise is sufficient." This means that your life is your responsibility. We believe that you have the sense to manage your education and work through your problems with the help of the people around you. It also means that we believe you have the consideration and respect to let other people go about their business - we're all human enough to really appreciate and care for each other.

Most of all, Verbum Sap Sat means that people don't have to be told to be sensible. Enough said. (H-B Student Handbook 1979)

(Pillars)

The main way that H-B's philosophy is talked about today is its pillars. The original three pillars were caring community, student governance, and self-guided learning. In March of 2021, a fourth pillar, equity, was added. The pillars are designed to shape the day to day goings on at H-B and "hold up" the school's philosophy (cause they're pillars? Get it?) (Haha, except it's not really that funny Niko -Owen). There has been some discussion about whether the equity

pillar is really a pillar or more of a foundation or goal of the other three but needless to say they're all very important.

Administrative Stuff

Power Structure

Who runs this school? One of the nicer elements of H-B Woodlawn is that unlike most modern-day American high schools, we are not at the whim of a totalitarian dictator-principal. Our principal and vice-principals (in H-B jargon, this was Head Teacher and Assistant Head Teacher), Casey Robinson, Kate Seche, and Graham McBride, respectively, share power with the students, teachers, and parents through Town Meeting (see the section on TM). On paper, TM is the only governing body of our school, giving instructions to Casey, Kate, and Graham on rules, allocations, setting up classes, and millions of other things essential to running a school.

However, there are a few other forces at work in our school. Casey sometimes makes rules on her own. If you don't like the rule, you can bring it up at a Town Meeting. The omnipotent (incompetent?) School Board, those folks who keep making our school bigger, has the ability to overrule any TM decision. If you weren't here during the '93-'94 school year (which why would you have been), ask around about the coed bathrooms for a good example of the School Board using its power.

There is also an organization called the PAC, or Parent Advisory Committee, which is made up of parents who can't come to Town Meeting because they have to work at 9:53 on Thursday morning. They have no real power over anything, except to "advise", but they like having a forum so they can disagree with us if they feel like it. When the School Board is debating an issue of relevance to H-B Woodlawn, like how many extra kids they will add next year, they are supposed to consult TM, but often consult the PAC instead, because of the fact that our parents can vote and we can't. Despite these things, TM is the center of power at this school and can do much more than most people realize towards changing the school. (H-B student handbook 1995)

Town Meeting (Allocation)

Town Meeting, H-B Woodlawn's governing body, is one of the most powerful student-run assemblies in the United States and is based off of the administrative town meetings in many New England towns. It is a democratic body, so all votes, whether they be from teachers, students, or administrators, are valued equally.

Town Meeting makes all decisions about school allocation of department funds (and thus has control over most of the courses offered), the block schedule, and school-wide events. Town Meeting also has significant control over hiring new employees and dozens of other school policies. The only major restriction on Town Meeting is that it cannot directly make binding decisions related to the curriculum, though it has the power to decide whether or not a decision relates to the curriculum, so it's a wash of sorts. A core tenet of H-B Woodlawn's philosophy is to provide students with the power to direct their own education and environment. Therefore, Town Meeting is a key vehicle through which students wield said power.

The prevailing theory is that Town Meeting's decisions are binding and that the Principal is unable to (directly) overrule them. This theory has existed for 46 years and hasn't been disproven yet. It's also important to remember that just because Town Meeting makes a decision doesn't mean it will actually be carried out (for instance, we've been waiting on the construction of the H-B Death Star for 7 (correction: 14) years now, and we haven't seen any signs that it's nearing completion). If you feel a decision isn't being carried out properly, make sure to inform Town Meeting, as this will usually get the ball rolling. (H-B student handbook 1995)

Town Meeting is held every other Thursday morning starting at 9:53am (how whimsically specific) in the library, but an emergency Town Meeting can be called by any student, teacher, or administrator at any time. Town Meeting's procedural rules are governed (generally) by Robert's Rules of Order (available at fine bookstores everywhere... and the appendix) and the Town Meeting Constitution (also included in the appendix). For a Town Meeting to be held, there must be a quorum of 15 people (at least five students, two teachers, and an administrator must be present). Once a quorum is present there is a nomination process for the positions of Chair, Co Chair, and Secretary. Silly Committee's motion this past year updated the tradition that dictates that the Chair of Town Meeting must wear "The Cape of Order" and use a wooden gavel throughout the proceedings, and it is now required that in addition to "The Cape of Order" and gavel, the Co Chair must wear a hat with a pinwheel on top and the Secretary must wear a pair of glasses with tape around the bridge (However, these customs are honored more in the breach than in the observance among some of the lamer Chairs). The Co-chair controls the order in which people speak in a debate, and the secretary records the minutes of the meeting. These minutes are posted on the H-B website and are available in hard copy in the library (although be prepared to be slightly underwhelmed by how far back they go). Following the election of officers, a short summary of the last staff meeting, the last Student Advisory Board meeting (whatever that is), and the last

meeting of HIVE are provided. There is also a period for brief announcements, which generally concern upcoming events.

After the announcements period, motions are brought forth in the order that they were placed on the agenda prior to the meeting. To place a motion on the agenda, simply write a brief description of your motion on the whiteboard in the library. Motions cannot be put on the agenda once a meeting is called to order, but an exception can be made at the discretion of the Chair (and it basically always is, like literally always). Once a motion is brought to the floor there is a debate period where everyone in attendance may speak and debate. Following the debate, the motion in question is voted on directly. Most motions require a simple majority to pass, but motions changing the bylaws of Town Meeting require a 2/3 majority. Once all business on the agenda has been completed, a motion to adjourn can be called, which if passed, ends the meeting.

More information about the rules, procedures, and "anytime motions" of Town Meeting can be found in the appendix, but it's really no substitute for the understanding you'll gain from attending a few meetings.

(Allocation)

A special session of Town Meeting is held yearly to approve the school's allocation of department funds. This session is held in the library and can last anywhere from 30 minutes to several hours. Since the allocation meeting determines what classes will be offered the following year, it is often far more contentious than regular meetings, as everyone wants to ensure their pet subject has the funding it needs. This is one of the major times when students and the administration may have a fundamental disagreement. The level of tension can also be compounded if budget cuts are required. Budget cuts (while rare in the past few years) mean that at least one department or class will be cut or will have a reduced allocation. It is important to remember the human cost of the decisions made at allocation, as on rare occasions teacher's allocations can be entirely removed, forcing them to move to other schools. If the allocation is only slightly over budget, the Principal can usually scrape some extra money from the county, but this is never a guarantee. (H-B Student Handbook 1995)

Faculty and Staff

Name	Subject/Job
Aguirre Castro, Jose	Custodian
Akerley, Kathleen	Film
Al-Hujazi, Alexander	Science
Albert, Kirsten	Spanish
Andersen, Jacob	
Arana, Felicito	Custodian
Ball, Nekya	Business/Tech
Bieniek, Alexandra	Instructional Studies
Bieniek, Rebecca	Instructional Studies
Bognolo-Valentine, Kathryn	Latin
Boyle, Madeleine	Staff
Breedlove, Kelly	
Browder, Risa	Orchestra
Brown, Jonas	Instructional Assistant
Buckley Altice, Leigh	Instructional Assistant
Carpenter, Margaret	Librarian
Carr, Susan	Math
Castillo, Ana	Custodian
Contessa, David	Social Studies
Crumpler, Carolyn	Instructional Studies
Cruse, Michael	Instructional Studies
Degracia, Daniel	Custodian
Dickson, Mark	Math
Erler, Richard	Math
French, Meghan	Science
Frum, Catherine	English
Funes, Kathy	Account Clerk
Gallion, Kelsey	Math Coach
Gill, Christy	English
Goen, Jennifer	English
Goodfellow, Carrie	Instructional Studies/PE
Green, Stefan	PE
Gust, Kathy	
Guzman Benitez, Iris	Custodian
Hall, Elizabeth	ASL
Herrera, Christina	Administrative Assistant
Herrmann, Martha	Instructional Assistant
Hill, Elizabeth	Staff
Hiskey, Avery	Instructional Assistant
Holmquist, Carl	Band/Music Theory

Name	Subject/Job
Joya, Ana	Custodian
Kauffman, John	Robotics
Keller, Leslie	Staff
Kyaw, Khin	Staff
Lambert, Hope	Theater
Laumann, George	Photography
LeValley, Nora	Social Studies
Leibner, Joshua	English
Lopez, Christina	Custodian
Malakoff, Reina	English/Librarian
Martenak, Melissa	Reading Coach
Marter, Emily	Math
Martin Marzo, Laura	Administrative Specialist
McBride, Graham	Assistant Principal/Spanish
McKenney, Steve	Instructional Studies
Mendez, Ana	Custodian
Miller, Kristen	Reading
Morrison-Taylor, Katherine	EL
Moss, Sally	PE
Nichols, Stephanie	Math Coach
Norrbom, Zachary	Art
Owen, Hang	Science
Paris, Daniel	Social Studies
Patterson, Deborah	Science
Piccorossi, Vanessa	Administrative Assistant
Podolski, Bill	Chorus
Posada-Bellaz, Fatima	Administrative Assistant
Reed, Eleanor	Social Studies
Reimers, Deidre	Social Studies
Reyes, Travis	Spanish
Rivera, Nelson	Custodian
Robinson, Casey	Principal/Social Science
Rottinghaus, Anne	English
Rubio, Marcos	Maintenance Supervisor
Ruh, Ethan	Math
Salamanca, Ana	Custodian
Seche, Kate	Assistant Principal/Math
Sens, Rachel	Math
Seto, Deborah	Science
Smuthkochorn, Leann	Instructional Studies
Stroik, Monica	Art
Teixeira, Brian	Social Studies
Vanevera, William	Science

Name	Subject/Job
Walker, Chontel (Rosie)	Coordinator
Walsh, Patti	Instructional Assistant
Walsh, Gillian	Instructional Assistant
Waters, Liz	Gifted Resources
Weiss, Paul	English
Williams, Connie	PE
Willis, Elizabeth	Instructional Studies
Young, Eric	Social Studies/Science

Faculty Meetings

These monsters are usually held on Wednesday mornings at 8:15 AM. Students are allowed and are much appreciated if they add spice to the meetings. A student may be asked to leave if the faculty needs to discuss a particular student. Faculty meetings may sound very exciting, but before you go rushing off to one, ask a teacher what happened at the last meeting they can remember going to. This may take a bit of work since most Teachers either sleep through faculty meetings or don't bother to attend. (H-B Student Handbook 1979)

The PAC

PAC stands for Parental Advisory Committee. The PAC is a concerned group of parents that meets every month or biweekly, depending on what they think is going on in the school. Like most parents, they are well intentioned and truly believe that they know what is best for their kids and our school, but our experience with them has led us to believe otherwise.

Unfortunately, the PAC has been known to usurp the role of the Town Meeting in dealing with the rest of the school system. For example, at one point, when the School Board was considering changing the size of H-B Woodlawn, it was the PAC that wrote letters to the School Board and that went and spoke at meetings. The fact that they are parents drawing on often no or extremely limited experiences within H-B Woodlawn makes them poor representatives for the school. However, at this point, we don't even really know what they do which I guess is a positive thing?

We suggest that 1) Students become more aware of what is happening to their school. 2) Students use the Town Meeting to deal with the county. 3) Students keep in contact with the PAC, so that neither group is oblivious to the actions of the other.

We really like parents. After all, they brought us into the world. But they don't exactly fit into the philosophy of a school where students have most of the responsibility and control over their

education. While the PAC does many great things (\$\$\$), we believe that they would best serve H-B in an advisory, not authoritative role. (H-B Student Handbook 2000)

The SAB

The Student Advisory Board is a board of student representatives from each of the home schools and H-B Woodlawn that makes recommendations to the School Board on issues of their choice. They meet monthly, generally at the Syphax Education Center, and meet with the School Board about two times a year. Student selections are made at the end of each year to choose representatives for the following year. Each grade 10-12 from each school gets two representatives, making for a 24 person board. The board then elects a Chair, Vice-Chair, and a Secretary. The representatives exist to give the School Board student perspectives. One member of the SAB is picked by the other members to sit in on School Board meetings.

Naturally, there is some debate over how much the School Board actually listens to the SAB. Furthermore, there is some animosity towards the entire process, as the selections can seem arbitrary and those who win don't necessarily attend meetings. Actually, from what we've heard anybody who shows up to the SAB meetings and calls themselves an "alternate" can participate with no problem. (H-B Student Handbook 2000)

The Teacher Hiring Committee

H-B Woodlawn has a wonderfully unique way of hiring new teachers. When a vacancy occurs, a small committee of interested students, staff, and parents interview candidates. The committee has the power to make a recommendation to the Head Teacher, who makes the final decision. Effectively, though, the committee makes the decision, since to our knowledge there has never been an instance of the Head Teacher overruling a committee decision.

The Head Teacher nearly always posts sign-up sheets for these committees either in the office or outside near the main entrance when interviewing is about to occur, but the sign-up sheets can sometimes be hard to spot, so keep your eyes open. Be warned, it's typically a first come first served basis, so you have to stay on top of things.

The committees should also be announced at Town Meeting, but this can be unreliable, so your best bet is to ask Casey what is coming up. Interviewing usually takes about a half-hour per candidate, and is something everyone should try at least once, particularly if you're going to be in a class of the teacher to be hired. Most applicants appreciate the opportunity to discuss schooling with their prospective

students, and it's good for students to see another aspect of what it's like to be a teacher. The Teacher Hiring Committees are also a pretty powerful method of determining what your education will be like, since you could conceivably hand-pick the candidate that you think would be the best teacher for you. We don't know of any other public school in the country that allows its students to hire their teachers. The opportunity should be utilized.

One limitation to this process is that we get our candidates from the same pool of applicants as does the rest of the county. Arlington County has certain requirements (in terms of education and teaching experience) that all applicants have to meet. So we can't hire just anybody. In addition, Arlington County does not advertise vacancies at our school as vacancies in an alternative program. So we don't attract people in alternative education to the degree that we might if ads were put out for a position at an alternative school, there are ways around this. It is possible to independently place ads in the newspaper, just ask Ray. The county doesn't usually like this, but if it's done by a group of students, there's nothing they can do. (H-B Student Handbook 1995)

Rumor Mill: Despite the precedent of respecting the decision of the committee, there are some rumors floating around of administrators occasionally putting their finger on the scales at the committee level. While it is unknown how frequent these interferences were, they appeared enough to warrant a mention. It is also important to mention that we have no reason to believe that anyone in the current administration has ever "interfered" with the hiring process. (H-B Student Handbook 2017)

Inside H-B Woodlawn

Rules and Privileges

Rules, schmules. Who needs rules? Us, apparently. Despite being founded on tenets of freedom and our motto literally telling people not to be idiots, apparently we have to be inundated with oppressive and impossible to follow restrictions such as “you have to wear shoes” and “don’t use middle schoolers as shields during Ninjas”. A comprehensive list of rules can be found in our unwilling sister handbook, the H-B Woodlawn Student Handbook. Side note: whoever got water guns and water balloons banned from the school premises should be ashamed of themselves. We don’t know what exactly you were trying to accomplish, but causing the gym to fill up with half an inch of water (unfortunately the only time the new gym has filled up with water was in the great flood of 2020) better have been the result of a water fight so amazing that no future water fight could top it, because there won’t be another chance to after that debacle. (H-B Student Handbook 2017)

The Building (Resources & Crannies)

The Heights Building sucks. We all know it, we all think it, and let’s be real, we all say it too. That being said, not many high schools encourage their students to paint the walls or hang whatever posters they want. Students at H-B have a rare opportunity to mold not only their academic environment, but also their physical environment, so take advantage of it! Ask permission first though unless you want to get yelled at by Casey for painting over someone else’s spot. Murals are everywhere and highly encouraged, just go to Town Meeting to confirm your design and location, it’s unlikely you’ll get turned down. Hopefully after a few more years of letting the art students run crazy the Heights Building will become a place of unique charm and character just like the Stratford building was (minus the underlying layers of lead based paint).

(School Resources)

The “copy room” (aka the room in the corner of the front office) is a good place to get your dirty work done, with paper trimmers, staplers and other office supplies as well as copy machines for large-scale printing. Sadly, the days of full free reign of the printers and scanners are no longer. There are printers open to student use in the library but honestly to call them printers is a bit

of a stretch; they are physically incapable of printing front and back and can only do black and white printing. If you are in need of some color for your endeavors, feel free to email Vanessa and she should be able to help you out.

In addition to our flawless printer system, there are many other resources at the H-B Woodlawn student's disposal, though not as many as other schools have because the school board is a tad stingy with our funding. There is the library for when you need to use an actual book (as well as librarians who REALLY want to help you with research), and there is a phone in the main office if you need to call someone (but let's be real, you all have cell phones, why would you ever use this). Long ago, we used to have these things called laptop carts and phone booths, but technology has since antiquated them. We also used to have vending machines, but they were entirely removed for our health, a futile effort since we have a guy selling candy, ice cream, and soda literally on school grounds.

(Places to "Study")

H-B offers multiple study environments to suit different needs:

1. The library - despite libraries known for being incredibly quiet, the H-B library is full of students who either study or just hang out. If you are looking for a quiet place to study there, the best place would be one of the little offices (better to get there early to claim one). If not, you can be screwed and sit next to bozos who won't shut up (like Lorenzo and Lucas).
2. The Cafeteria/Senior Couches - The cafeteria is probably one of the least populated spots in the school after lunch. It is a great place to knock out some work because of how little people show up. The senior couches are inhabited only by those who have roamed the lands for the longest of times. Unfortunately, the senior couches have become very unpopular during the 2023-2024 year. If you showed up there at some points during H block this year, you probably spotted Abe and Sofia cuddling. When the Seniors embark the rite of passage known as senior projects, it is common for those in the grade below to occupy the space.
3. Classrooms - a common place for groups to either go do work during free blocks, or annoy the crap out of the teacher trying to finish grading. If you go to Deidre's to do work, she will make fun of you endlessly. You have been warned.
4. Terraces - Another common place for groups to get together and hang out. While not being a very popular spot to study, the time used there can be quite useful and you will get to see the sun which we've been told is good for you.

5. Stairwells/Hallways - maybe the least common spot to study or do work. If you somehow are able to work there, I salute you. While finishing up some last second homework before your math class in the hallway, you will find some middle schoolers or some freshmen screaming some brain rot while running at the same time.

Traditions & Events

Night of (Alleged) Mayhem

The day before the first day of school, the senior class gets together to participate in various acts of light revelry before returning to academia. Though it is unknown what the first years of the Night of Mayhem were like, it is clear that they currently do not live up to their names. As a result of law enforcement involvement due to a series of fiascos including students breaking a curfew and (permanently) borrowing people's political yard signs, the Night is now managed by staff. Gone are the days of boys having to buy tampons for a scavenger hunt and sleeping overnight in the school, replaced with the more wholesome, but far less fun taking of photographs and being out of the building by 11:30. (H-B Student Handbook 2017)

The First Day

After an absolutely crazy night of being told to go to bed before midnight, seniors return to the school early to begin welcoming the rest of the student body into the building for their first day of the year, and in some cases, ever. Seniors will make arches out of their bodies for walkers, car riders, and bus riders alike to walk through, willingly or otherwise (don't try to resist the welcoming committee-they'll just chase you down). After entering the building, students are soon directed to the auditorium, which is much preferred to the alternative prospect of going to class. Then, Casey takes the stage, where any of her attempts to speak are quickly suppressed by the masses of people cheering.

After Casey finally gets to speak, she welcomes students and lets the real fun begin - the Senior Play. This Broadway-level presentation usually has hundreds of minutes of preparation in advance. There are skits depicting student actors skillfully portraying teachers as they satirize and mock them in (mostly) good fun. In addition, the new edition of so-called "Flippin' Flip Chart" is presented, where absolutely terrible jokes are delivered using a flip chart as a visual aid to an increasingly fearful audience. After the presentation concludes, students briefly meet their teachers for the year and mentally prepare for the grim reality of actually having to do schoolwork. (H-B Student Handbook 2017)

Halloween Shenanigans

When you come into school on Halloween day, you will see most of the students/faculty/staff dressed up for the special day. At some point in the day we have some Halloween events such as a parade, costume contest and some teachers will have a few movies going in their rooms. The Directing Class of the H-B Theatre will host the Haunted Blackbox. Themes vary. The day is full of fun and we would really recommend participating in some of said events (Owen is lame turd who doesn't participate and just goes to pho 75 like a loserrrrrrr).

Fowl Competitions

Before Thanksgiving, the whole school participates in grade-based sports competitions. The high school plays flag football in what's known as the Turkey Bowl, where every year one grade takes the game a little too seriously and is thought less of for it. The 7th graders and 8th graders also play a game of football, known as the Pigeon Bowl. In all honesty, no one cares about Pigeon Bowl, except those playing. The 6th graders play an interclass game of capture the flag, known as the Chicken Bowl. Even most of the students playing in the Chicken Bowl don't care about it. In all honesty, there's a slight chance we may have gotten the Chicken and Pigeon Bowls mixed up, but we don't think anyone will notice either way. (H-B Student Handbook 2017)

Carols

On the morning before winter break, everyone gathers at the main entrance to the building and sings holiday carols together before going to class while Bill plays the piano. It's a sweet way to get together before the break and a great way to miss a few minutes of A block.

Volleyball Before Winter Break

Similar to the Turkey Bowl, on the last day before the holiday break, all high school grades compete in a volleyball match. Alumni also come back to school on this day to play a match against the teachers and to see old friends. (H-B Student Handbook 2018)

Fab Fest

In the days of yesteryear, H-B used to have a thriving guest teacher program, where teachers and professionals from all walks of life would show up to give guest lectures and even teach special classes. Today, we have eccentric students teach other students all morning for two consecutive days a year. Courses taught include everything from Frisbee and Southern Gothic Literature, to Spongebob and Cooking. This was originally called Feb Fest, because it was supposed to be in the month of February. However, trying to schedule an event in the same month two years in a row proved too difficult, so one year's event was moved to April and called Fab(ulous) Fest due to no one being able to rhyme anything relevant with the word "Feb". These classes used to be

run by NHS but since then HIVE has picked up the mantle (as happens with anything and everything NHS related). (H-B Student Handbook 2017)

Ninjas

Ninjas, also known as Assassins, is the month and a half long game the high schoolers play during the third quarter of each year. The participants are divided into teams of four (in which two grades and two genders typically must be represented), and they compete with the goal of a collective win, achieved by the teamwork of the four. Each team has another team that they are targeting, you can "kill" the members of the team you are targeting by marking them with a marker on the skin when they are not in a safe zone (safe zones are classrooms and stairwells). The game runs only within the school and within school hours. Each day there is a new safety that you can do to ensure your safety, but some people decide to risk it for the biscuit, or just don't care enough (cough cough, Noah and Niko), and run around like headless chickens fully unsafe. The game runs in a last team standing style, and oftentimes when there are just a few teams left, the game is wrapped up in a close quarter, bracket style tournament, called duels. Each year a few Seniors run the game, but be wary, there have been some hard feelings over the power struggle for the position of Admin (A.K.A. Game Maker).

English Electives

English electives used to just be called English class. Nowadays, English electives are restricted to third quarter seniors (which is pathetic if you ask us). A similar electives program used to exist for history classes as well. In fact, both English and History used to be collections of topical electives rather than a standard curriculum. Many people call the English elective program the last bastion of true alternative education at the school, so it is rather disappointing to see that even it is a shadow of its former self (hell at this point it's barely even a shadow). As for what these classes actually are, English electives are quarter-long electives taught by both regular and guest teachers about various topics suggested by students and picked (or ignored and replaced) by staff at their whim. Students can even teach electives too, so if you can find a teacher to sponsor you there's nothing stopping you from teaching a class on science fiction in the 1800s or critically analyzing *Mean Girls*. (H-B Student Handbook 2017)

Community Day

A newer tradition, students venture out into the community for a day to try to make a positive change. Past projects have included filming movies with elementary students, making meals for the Arlington Food Assistance Center, and gardening. (H-B Student Handbook 2018)

Physics Fair

Physics students build group projects over the course of a few weeks, and they are all put on display in the gym. This year at the fair, we ate homemade candy, swung from the ceiling, played (dry) ice hockey, and even rode a "magic carpet." (H-B Student Handbook 2018)

Junetime

Recently, the school administration had an epiphany – students don't care about classes after testing is over. From this epiphany, Junetime was conceived. During Junetime, in an attempt to encourage students not to ditch, regularly scheduled classes are replaced by more interesting alternatives, such as Microcontrollers, Wilderness Survival, and dance classes. Of course, students skip these too, but the gesture is much appreciated. Apparently, Junetime is supposed to be part of a student's 4th quarter grade, but as far as we can tell this has never happened. (H-B Student Handbook 2017)

Dances: A Brief History

H-B doesn't have a football team so obviously no homecoming but the senior class does throw a Fall Formal to raise money. Now how "formal" Fall Formal actually ends up being is debatable but most people at least dress up a little bit. In the spring, the juniors follow suit and hold Spring Fling as their own fundraiser. Spring Fling has always struggled to pull the crowd that other dances do but this past year it was a success (likely because it wasn't thrown by seniors... we struggle to get anything done after February or so). The middle schoolers also have various dances, usually organized by middle school HIVE, often one around Halloween and another around Valentine's Day. Last, but certainly not least, is Prom. The first H-B Prom was truly an H-B Prom. Tickets were free, festivities were in a tent on the field, and the dress code simply read "optional". It was an event designed for the explicit purpose of making fun of traditional proms. This lasted for a while. Tickets were cheap (\$3 at one point!), festivities were lax, and a good portion of the men went in drag. Eventually, however, some people got together and decided that they wanted H-B to have a more traditional prom, with expensive tickets (that are somehow still half the price of any other schools') and fancy dress. Now, the days of the alternative prom are over.

Senior Quotes

The two days before graduation, seniors get to write their senior quotes not in the yearbook but (quelle surprise) on the walls. These quotes can be whatever they want within reason, and oftentimes students will paint a picture to go with their quote. The tradition actually started in 1987 as a result of students wanting their names on the back of the yearbook (fun fact: Niko's dad was one of those students!). To do this, they painted a wall in what is now the teacher's lounge black, wrote their names on the wall, and then put a

picture of it on the back of the yearbook. The next year, the class of '88 told Ray that they wanted a wall too, and thus a tradition was born. Pretty soon they ran out of walls in the room, and they were allowed to paint any wall they wanted sans the lockers, as according to the superintendent it would be easier to paint over the walls than it would be to remove paint from the lockers if the program were to move (like that would ever happen). (H-B Student Handbook 2017)

Graduation

Graduations at H-B are different from those at other schools (something the observant reader will note is a common trend among traditions here). Before graduation even begins, students and teachers have a big lunch together, break for a few hours, and then return to H-B. Graduation begins with a potluck dinner for students and family. Students at H-B forgo the cap and gown, choosing instead to dress in t-shirts and jeans and sit in a group of couches while they wait for their TAs to say something (hopefully positive) about them and give them a diploma. Parents and others who wish to attend can show up at the door, though bringing a lawn chair is recommended as seating is limited. (H-B Student Handbook 2017)

Since COVID, it has become a tradition to hold graduation on the field but as the field is currently under construction this year it will be held in our green screen of a gym (much to all our disappointment). As you can imagine, unlimited entry means that parking is hell, so call an Uber (or a cab if they still exist), walk, or arrive an hour or so early. After graduation, seniors will participate in one last pool party before the class parts ways for good.

Extracurriculars (Sports, Arts, & Clubs)

(Clubs)

Chess Club	Creative Club	SASH Club
Fishing Club	Orchestra Design Club	Strings N Things
Music Peer Tutoring	Pokemon Club	GSA
Hippy High Notes	Literary Magazine Club	Silly Committee
HS Book Club	Neuroscience & Mental Health Club	TAB for MS
MS Hive	Golf Club	Trade Tech
Best Buddies	French Club	Card Game Club
HS Hive	Academic Competition Club	AAPI Cohort
STEM Club	Mural Club	Gender Equity
Med Tech Club	HBW Mentors Club	Probably more I forgot

(Noah is oftentimes quite forgetful, don't hold it against him too much)

(Sports)

The bottom line is that H-B can't have regular school sports, since we're not really a school. We did have a pretty successful club volleyball team a few years ago, and there could certainly be club teams in other sports if somebody took the initiative. (H-B Student Handbook 2000)

While H-B is many things, an athletic powerhouse it is not. We contend that this is due to the symbolic reason of not wanting to create a sports culture on campus and definitely not that we couldn't field a halfway decent basketball team if our lives depended on it. Our only official school sport is Ultimate Frisbee (usually shortened to Ultimate), though many students can and do play other real traditional sports at their home schools. All students at H-B are encouraged to play on a frisbee team, regardless of skill level. As of right now, the H-B boys varsity team is one of the best in the state and the girls varsity team is one of the best in the nation. However, the level of competition is on the rise in Ultimate, so be sure to live it up now before anyone else catches up. (H-B Student Handbook 2017)

Here is a note from the Captain of the Varsity Boys Ultimate team:

"Frisbee is the oldest American sport and arrived on these fine shores in 1492 when Columbus sailed the ocean blue. Since then H-B Woodlawn has been the premier ultimate program east of the Mississippi. With 82 state titles, 53 national titles, and 15 intergalactic championships H-B fosters an environment of excellence. Players are expected to be at least 6 foot 7, 8 pack abs (at least), and 15 foot vert. Through a stringent training program similar to that of the infamous beach volleyball scene from *Top Gun*, H-B Woodlawn Ultimate maintains its reputation as one of the Ultimate Frisbee teams of all time." - Abe Palmer

(The Arts)

Like any cultured institution, H-B Woodlawn has a thriving selection of art programs, ranging from the fine arts, to film, to photography. While we usually try to lock the participants of these classes in the basement to give them the suffering they need for producing great works, occasionally we let them rise to the surface levels and grace us with the fruits of their labor. Below is a brief description of these outbursts of creativity. (H-B Student Handbook 2017)

(Murals)

Anyone who has walked into H-B before has noticed that we don't usually like to leave walls blank. Though some walls are covered with the quotes of generations gone by, thanks to the art department some of our walls are also covered with intricate murals. Though murals used to be organized by outside professionals, the murals of today are organized from within the art department and painted by students. That being said, just about anyone can do a mural if they get it approved by Town Meeting so if you have one in mind, go for it!

(Theatre)

Every year H-B does two mainstage shows: the high school musical and the middle school play (although this past year it was a musical so who knows!). However, in addition there are usually somewhere between 10 and 15 student directed shows that go up throughout the year in the Blackbox. These range from short 10-15 minute plays to full-length two hour plays (and even a few musicals!). Some shows are written by students (highlights from the past few years include *Fred, Romeo, Juliet*, and *the Zombie Apocalypse* and *A Rat Named Pickles*). Nowhere else in the county (or probably the state) do students get to have so much creative freedom over the shows they perform. Every

single one of the authors have been involved in H-B theatre at some point and we highly recommend everyone try it at least once (two of us have even directed! (shame on you Owen -Niko)(^_(\`)/^, at least I have a life outside of school and theater -Owen))(I have a life outside of school and do theatre 😊 -Noah). If you are interested in getting involved, feel free to track down literally anyone who does theatre and talk to them, they're always really excited to get new people involved.

Programs

When H-B Woodlawn was first formed, we shared the building with some actual businesses on the first floor. Though increased enrollment forced them out, we still share our building with the Shriver Program. Shriver provides specialized education for individuals with significant special needs. Not that we hopefully have to tell you this, but please be respectful of the program and its students, especially when you are in the Shriver Program's wing of the building (VSS). The H-B Woodlawn program also houses the EL program. This program was originally adopted by H-B in an attempt to try to decrease the number of new students that attend our school and keep class sizes low. They too deserve our respect and have become an integral part of our community (VSS). (H-B Student Handbook 2017)

Outside H-B Woodlawn

Off Campus (Rosslyn Favorites)

Starting in eighth grade, all H-B Woodlawn students are able to enter and leave school grounds whenever they want provided they get their parents to sign a waiver (protip: they never check if you actually have it). With great power comes great responsibility, of course, so students are strongly advised to behave responsibly in the real world, lest they face punishment not just from the school but also from the police and criminal justice system. Of course, why would students even go off campus if there weren't a myriad of stores to walk or drive to? (H-B Student Handbook 2017)

Being Located in Rosslyn, there are plenty of options for students to walk to. Below we will provide a list of stores and restaurants as well as incredibly arbitrary ratings from the authors of this handbook. We also find it important to mention that off campus privileges are not found at many other high schools, and so as to not ruin it for all the other students at our school, please make wise decisions and maintain a respectful manner when in the Rosslyn wilderness (VSS).

(Rosslyn Favorites)

A Comprehensive list of businesses and our incredibly subjective ratings:

7/11:

Owen- 3/5, a true classic, has all the snacks you could ever need, but beware the pizza and chicken wings.

Niko- 3/5, they tend to upcharge for some stuff but the big gulps are a bargain and you can't beat the proximity.

Noah- 3/5, not bad, right next to the school and has a lot of stuff.

Phó 75:

Owen- 5/5, truly one of the best restaurants in the area. Phó 75 is perfect for a cold winter's day. I would highly recommend a large number 12 paired with an iced Vietnamese coffee with condensed milk (does a little chefs kiss), just make sure you avoid the lunch rush.

Niko- 5/5, the best restaurant in the area in my opinion, one of my favorite restaurants in all of Arlington, pro tip, if you're getting Phở Tái, get the steak raw and it will cook in the broth, 10/10 experience, also I second Owen's coffee rec.

Noah- 5/5 absolutely goated, the pho there is absolutely incredible. Food comes out pretty fast but you may be there longer than the lunch time given.

Chipotle:

Owen- 3/5, a solid spot, but it can get a little pricey.

Niko- 3.5/5, solid chipotle obviously it's just a little bit of a trek, I only go there when I'm staying after school before a play/concert/musical.

Noah- 3/5, not bad, it's like any other chipotle.

Target:

Owen- 4/5, put your finger down if you've ever gotten a huge hole in your shorts while being a practice patient in your EMT class at the Career Center first thing in the morning and you needed a new pair of shorts so you didn't have to walk around with a giant duct tape patch all day (puts finger down). Seriously though, Target can come in clutch when there's that random thing that you need for a project or presentation, or whatever other random need you might have.

Niko- 4/5, I rarely go there but it's a great resource, sometimes I go and buy myself a little lego kit to cheer myself up.

Noah- 3.5/5, lowk goated when you don't have your safety for ninjas.

District Taco:

Owen- 3/5, similar to Chipotle, a solid option, but things can get expensive.

Niko- 3/5, I never really go there but it's good food!

Noah- 3/5, it's ight.

Simple Greek:

Owen- 4.5/5, this is where you get your bang for your buck.

Niko- 4.5/5, what Owen said, the prices are great, I HIGHLY recommend the fries, whether you want the signature, greek, or plain, they're amazing fries (the plain are so cheap for the amount too, like that is a filling snack).

Noah- 4/5, the food there is great with very fair prices.

CVS:

Owen- 3/5, it's a little sporadic.

Niko- 4/5, I literally just buy my regular life needs there all the time, I'm a big fan of CVS. Also I highly recommend looking out for coupons and deals because there are sooooo many.

Noah- 4/5, has so much, i prefer it over 7/11

McDonalds:

Owen- 3/5, it's a McDonalds...

Niko- 3/5, it's a McDonalds...

Noah- 3/5, it's a McDonalds...

Safeway:

Owen- 3/5, the sushi here slaps, trust.

Niko- 3.5/5, some people have never bought a quart and a half of ice cream and then stashed it in the teacher fridge for like three days and all I can say is, you're missing out.

Noah- 3.5/5, helped get food especially when you are supposed to have something for the class (clutches up like crazy).

Eclairons:

Owen- 2.5/5, good, just really freaking expensive.

Niko- 2.5/5, you better be ready to burn money but the pastries and drinks are really good, this is a treat spot, not a daily spot (unless your friend works there and gives you free pastries and food, life hack)

Noah- 2/5, a very expensive cafe, its good tho

Guerra Steakhouse:

Owen- N/A

Niko- 2/5, I think I went here one time by accident... it was REALLY expensive and kinda mid.

Noah- N/A

Gong Cha:

Owen- 4/5, great place to get boba, and an even better place to break your bank.

Niko- 3.5/5, Owen and Noah speak for me on this one.

Noah- 3.5/5, great boba spot but boba is lowk expensive.

Thai Select:

Owen- 3/5, used to be the go to boba spot.

Niko- 2.5/5, I know this is unpopular but I'm not a fan, kinda expensive too. Other people like it though!

Noah- 4/5, love Thai food, may be a little more on the pricey side but it's good.

South Block:

Owen- 2/5, ain't nobody got that type of money

Niko- 2.5/5, ^^^

Noah- 2.5/5, really good yogurts and smoothies, but way too expensive.

Starbucks:

Owen- 1/5, if you really want coffee, just bring your own from home.

Niko- 3/5, eclairons has better coffee but I do enjoy a good bogo (also the peach green tea is delicious and pretty cheap).

Noah- 2/5, it's just expensive coffee.

Tacos El Chilango Food Truck:

Owen- 3.5/5, great tacos, but it's a bit of a hike to get there and back.

Niko- N/A

Noah- N/A

Sushi Garden:

Owen- 3/5, only been a few times, but the sandwiches are solid.

Niko- 3.5/5, the sushi is solid and very affordable, a step above Safeway in that department.

Noah- 3.5/5, you can get fresh sushi, sandwiches are fire too (it's a deli pretty much).

Home Schools

Back in the day, H-B students used to have the option to take classes with the inmates in the home schools of Yorktown and Wakefield in order to take courses not available at H-B, such as driver's ed and home economics. It is now much harder (read: basically impossible) to actually take a class at a home school now, so while this means that astronomy is off the table, it also means that there is no longer a chance of being yelled at by one of the wardens for not wearing shoes, chewing gum, or wearing a hat indoors. The one exception to this is for sports, so you can play for their home school teams if frisbee doesn't suit your fancy. (H-B Student Handbook 2017)

Transportation

In our busy world, you often have to get to and from school from all sorts of places. School buses, Metro buses, cars, bikes, and feet are the primary ways to get around our local corner of the Universe. The regular school buses usually get everybody to school between 8:40 am and 9:00 am and leave here around 4:00 PM, which is all you need to know if you don't do sports, take a class at the Career Center, or ever for any other reason want to leave this school. The problem is that 90% of high school H-Bers do at least one of those things every week.

If you don't mind putting up with crazy schedules, you can use the Metrobus or ART buses to get around Arlington. If you talk to Graham you can get a student Metrocard that makes all rides on Metrobus and ART free! We highly recommend doing that, it's a great deal. There's a stop right outside of the office entrance at the corner of Wilson Blvd and Pierce St. Buses come by regularly (you can also use <https://buseta.wmata.com/> to check the bus routes, times, and get live updates).

It is often much simpler to get around via car (if you're 16 or have a 16-year old friend with some free time) or a bike (if you don't mind freezing in the winter, cooking in the summer, and getting sweaty year round) or by walking (if you don't mind going very, very, very slowly or have lots of time). If you are driving to school, keep in mind that we have zero student parking (we thought we were getting some next year... turns out it's a bus loop that no one asked for). However, lots of students still drive and park over in Dawson Terrace,

a residential neighborhood, which is about a 10 minute walk. It sounds like a rough deal but trust us, anything is better than the school bus. If you do theatre or something else after school, you're also allowed to move your car to the parking garage across the street (not 1776 but 1555) during H block or after school. Just make sure you park in the APS parking spots specifically and don't move it too early in the day lest you get on Vanessa's bad side. If you choose to be cool and eco friendly, biking can also be a good option. Rosslyn isn't the best place to bike because there are lots of cars, but bike lanes are pretty much everywhere. There is also a Capital Bikeshare stop right down Wilson Blvd on the corner of Quinn St. (Niko is a huge fan but Owen and Noah are lame and have never used CaBi, don't be Owen and Noah)

That being said, the school buses do visit our wonderful little school at other times besides 9:00 and 4:00. They travel to and from the Career Center in the morning, just as they travel to the other high schools (W-L, Wakefield, and Yorktown, if you didn't already know what they are) at around 3:00 for students who want to do sports at the other schools. Usually, you can survive at H-B just using the 9:00, 3:00, and 4:00 Arlington County school buses, and a car or bike in an emergency.

Tutelage (Nerd Stuff)

Grades

This may come off as a controversial statement, but some people care way too much about grades at H-B. To elaborate, students (and even worse, parents of students) who care about grades to the point that they complain to administration about a C (that deep down they know that they deserved) are part of what is hurting H-B as an independent education program. After all, freedom in learning means that there is the freedom to fail. Below is a helpful list of dos and don'ts for how to handle grades (H-B Student Handbook 2017):

Do	Don't
<ul style="list-style-type: none">• Study as much as you need to succeed.	<ul style="list-style-type: none">• Complain to Casey about a bad grade until you talk to your teacher (unless you take her sociology class).
<ul style="list-style-type: none">• Talk to your teacher if you need help or feel that a grade is unfair.	<ul style="list-style-type: none">• Have your parents talk to your teacher for you before you do.
<ul style="list-style-type: none">• Understand that you can't always ace every class.	<ul style="list-style-type: none">• Have your parents complain to Casey for you before you do.
<ul style="list-style-type: none">• Challenge yourself with some difficult classes.	<ul style="list-style-type: none">• Overload on so many classes you are unable to reasonably pass them all.
<ul style="list-style-type: none">• Take electives that you find interesting.	<ul style="list-style-type: none">• Dump all of your favorite electives that you enjoy in order to take that one extra AP class.
<ul style="list-style-type: none">• Take an appropriate course load.	<ul style="list-style-type: none">• Hold on to a class you can't handle (just drop it and switch).

TA system

We don't have a real guidance department here at H-B. Instead of spending tax dollars on guidance counselors as other schools do, the allocation committee spends the money each year on a couple of extra teachers. This system has the major advantage of giving H-B smaller classes while also giving the advising/counseling functions for a smaller group of students to each teacher, who can hopefully get to know each kid better than a guidance counselor could.

Toward the end of each school year, students submit a ballot on which they state their preferences for a Teacher-Advisor for the following year. Your TA has all the functions of a guidance counselor, including approving what courses you take, checking up on your academic performance, and, when the time comes, writing college recommendations. They also occasionally will organize TA activities, which can range in scale from milk and cookies one afternoon to a full-fledged beach trip. In theory, as an interface between you and your teachers, your TA is also the person to help you initiate individualized projects and programs of study in your classes. Our experience though, has been that some teachers here are not entirely aware of all the alternative options available here. They're also often preoccupied with other things. We believe, however, that TAs, if approached by their students to help organize individual projects or studies, will enthusiastically help them or find someone better qualified to help. This is part of what it means to be a TA at H-B. If your TA isn't helping you, talk to someone else, or switch TAs (H-B Student Handbook 2000).

Schedules

Back in the early days of H-B Woodlawn, the schedule was very volatile and changed almost every semester. Various additions, subtractions, multiplications, and divisions were made, including classes meeting only 2 or 3 times a week, different blocks meeting a different number of times, PM Block, an afternoon activity block, 30-minute classes, lunch breaking one block into two sections, and many more variations. Going back even further, the original plan for the Woodlawn program didn't have any schedule at all, allowing students to simply clock hours based on how long they worked on the subject, though a silly county requirement for this silly "report card" nonsense stifled the plan rather quickly (H-B Student Handbook 2017).

Since COVID, the schedule has changed every single year. There has been much debate over whether H-B should move to a schedule with longer classes that meet less often and the community has yet to come

to consensus. However, a 2/3 majority is required to change the schedule and recent efforts were thwarted so the schedule will be staying the same next year for the first time in five years. We'll see how long that lasts...

Arena Scheduling

In late May or early June, students in grades 8 through 11 sign up for courses through an event known as Arena Scheduling. In the gym, there are signup sheets, grouped by academic department, for every class offered next year. To sign up, a student simply places a sticker with their name on the sheet. Each sheet has a limited number of slots, so try to sign up for classes that will fill up quickly as soon as possible. If a class is already full by the time you get there, you can be placed on a waiting list. Generally the administration finds a way to squeeze waitlisted students in, but it's never a guarantee. Students enter the gym in an order based on a randomly assigned number. This number used to be allocated through a bag lottery, but this led to the controversial practice of those who had high numbers selling low numbers to students desperate enough to ensure a spot in all their classes. Currently, student numbers are assigned by computer, which, while less susceptible to corruption, is a lot less exciting. (H-B Student Handbook 2017)

However, gone are the days of the chaotic joy that is the headless chicken race of in person Arena Scheduling. Instead of meeting up outside of our lovely, Kermit colored gym, we congregate on a slightly suspicious webpage whose link is always leaked a few weeks earlier than it's supposed to be. While potentially more efficient this new version of Arena Scheduling that came about from COVID times may be, it lacks a lot of the spunk that this hectic event should have. Now you receive a virtual time slot, and instead of running from department table to department table, you get to drag and drop a box on a website, hooray!!!

SOL Testing

In 1992, Common Core (a national education plan) was pushed onto the states. Unfortunately for Common Core, Virginia voters really didn't like the plan and discarded it. Unfortunately for us, Virginia did like the idea of the plan, just not the execution. As a result, Virginia made its own statewide education test - the SOL, or Shit Outta Lu- sorry, Standards of Learning. The SOL was first distributed in 1998, where many teachers rightfully criticized it for forcing them to teach to the test and not the subject. The SOL became more important in 2002, when the No Child Left Behind Act made the

standardized testing directly affect how much funding the state would receive for education from the federal government each year. Unfortunately for H-B, the SOL program has forced teachers to teach inane memory games instead of allowing them to offer in-depth exploration of certain subjects. SOL tests (in conjunction with AP tests) are the primary reasons for the end of the social studies elective program. Hopefully the SOL will eventually die off. Unfortunately, it's unlikely that teachers will be able to teach what they (and their students) want for the foreseeable future, so it seems as if we're SOL for now. (H-B Student Handbook 2017)

AP Classes

The AP system wasn't always the force that it is now. When the AP system was just a fledgling organization offering the promise of providing and testing on a more advanced curriculum, H-B students caught wind and tried to have it offered here as an opportunity for a more advanced educational curriculum. Though this idea was fiercely resisted by the teachers, the students were in favor of the program, and the first AP class was voted in after a contentious Town Meeting. Though the rollout of the program was slow, eventually even the English department, the program's fiercest resisters, began to offer AP courses. While these programs have done a great deal for enhancing our academic reputation (see the Washington Post's High School Challenge Index), they have come at a cost - a loss of individualized learning.

Due to the restrictiveness of the AP program's curriculum, the classes quickly killed off the social studies elective program that had already been weakened by other county standards, as well as shrinking the size of the English elective program greatly. Outside of the direct effects, the growing pressure for students to boost their GPA has also damaged the elective system, as students are now allocating more time for "important" AP classes and neglecting "expendable" electives. As a result, the AP program is seen by many as one of the chief causes of H-B's transition from a radically alternative education to a more traditional one. (H-B Student Handbook 2017)

The truth is, millions of students across the country are applying to colleges every year and a huge portion of those students are taking AP classes. This growth in APs is actually making them less important as students don't stand out for taking them. We would like to suggest that students focus more on doing things they're passionate about (like an independent study), not only because they will be happier doing that than taking every single AP class, but also because that is what truly makes them appealing and unique college applicants.

DE Classes

While H-B offers a wide array of classes, it may not offer everything that you have in mind. If you truly have your heart set on a class at George Mason or NOVA, take it! The credits you earn can be applied to your high school transcript. These classes carry the same +1 GPA boost that AP courses do. Some courses, such as Multivariable Calculus, are taught at H-B but are technically dual enrollment, meaning that you actually receive college credit (and the same +1 GPA boost) for taking it there. Also, the current Multivariable Calculus teacher is absolutely wonderful, so take her class if you have the opportunity. (H-B Student Handbook 2017)

Dual Enrollment courses offer a unique advantage over AP courses. While both can get you a GPA bump, and both can help you obtain college credits, Dual Enrollment courses have no final standardized test that they must teach to, so there is room within the structure to have different focuses and more curriculum control for the teacher. If given the option between the two, we would highly recommend taking the Dual Enrollment course. (Also you could be an absolute nerd like Niko and take H-B's only DE course, Multivariable Calculus)

Career Center Courses

Speaking of Dual Enrollment courses, there is the option of taking a class at the Career Center. The Career Center has many great courses not available at H-B Woodlawn, such as Aviation, Veterinary Science, and TV Production. Though taking one of these courses takes up one block, they aren't actually longer than a usual class, they just require the additional time for transportation. If you have a passion you want to pursue, these courses offer a unique opportunity, with the catch that you can't chew gum in class and have to refer to the teacher by their last name like all the other inmates. (H-B Student Handbook 2017)

Many of the classes there have both standard and Dual Enrolled options, and are great opportunities to develop life skills that you can't get from any other class. They are also a great way to determine if there are certain career paths you might be interested in pursuing. Want to go into medicine? Take the EMT or Physical Therapy class. Think you want to become a mechanic? Take Automotive Collision Repair or Automotive Technology. The opportunities are endless.

A list of Career Center classes:

- Animal Science
- Automotive Collision Repair

Automotive Technology
Aviation Technology
Biotechnology Techniques & Applications
Computer Programming
Computer-Assisted Drawing (CAD)
Cosmetology
Culinary Arts & Sciences
Cybersecurity
Database Design & Management
Digital Animation & Graphic Communication Systems
Digital Photography
Early Childhood Education
Electricity & Network Cabling
Emergency Medical Technician
Engineering & Project Lead the Way
Entrepreneurship
Forensic Technology
Health Sciences & Medical Terminology
Introduction to Information Technology & Computer Information Systems
Master Barber
Pharmacy Technician
Photo & Video Technology
Physical Therapy/Sports Medicine
Robotic Design
Small Unmanned Aircraft Systems (sUAS)
Space Force Junior ROTC
TV Production & Multimedia
Teachers for Tomorrow
Web Page Design & Multimedia

Independent studies

If you have something that you want to learn that isn't offered as a class, make an independent study out of it. To do this, work out what you want to do and then take the proposal to the teacher you want to do it with. If they think the idea is possible, they'll arrange a weekly meeting time with you and you're in business.

Independent study requires a lot of motivation, since you're only meeting once a week and have to schedule your time so that you get your work done. Many people are scared of the idea of being alone with a teacher for half an hour on a regular basis. We've tried it though, and we're still here. We even recommend it - as matter of fact we love it. An independent study is scary at the start and sometimes people give you a bit of trouble, but it can be one of the most exciting,

inspiring, and fun classes you take. If you need encouragement feel free to talk to Jennifer Goen up on the fourth floor (Rm 402), she's always excited to help with anything creative and interesting. (H-B Student Handbook 1979)

Outside teacher program

The Outside Teacher Program comes from the Woodlawn program, and is potentially a great way to learn about unconventional or highly specific topics. The idea behind the Outside Teacher program is that if there's something you want to learn that isn't offered in a regular course and that a teacher at H-B isn't knowledgeable in, you can find a teacher and start a class in the subject. (H-B Student Handbook 1995)

The Outside Teacher Program used to be one of the greatest hallmarks of the H-B Woodlawn program. In recent years, the program has fallen by the wayside, disappearing due to unknown reasons, possibly as a result of a loss of interest among the students or the staff, or perhaps just due to logistics or funding. A more likely reason is that quarter-long electives with outside teachers are more difficult to integrate into an increasingly traditional (and AP-centric) curriculum. That being said, if you would like to bring in an outside teacher or guest lecturer, please bring it up in Town Meeting! (H-B Student Handbook 2017)

Transferring

Though H-B is a fantastic program, we understand that it doesn't work for everyone, and we've watched enough Supernanny to know that some people need structure and discipline in their lives in order to function. While we're not trying to push people reading this out of our school, H-B always has at least a handful of students transferring back to their home schools, so don't feel afraid if you need to leave. Often the administration will arrange a trial period at your home school, so you can try a different environment and still come back to H-B if you change your mind. (H-B Student Handbook 2017)

NHS and HIVE

NHS (National Honor Society) and HIVE (H-B Initiative for Volunteer Engagement) are our school's volunteer service organizations, organizing various volunteer projects all around the county. H-B didn't have a branch of NHS, but after receiving complaints that H-B students weren't showing up on time to the Yorktown branch due to scheduling issues, Ray called the organization.

Despite technically not being an actual school but a program, H-B impressed the president of NHS so much that it was granted a special exemption to establish an NHS chapter. While the NHS currently requires a GPA of 3.5 or higher, HIVE is available to anyone passionate about volunteer service. Really, NHS and HIVE fill the same role in our school, with the difference that membership in HIVE comes from a place of passion and membership in NHS comes from a sense of obligation. People are talking about limiting the role of the NHS or replacing it entirely with HIVE, which makes sense, because almost no one participates in the NHS beyond what is absolutely necessary to check a box on their college application. (H-B Student Handbook 2017)

Senior Projects

Senior Projects are a time for seniors to follow their passions and do something that they want to do by following either the Artistic/Creative track, Experiential Learning track, Internship track, or the "Other" track. Some examples could be going on a hike, volunteering at your old elementary school, creating a film, or creating a new student handbook (it's been done like three times). At the end of the three weeks, seniors present their projects to each other as well as the rest of the school. Following their presentations, the seniors go on a class trip where they relax and enjoy each other's company.

This section was written by Noah, he's a dummy butt face.

College

Most people don't realize that the area in which we currently live has the second highest percentage in the country of high school students who go to college. Furthermore, H-B Woodlawn's percentage is typically much higher than the rest of the county. That having been said, most people at H-B seem to take it for granted that they will go to college. As we see it, this is both good and bad. It's good in that students at H-B are continuing their education. It's not good, however, because the thought of college admissions tends to dominate what choices people make in high school. We're talking about AP classes (see the AP Classes section), making sure you have the requisite number of extracurricular activities, etc. instead of pursuing individual interests and taking advantage of all the possibilities that exist here at H-B Woodlawn. In short, students here try to make themselves look as much as possible like students at traditional high schools.

Not only does this severely cramp your education here, it also doesn't seem like a great strategy for getting into a school. Colleges

like to see students with initiative, who take risks and are not afraid to follow their interests and play a primary role in shaping their education. Coming from a school like H-B Woodlawn, you have a chance to make yourself stand out, while actually doing what is in your best educational interests as well. So don't feel obligated to take loads of AP classes and participate in tons of activities that you might not normally be thrilled to do. Try to do what meets your individual needs. It never hurts to keep an eye on what lies ahead, but it doesn't make sense to sacrifice the present for what you think you want to do four years down the road, particularly when you don't have to. (H-B Student Handbook 1995)

In Closing

A Manifesto of Sorts (State of the Union)

The pendulum always swings. It always has, and it always will. Since the dawn of time, the balance of everything has been changing on the scales. The ratio of predators to prey, humanities hunting and gathering, the lean of political ideologies in our modern society. And similarly, the philosophies and actions carried out by the participants of the experiment that is H-B Woodlawn. We the authors hope to leave several things to you, the reader, in this manifesto. We hope to leave to you a commentary on the state of H-B Woodlawn, a reminder as to the reason for the creation of this program and the potential that it has, and a plan for the future to help reestablish that which this place was ever meant to be.

As it is now, the H-B Woodlawn Secondary Program is just another school in Arlington, Virginia. Sure we're a little smaller, and a little quirkiest, but at the end of the day, our system of learning and the drive of our community is that of any other school. Students still take as many AP classes as possible and very few courses ever diverge from the curriculum in any significant way. The education and the manner in which we receive it is increasingly standardized and virtually identical to every other school in the county. Fewer and fewer students take independent studies and classes have become increasingly rigid (due to increased regulation by the state but also due to a change in culture within the school's staff). Even the unique elements of our school that remain such as Town Meeting and TAs are observing a decrease in engagement and support. Most students view these blocks, set aside for those opportunities, as free blocks that are often used by students to simply lackadaisically exist. Likewise, Equity and I blocks are under utilized in the ways they allow students to better themselves, both in their care for others and in their academic potential. Our community no longer uses the exclusive spaces that have been provided for us. H-B has been fighting to exist since the moment it was conceived and if we aren't doing anything unique, then why should the School Board ever support our right to exist.

As the years have gone by, our pillars are being seen less and less. Some of this is simply due to the way the world has changed (students really can't be streaking the school without consequence anymore) but the loss of student control over their education is unacceptable. Much of what still makes H-B unique (namely the TA system) is acting to serve the caring community pillar. We believe

that that is very important but also that H-B is first and foremost a school, which means that what makes us unique should be primarily our education. Which brings us to what we think should be done.

Making classes more alternative is difficult but we think it's also vital to H-B's longevity. There are many ways to do this, but we think the simplest is to get rid of APs at H-B. AP courses are specifically designed to teach to a standardized test which quells all student input and control over their own education. Some people say that if students aren't interested in APs then they just shouldn't sign up for them but the reality is, if we offer APs then students will be judged for not taking them by colleges. If we were to get rid of them, a world of new opportunities would also open up for students. We could reestablish the elective program in both the English and Social Studies departments as well as create more room for students to do internships and independent studies as part of their high school education. Another possibility is classes that are uniquely tailored to student interests that year such as deep dives or seminar based courses. Not only would this be more interesting for students, it would also make them stand out more in the college application process compared to other applicants.

Another change we think could be beneficial would be changing to a standards based grading system. Many teachers at H-B have used this before and really liked it. It allows students to be graded more on understanding rather than points that are organized arbitrarily into letter grades. APS has already started implementing this system at the elementary level and we think H-B should be a frontrunner in the county of trying it at a higher level.

On the cultural front, we believe that it would be worthwhile to abolish NHS in the interest of supporting HIVE. As an organization NHS has really done minimal work positively impacting our school in comparison to what HIVE has done. Additionally, because our chapter of NHS is part of a national organization, we have individual payments that we must make to them. However, that goes against our pillar of equity, so the school ends up being forced to pay those dues. If instead those resources (both the money and the people who participate in NHS) went to HIVE, then imagine just how much greater of a difference our community could actually make.

Finally, we believe in indoctrinating the children. We don't think the students that come to H-B are the problem. Most of us choose to attend H-B when we're only 12 years old. We don't know who we are, much less what kind of education we want. We believe that it's H-B and the staff's responsibility to instill an understanding of what education can be. For this reason, we believe that (perhaps most importantly) an elective on H-B history and alternative education should be added. The best time for this would likely be in 8th grade.

We think it should be mandatory but at very least it ought to be available for students who are interested. It's cheesy, but the children are, in fact, our future and it's time to put that future in their hands.

A Brief history of the Works of the Authors

During the 2022-2023 school year, a dream was born. A dream that the reestablishment of a historic committee and the inception of a new counter balanced committee might help bring back H-B from the ledge it was about to fall from. While that ledge is still a little close for comfort, it is the hope that the ideas set into place by two of the authors of this Handbook, would help just enough to buy H-B the time it needed to be able to fight for its survival.

At the start of the 2023-2024 school year, Niko and myself (Owen), brought forth to Town Meeting two proposals. The first was the official creation of the Silly Committee, a committee that had been prevalent in times past, but had since fallen to the wayside. This committee was meant to serve as a way to increase engagement, both within the community and at Town Meeting, by bringing fun, light hearted motions to Town Meeting just to keep things interesting. The second motion brought forward was the first action of this freshly established committee, and was the proposed return of the tradition that the selected officers at each Town Meeting be required to wear a fun prop of sorts corresponding with their position (Chair wears a cape, Co-Chair wears a spinny hat, Secretary wears a pair of nerd glasses). That Town Meeting marked the start of something new and great.

Over the course of this last year, the Silly Committee has lived up to its name. Some of the highlights from the motions brought forth by its members are as such: a kazoo orchestra at the first band/orchestra concert of the year, a changing of the school mascot to the Hump Back Whale (get it??? H.B.W., haha), a recess motion brought to Town Meeting in order to consider the incredibly important documents (called the Mouse Log) that hold all the information this school could ever need regarding our fuzzy little friends, and silly conversations about how to better waste the time allotted for classes. Our hope is that this wonderful committee will continue to thrive and bring joy and engagement to this community long after we're gone.

In addition to our silly endeavors, we also led conversations about more serious topics relating to H-B philosophy and its future. Namely, how we structure our education. We pushed for H-B to reevaluate how APs impacted our education and agency. We also discussed grading and how that guides our learning towards tests and letters rather than actually growing as students. We called ourselves

the Serious Committee. The platform of the Serious Committee is that H-B's focus ought to be on a truly alternative education. If you want to join and carry on the Serious Committee's legacy, you need only yourself and whoever else you can convince to take the journey with you.

Our Final VSS to You

We hope that this handbook has inspired you. It made us inspired. If you're not doing what you want to do, then START. There's never a better time than right now. If you work at it, you can really do just about anything you want at H-B Woodlawn. That's what this place is all about. Good luck! (H-B Student Handbook 1979)

Where to go from here? Well, for starters, you've read this handbook; and we'd like to think that was a good first step. Hopefully some of the things we talked about were informative, alarming, interesting, and/or motivating. From here, though, everything is up to you, the individual student. If you think the ideas expressed herein are valid, we urge you to attempt to implement them. The biggest problem plaguing H-B and large institutions in general is that someone has to carry things out. This can often be a burden, but can be remarkably fruitful. But many things aren't difficult at all, or undesirable to do. They just require a small bit of initiative. Organize a class. Suggest a field trip or activity for the EAP. Go to Town Meeting, and make a proposal for something that needs to be changed. Watch to see that the things passed in Town Meeting are, in fact, carried out in the day-to-day life of H-B Woodlawn. Form a coalition with other students who also feel strongly about something, and go to a faculty meeting and express your views. To reiterate, think critically constantly. There is no reason why you should be dissatisfied with any major element of your experience here. (H-B Student Handbook 1995)

Many people look towards the past of H-B and grieve for the losses of what they considered essential establishments for the future of the school. Others hear the cries of how Ray's vision has been lost and distorted by the sinister school board and simply say, "his vision could never have been achieved, so why bother trying?" These are both unproductive ways of thinking, for they only look at a past long gone without grounding their thoughts in the present. If one wants to change H-B's future, one must first look at the lofty goals that our school was founded upon, understand that the realities of the present dictate that these goals must be adapted, and only then try to shape H-B into a future that is both positive and sustainable. As long as there is a powerful Town Meeting that allows students to control their school and teachers and administrators who are willing to work with

them to accomplish their goals, the H-B Woodlawn Program will survive no matter what obstacles are thrown in our way.

Perhaps one day the students of the future shall once again lament the changes that were forced upon our school. It is our hope that these students will instead see the past as not a blueprint but as a lesson which will guide us to a brighter future. (H-B Student Handbook 2017)

Appendix

How to Write Our Name

THE H-B WOODLAWN SECONDARY PROGRAM
4100 North Vacation Lane
Arlington, Virginia 22207

August 14, 1979

MEMORANDUM

TO: Superintendent's Office, Human Relation, Employee Relations, Public Information, Staff Management, Division of Instruction, Curriculum Specialists or Supervisor, Librarians, Media Processing Center, Teaching Materials Center, School Mail, Department of Planning and Budget, Data Processing, Student Services, Community and School Activities, Adult and Career Education, Division of Finance and Business Management, Auxiliary Services, Facilities, Transportation, Department of Human Resources, and School Principals.

FROM: Margery H. Edson, Principal and Ray M. Anderson, Head Teacher

SUBJECT: How to Write the Name of Our School

The official name of our school is:

The H-B Woodlawn Secondary Program.

This was endorsed by Dr. Cuban in a meeting with us on July 24, 1979. Please correct any forms or releases that come from your office.

Thank you!

Courses Offered (2023–2024)

Instructional Studies	Latin American Studies	Vector Calculus (Multi)
Volunteer Service (pass/fail-no credit)	AP US/VA History	Data Science
English 9	US/VA Government	Biology
English 10	AP US/VA Government	AP Biology
AP English Language	AP European History	Ecology
English 11	AP Psychology	Chemistry
AP English Literature	Sociology	AP Environmental Science
English 12	Math Found. & Pre-Algebra	AP Chemistry
Capstone Seminar	HS Gen. Math	Earth Space
Creative Writing 11-12 (Ind. Study only)	Algebra I	Physics
HS Theatre Arts I	Algebra I, Intensified	AP Physics Mechanics
HS Theatre Arts II	Algebra I Part 1	Art I
HS Theatre Arts III	Algebra I Part 2	Art II
Technical Theatre (9-12)	Geometry	Art III
Theatre Directing	Geometry Intensified	Art IV
Film Analysis	Algebra Functions & Data Analysis	Art History
Film Editing & Directing	Algebra II	AP Studio Art
Film & Video Production	Algebra II Intensified	Painting and Drawing
Yearbook	Precalculus	Photography I
World Geography	AP Precalculus	Photography II
Economics & Personal Finance	Algebra III	Photography III
World History: Anc. Civ. (to 1500)	AP Statistics	Photography IV
US/VA History	AP Calculus AB	Treble Concert Choir
African American Studies	AP Calculus BC	Basso Concert Choir

Camerata	Chinese I	AP Latin
Chamber Singers	Chinese II	Spanish I
Symphonic Wind Ensemble	Chinese III	Spanish II
Jazz Band	Chinese IV	Spanish III
Music Theory & Composition	AP Chinese Lang. & Cult.	Spanish IV
Songwriting	French I	Spanish V
String Orchestra	French II	Adv. Studies in Spanish
Adv. Topics in Music Theory	French III	AP Spanish Lang. & Cult.
AP Music Theory	French IV	AP Spanish Literature
American Sign Language I	French V	Tech. Computer Applications
American Sign Language II	Adv. Studies in French	Computer Science
American Sign Language III	AP French Lang. & Cult.	AP Computer Science
American Sign Language IV	Latin I	Health and Physical Ed I
Arabic I	Latin II	Health and Physical Ed II
Arabic II	Latin III	Independent Studies (varying topics)
Arabic III	Latin IV	Dual Enrollment Courses

Graduation Requirements (2023–24)

Standard Diploma		
Class	Credits	Verified Credits
English	4	2
Math	3	1
Laboratory Science	3	1
History and Social Sciences	3	1
P.E.	2	0
Foreign Language, Fine Arts, or Technical Education	2	0
Economics and Personal Finance	1	0
Electives	4	0
Total	22	5

Additional Requirements:

AP, Honors, IB, Dual Enrollment, Work-Based Learning, or CTE Credential (more info can be found at doe.virginia.gov/)

Advanced Diploma

Class	Credits	Verified Credits
English	4	2
Math	4	1
Laboratory Science	4	1
History and Social Sciences	4	1
Foreign Language	3	
P.E.	2	0
Fine Arts or Technical Education	1	0
Economics and Personal Finance	1	0
Electives	3	0
Total	26	5

Additional Requirements:

AP, Honors, IB, Dual Enrollment, Work-Based Learning, or CTE Credential (more info can be found at doe.virginia.gov/)

(friendly reminder that colleges really don't care about advanced diplomas so don't stress about that if the classes you take don't line up with it)

Robert's Rules of Order (A Guide to Town Meeting)

Robert's rules of H-B Woodlawn Town Meeting

Introduction

So why does Town Meeting need order? Put simply, it can be a big, hairy, mess. When people start yelling and screaming and calling each other out of order, it makes you want to crawl under the big library tables and scream. These rules have been designed to prevent that; to allow everyone access to a short, readable version of the rules without the crazy details that hardly pertain to our needs. But keep in mind, no matter how much you sleep with this guide under your pillow, the best way to learn about Town Meeting is to just go!

The Agenda

- I. Selecting Officers
- II. Precursors
- III. Announcements
- IV. Motions
- V. Discussions
- VI. Adjournment
- Appendix

Getting on the Agenda

Getting on the Town Meeting Agenda is the first step towards presenting your ideas before the Meeting. And it's easy! First, make sure that your proposal is well thought out. Anything half-baked is generally a waste of everybody's time. Next, just put the title of your idea and your name in the appropriate category (announcements, motions, or discussions) on the sign up sheet by the office and you're done! Just make sure to be present when the chair calls up your motion, or it will be sent to the back of the agenda, and then removed at the end of the meeting if you have not arrived. *Note:* the Agenda is closed when the Meeting is called to order, though additions may be made with the special permission of the chair.

I. Selecting officers

Officer selection is quick and easy. Once fifteen people, including at least five students, two teachers, and one administrator are present, and no earlier than three minutes are the PA rings, someone stands up, calls the Meeting to order, and asks for nominations for chair. Each nomination is voted on and the candidate with the most votes wins. The 2nd place in the election is co-chair. In case of an unlikely dispute over secretarial position, a vote will decide the position. When all officers are selected and in place, the chair starts with precursors.

Note: Anybody who can vote is also eligible to be chair, co-chair, or secretary. It is, however, the responsibility of those present to elect competent officers with a firm understanding of the rules in this handbook.

The role of the Chair

First and foremost, it is the chair's job to preserve order and make sure things are attended to with all efficiency and civility. This means that only one person talks at a time and that the person is permitted to speak freely while on topic. It may also mean calling out inappropriate motions, points, and interruptions "out of order". A chairperson should know these rules cold; he or she must be able to explain them clearly and calmly in case of misunderstanding. Finally, the chair must not be involved in the debate or biased towards either side. If you are planning to make a motion or engage in discussion, let someone else be chair; you may not step down in order to do so. To be taken seriously, a chair should be wearing the Cape of Order, and wielding a gavel. A person may not chair two meetings in a row.

The Role of the co-Chair

The primary job of the co-chair is to control the speakers list and call on speakers so that the chair can run the meeting. Even though you're up on the high chair, the co-chair should try to stay out of the way. Co-chairing is good training for eventual chairdom.

The Role of the Secretary

The secretary is there to make sure that we remember all the crazy stuff we decide. As secretary, you are responsible for keeping reasonably good notes. Also, the secretary is the only officer allowed to contribute to the discussion or put a motion, discussion, or announcement up on the board.

II. Precursors

For our purposes, a teachers' meeting and SAB (Student Advisory Board) report. The chair asks for brief summaries from a teacher or two and from an SAB representative. At times, it's nice to keep posted on what everyone else is doing and thinking.

III. Announcements

More painlessness. In order of who-signed-up first on the agenda, the chair gives the floor to people with things to say. The announcements are made, everyone else stays quiet or asks brief, respectful questions after being recognized by the co-chair and it's all over.

IV. Motions

This is the big fish. The meat and potatoes. The kit and caboodle. In a typical Town Meeting, motions usually take most of the period and they are often rushed and cut short. As a result, it is here that order and expediency are most important. Without them, people claw each other to death in a debate that might last until August. Not surprisingly, there are quite a few details necessary to preserving order at this point.

Overall Motion Procedure

- Chair recognizes each motion one at a time in order of agenda. The motion's sponsor (the person whose name is on the agenda with the motion) briefly states his or her motion.
- Call for a "second". It's kind of a silly thing to have to yell out, but if there is no second, the motion is immediately dropped.
- Debate. The chair asks if there is any discussion and all hell and opinions break loose. See "Rules of Debate" for salvation.
- Voting. Chair asks for "ayes" and "nays" because they sound funny. See "Voting" for a more creatively titled section.

Voting

Mondo-important. Voting is how lives are changed and worlds are rocked. To initiate a vote, the chair asks if anyone would like the motion to be restated. If so, the motion is restated. If not, the vote is immediately taken. Big surprise. Then the chair calls for “ayes” and “nays”. If it is clear who is in the majority, the vote stands in the chair’s judgment. If it is unclear, the chair may call for a “hand-count”. In that case, the officers count hands, surprisingly enough. Here are some guidelines:

- Most motions require a simple majority (more than half) in order to pass. A tie after two additional votes amounts to a defeat.
- Any motion determined by the chair to change a rule of Town Meeting conduct (a by-law) or overturn a previous decision requires a two-thirds majority to be passed.
- At anytime, the presenter of the motion may move to divide the motion. The individual particulars of the motion are then divided and may be brought up for vote and passed separately instead of as one big mess.

Rules in Debate

Here’s what goes down in any Town Meeting discussion or debate:

All rules are enforced by the chair and his or her gavel.

- Discussion must be pertinent and germane; don’t start talking about unrelated subjects.
- Only people recognized by the chair or co-chair may speak.
- The recognized speaker may ask a brief and direct question of the sponsor or anyone else present who may have pertinent information. Again, please remain on topic.
- If what you were going to say has already been said, (pretty) please state your agreement briefly and be seated.
- For expediency’s sake, if you agree with what’s being said, simply nod your fist rather than adding yourself to the speakers’ list. If you disagree, tap your four fingers against your thumb while waving your hand across your face.

The Laws of Motion

Get it?

A motion remains “on the floor” and in debate unless any of the following happens:

- The “Question” is called. This is a pompous term for closing the speakers’ list and immediately voting on the motion. Please wait until someone is done talking before calling the question. Requires a majority.
- The a motion to close the speakers’ list is made. After this, no new additions may be made to the speakers’ list. Requires a majority.
- A Motion for Revision is made by someone who is recognized from the speakers’ list. A revision may be made to alter the motion on the floor in any way, from the most minor to a change in the motion’s spirit. If the motion’s sponsor deems the proposed revision “friendly”, debate continues with a new speakers; list, and the revision is automatically added. If it is deemed “unfriendly”, the revision must be seconded. It is then discussed (again, with a new speakers’ list) and voted upon. A majority vote means that the revision is accepted. If a Motion for Revision is made on an un-passed revision, the above process is repeated. Only two revisions may be on the floor at any one time.
- The motion is tabled by a majority vote, initiated by a call to table, or the sponsor removes it. This means that discussion is stopped and the chair proceeds to the next item on the agenda. If the motion is tabled, it is brought up at the next Town Meeting. If it is withdrawn, the motion is gone for good.
- The Town Meeting is adjourned. See Section VI.
- The speakers list is finished. In this case, voting begins.

V. Discussions

There is no big mystery to this. People who want to know what everyone has to say just puts up a discussion topic on the agenda. Discussions are an excellent way to develop a motion for a later Town Meeting. And, of course, discussion debates are governed by the “Rules in Debate” and regulated by the chair.

VI. Adjournment

No big mystery here either. At any time, provided he or she is not interrupting anyone, someone can call a “Motion to Adjourn”. If the chair finds this motion in order, he or she calls for a vote. If a majority yells out “aye”, all the fun ends and everybody ships off to class. Should Town Meeting not end on time, all present are excused from class until five minutes after adjournment.

A note on Powers

The buck stops here. This document is the complete and official procedural document for Town Meeting, minus the Appendix. However, it lays no claim to the rights, powers, and jurisdiction of Town Meeting, which are covered in the Merger Report and previous Town Meeting decisions. Amendments may be passed by Town Meeting with a two-thirds majority vote, although anyone who sees imperfections in here is simply plum crazy!

Appendix: The “Anytime” Motions and Points

These are handy little things to know. They are mostly procedural and are to be handled immediately if deemed in order by the chair (except appealing the decision of the chair, obviously). To make one when the floor is open (don't interrupt, this is supposed to be decorous), state the name of your procedural point or motion and, only if you are recognized (except for appeal, obviously), proceed.

- **Point of Order.** You use this if you think you're all smart and think something is not going in accordance with the rules. Please be nice with it. The chair alone may handle a Point of Order.
- **Point of Information.** If you have a brief question about facts concerning the issue on the floor or Town Meeting procedures, you may raise this point to the chair, who will direct your inquiry to someone in the know.
- **Raise a Question of Privilege.** This motion permits you, provided the chair allows it, to ask a direct question of the Principal or an acceptable substitute (a robotic Principal?) concerning the not-so-unlimited jurisdiction of Town Meeting, especially in the context of local, state, federal, and international law.
- **Appeal the Decision of the Chair.** Use this if you think that the chair has made an unfair decision on procedure or is not following the rules. Once the motion is seconded, you may briefly explain your case. The chair may also defend his or her decision before calling a vote, with the winner decided by a majority.
- **Motion to Recess.** This may be called if there is a need for a short break from Town Meeting. It is best used as a chance for everyone to read a complicated written motion or to discuss an issue amongst themselves. It is quickly decided by a majority vote without discussion. The length of time may be suggested in the motion, but the final decision rests with the chair.
- **By-law motion.** This may be called by anyone who wishes to change the procedural rules temporarily in order to make things go more smoothly. It requires a second and is immediately and without discussion determined by a two-thirds vote.

- **Withdraw a motion.** Between speakers or when he or she has the floor, the sponsor may remove a motion from the floor without need for a second, debate, or vote. The Meeting moves to the next item of business.
- **Motion to Adjourn.** As discussed above, this motion ends discussion and closes Town Meeting. This motion requires a second is immediately decided upon by a majority vote. Any item still on the agenda is tabled for the next meeting.

The H-B Woodlawn Constitution

CONSTITUTION OF H-B WOODLAWN

Preamble

Article I Relation to Other Institutions

Article II Town Meeting

Article III Administration

Article IV Non-Administrative Staff

Article V Parent Advisory Committee

Article VI Amendments

Bill of Rights and Responsibilities

Preamble: We, the community of H-B Woodlawn, in order to further the important goals of fostering mutual respect between students and teachers; recognizing the individual rights and talents of community members; and allowing students to play an active role in their education, including taking responsibility for their actions, as embodied by the principle of *Verbum Sap Sat*, do ordain and establish this constitution.

Article I Relation to Other Institutions.

Section 1. Rules Affecting all Public School Students. H-B Woodlawn is a program of the Arlington County Public Schools. Rules established by the Arlington County Public Schools, or Federal and State governments that apply to the education of students in public schools apply to H-B Woodlawn.

Section 2. Policies Generally Applicable to Public Schools. H-B Woodlawn is technically a program, and not a school, and thus may implement differently some policies applicable to public schools.

Article II Town Meeting

Section 1. The Town Meeting is the decision-making body of H-B Woodlawn. It is responsible for developing community rules governing non-curricular matters. Town Meeting decisions are binding on the members of the H-B Woodlawn community. Anyone dissatisfied with a decision of the Town Meeting may return to Town Meeting for further resolution. The principle of *Verbum Sap Sat* shall, in general, govern the enforcement of Town Meeting decisions. However, in the event of noncompliance with a Town Meeting decision, the principal ultimately shall be responsible for ensuring that the Town Meeting decision is enforced. Any member of the H-B Woodlawn community may refer a violation of a Town Meeting decision to the principal for enforcement.

Section 2. Town Meeting decisions are passed by a simple majority vote. All current students, parents of current students, teachers, administrators, and other staff of H-B Woodlawn are eligible to vote. Any of these individuals may bring an issue to Town Meeting for decision. The document entitled *The Authoritative Guide to Town Meeting Rules of Order* (and any amendments thereto) governs the operation of Town Meeting, and it is incorporated by reference into this constitution.

Section 3. Town Meeting shall be held at the time and in the place determined by the Town Meeting. Town Meeting takes precedence over classes, and students shall not be penalized for any class time or class work missed while attending Town Meeting.

Section 4. Town Meeting shall have the authority to establish standing and ad-hoc committees to which it can delegate work. Committees have open membership unless the motion creating the committee specifies a certain membership or size of membership. Most committees, such as Allocation, No-Sweat, and Outside-Teacher, report back to the Town Meeting for approval of their actions. Some—Hiring Committees are the most notable example—are empowered to act without further Town Meeting approval.

Article III Administration

Section 1 The principal (also known as the head teacher) and the other members of the administration are responsible for the health and safety of the H-B Woodlawn community. They are also responsible for focusing attention on and solving school problems and for providing leadership. The administration is responsible for overseeing the teacher evaluation process and for facilitating the creation of an academic schedule.

Section 2. The principal is charged with implementing the decisions of the Town Meeting. The principal often advises the Town Meeting about the background of an issue or about Arlington Public School policy on an issue. The principal never overrules a Town Meeting decision. The principal is the liaison and advocate for the school, representing the position of the Town Meeting with the central staff of the Arlington Public School system, the School Board and the Parents Advisory Committee.

Section 3. In executing the duties in Section 1, the administration may undertake emergency actions without consulting the Town Meeting. Any such action may be brought up for review in a subsequent Town Meeting by any member of the H-B Woodlawn community. The principal attempts to have every important issue placed before the Town Meeting by posting it on the agenda.

Article IV Non-Administrative Staff

Section 1. Teachers have control over their own curriculum; that term to be defined to include course offerings, course content, how teachers choose to teach and grade, and teaching space. However, students have a right to question general classroom policies (but not individual grades) and bring them before the Town Meeting for review.

Section 2. The staff meeting is an important advisory group where many school issues are discussed, but it is not a policy-making body. The staff meeting provides a forum for discussion of schedule options, curricular initiatives and staff events. Students are permitted to attend all staff meetings and bring pertinent issues to the meeting, except when confidential matters (such as other individual students) are being discussed.

Section 3. A full-time teaching assignment at H-B Woodlawn is six classes or the equivalent. After their first year, each full time staff member will serve as a teacher advisor. Part time or first year staff may elect to serve as a teacher advisor. Everyone on a T or P scale will teach at least one class.

Article V Parent Advisory Committee (PAC)

Section 1. The Parent Advisory Committee (PAC) will provide a forum, in addition to Town Meeting, for parental involvement in H-B Woodlawn. Any parent of an existing H-B Woodlawn student is entitled to be a member of the PAC. The PAC may extend membership to additional classes of individuals as it sees fit.

Section 2. The PAC shall advise the students, administration, faculty and staff of H-B Woodlawn on issues of concern to the parents and the school. It will provide a forum for parents to express concerns and suggestions about H-B Woodlawn. The PAC may raise funds to support school activities, prepare a newsletter for parents, report home school news, and represent the views of the parents before the School Board, ACI and similar bodies.

Section 3. The PAC leadership shall consist of a PAC chair and such additional officers as the PAC determines to be necessary. The leaders will be elected by a majority vote of the membership. PAC decisions will also be made by majority vote of the membership. The PAC may establish such committees as it determines are needed to carry out the business of the PAC.

Section 4. The PAC shall meet on a schedule to be determined by the PAC membership. Meetings shall be governed by rules established by the PAC.

Article VI Means of Amending the Constitution

Section 1. Whenever it deems it necessary, Town Meeting may propose amendments to this constitution. A motion to amend may be introduced at any regularly scheduled Town Meeting

Section 2. A motion to amend must be passed by a 2/3 affirmative vote by those in attendance at a regularly scheduled Town Meeting. Procedures for proposing and passing an amendment to the constitution shall be as set forth in the document entitled *The Authoritative Guide to Town Meeting Rules of Order* (and any amendments thereto) which is incorporated by reference into this constitution.

Bill of Rights and Responsibilities.

Section 1. All members of the H-B Woodlawn community are expected to know and understand their rights and responsibilities, as set forth in the sections below. They are expected to follow these guidelines in lieu of defined and specific rules and regulations, and to understand the motto *Verbum Sap Sat (A word to the wise is sufficient)*, which forms the basis of the H-B Woodlawn system. Students have the unalienable right to a quality education. If the exercise of any of the rights listed in the sections below conflicts with another community member's right to learn, the right to learn takes precedence.

Section 2. Safe, Accepting Environment. All community members are entitled to a school where they feel safe, known, and appreciated for who they are today. All members of the community shall honor and protect this safe, personal, accepting school environment.

Section 3. Academic Challenge. All students have a right to a challenging, relevant, and appropriate education that takes into account personal interests, talents, and needs. It is the responsibility of all students to take advantage of the education offered by attending class, doing their best, and negotiating with teachers to ensure that they receive an education that is personal, relevant, and appropriate. It is the duty of all community members to assist students in meeting this goal.

Section 4. Equal Rights. All community members have the right to an equal voice in making decisions important to the policies and practices of H-B Woodlawn. Community members are expected to be knowledgeable about the issues and problems facing H-B Woodlawn and to attend Town Meeting regularly.

Section 5. Freedom to Make Personal Decisions. All community members have the right to move around campus at will, associate with whomever they choose and wherever they choose, express themselves (*e.g.* in speech or dress) in any manner they choose, and to bring and use their possessions on campus. In exercising these rights, all community members must conduct themselves in a way that is appropriate and acceptable and that honors the rights of all members of the H-B Woodlawn community.

Section 6. Due Process. Any time a community member is charged with infringing upon the rights of another, and the administration is called upon to determine the appropriate consequences, the community member so charged is entitled to a voice in deciding what, if any, sanctions are to be imposed.