

ATTACHMENT #3

The H-B Woodlawn Program
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REPORT
OF
HOFFMAN-BOSTON — WOODLAWN
MERGER COMMITTEE

November 29, 1977

Reprinted

1986

FOREWARD

This report, which was written almost ten years ago, is being reprinted for use by students in the H-B Woodlawn Program and their parents. I believe that it will provide present and prospective students and their families with a useful introduction to the philosophy and origins of the H-B Woodlawn Program.

I want to take this opportunity to thank those who participated with me in writing the 1977 Merger Committee Report. I hope that they will be pleased with this new presentation of the goals that we set down in writing nearly ten years ago.

Ray Anderson
Principal

September 1986

REPORT OF THE HOFFMAN-BOSTON — WOODLAWN MERGER COMMITTEE

November 29, 1977

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I. INTRODUCTION

The New School is based on the belief that all people are unique individuals and that an appropriate learning environment is one in which that uniqueness is recognized. Therefore, the school will create a learning program that can meet the individual needs of each of the students.

This program will embody the curriculum determined by State regulations, County guidelines and School Board goals, and student interests and needs. Appropriate staff, including permanent, part-time and outside teaching positions, will be provided in accordance with official procedures.

Another important part of the New School will be the teacher guidance system. Every teacher will be a teacher-advisor (TA). The main function of the TA will be to guide students in their academic progress; the nature and intensity of the guidance will vary with the level and needs of the individual student. The school is also committed to career planning and guidance for further education; these and other special functions will be performed by teachers who have a special talent or background in the appropriate area.

This program will be divided into three levels: I (grades 7-8); II (grades 9-10); and III (grades 11-12). Level I will be similar to the present Hoffman-Boston Program, with class meetings and individual contracts done in open labs. Level II will be similar to the present Woodlawn Program, with frequent class meetings. Level III will be a combination of elements from Levels I and II; it is in this group that most innovation would occur the first year. These levels will serve only as general guidelines for the curriculum and for student rules. It is recognized that each teacher will feel free to design an individual program and that each student will participate in a program individually suited to that student's needs, without regard for strict assignment by age or grade.

The school is also based on the belief that education includes self-government, and so the New School will be governed by a Town Meeting (TM). The TM will be aided by a Committee that will research issues and smooth the path of decision-making. There will be an administration consisting of one Head Teacher, one Assistant Head Teacher, and one Business Manager. The Head Teacher would teach at least one class; the Assistant Head Teacher would teach a half-time schedule.

The New School has decided that it favors Stratford as a building location. Stratford is more centrally located for our county-wide population, and is more convenient to the central library and Washington-Lee High School.

The following report is divided into chapters which discuss the recommendations of our Committee as summarized above. Each recommendation was adopted by a process of study and approval.

II. HISTORY OF THE MERGER COMMITTEE REPORT

It became apparent to members of the Woodlawn and Hoffman-Boston school committee during 1976 that pressures were growing to consolidate schools. In anticipation of a possible merger of Woodlawn and Hoffman-Boston, the staffs of the two schools met at Hoffman-Boston in October to become better acquainted and to discuss the possibility of merger.

Later in 1976 a draft recommendation from the Superintendent was circulated which proposed moving 9th grade students to the high schools in

September of 1978, and merging Woodlawn and Hoffman-Boston in September of 1977. Several meetings were arranged between students and staff of the two schools, and with Dr. Cuban. At a January 1977 public hearing before the School Board a group of Woodlawn students spoke so strongly against the September 1977 date for merger that the Superintendent and School Board reconsidered the proposal and decided to delay the merger to September 1978. But it was made clear that a new program was to be created, rather than the Woodlawn idea of merely "co-locating" the two programs in the same building.

In April, May, and June of 1977, a series of meetings of the students, staff, and parents of the two schools was held. These meetings were preparatory in nature; they created the committee structure used successfully by the Merger Committee from June to December 1977. During the summer of 1977 the Philosophy and Organization Committee studied all aspects of the merger in general: philosophy, administration, guidance, grade organization and curriculum. There were over twenty meetings of the whole committee or subcommittees at which proposals and counter-proposals were discussed, and final options created. The final act of the committee was to mail out to all parents, teachers and staff members a nine-page report which included the options to be voted on at the first mass meeting on September 15th.

At the September mass meeting a balloting procedure was used for the administrative structure which called for successive ballots until one proposal received a two-thirds majority, meanwhile dropping the proposal with the least votes after each ballot. After the six proposals had been narrowed down to two, the next ballot gave one proposal a winning ratio of 4:1. The philosophy statement was adopted unanimously at the same meeting.

The Philosophy and Organization Committee continued meeting during September once or twice a week preparing proposals for grade level organization. A second mailout was sent to all parents, students and staff in preparation for the October 13th mass meeting, outlining four proposals for grade level separation, staffing, advisor systems and open/closed campus rules. At the meeting one proposal was withdrawn by the author, and a new proposal by a different author was offered from the floor. The voting procedure of eliminating the proposals with the lowest vote was followed again until the third ballot, when only two proposals remained. Of course, much discussion again preceded the voting! The third ballot saw one proposal fall just short of the 2/3rd rule with 66.1 percent of the vote.

Upon a motion for unanimous consent, which received no opposition, that proposal was approved without dissent as the choice of the meeting.

After the October mass meeting a whole new set of committees was created following the procedure approved in May. These committees researched specific questions implicit in the already approved philosophy statement, administrative plan, and organizational structure, and prepared reports for the third and last mass meeting of November 15th. At this meeting each committee gave a verbal presentation and submitted a written report for approval. After much discussion, and amendments from the floor in several instances, each written report was approved by the mass meeting. A final consolidation committee was then created to prepare a final report for the Superintendent and School Board, composed of representatives from each of the other committees (Philosophy and Organization; School Name; Staffing and Curriculum; Guidance and Counseling; and Building). Each representative submitted a committee report for inclusion in the final report. These documents were then used as a basis for a formal draft, which was then reviewed and edited into a final form.

This process took place over a period of six months of intensive concentration and effort on the part of many students, teachers and parents from the three schools. The report represents an in-depth analysis of two schools by the participants in those schools. While the report suggests a New School not radically different from the two schools being merged, virtually every configuration imaginable was considered. The process of preparing our report did give us deep insight into the workings of our programs, and a much greater awareness on the part of one school of the operation and purpose of the other. This institutional growth alone was an invaluable result of the process, and more than justifies the effort undertaken. We believe that the report also represents the absolute best arrangement to control the merger of Woodlawn and Hoffman-Boston, and should be adopted essentially as presented herein.

II. PHILOSOPHY AND GOALS OF THE NEW SCHOOL

The New School of Arlington County will be an effort to enable students in grades seven through twelve to become fully participating and effective members of society. This combination of grades seven through twelve will provide students a unique opportunity for continuous progress toward be-

coming self-directed learners. The school will be based on the following values and beliefs:

- All people are unique individuals to be valued and respected for who they are now and who they may become;
- An environment of mutual respect and trust encourages positive human relations and the confidence necessary to be a creative learner;
- Learning is a life-long process;
- An inherent part of the life-long process is to develop the ability to make responsible choices;
- Learning is a joint venture among students, teachers and parents;
- Schools must meet the intellectual, emotional and physical needs of students.

Within the context of these beliefs, the school will provide a wide ranging program which includes basic skills and traditional and non-traditional disciplines. Various structures and methods will be used which will recognize the distinctiveness of each student's academic progress toward that student's individual intellectual potential.

The teacher's role is to instruct and counsel students. A primary aspect of that role will be to direct students to programs and resources at an appropriate interest and ability level and help students evaluate his or her own learning.

Because education in the New School will be a joint venture among students, teachers and parents, the school will be marked by a high degree of communication among all members. Built into the program will be a system of joint decision-making and frequent forums for reflection, criticism, and questioning. This process of self-renewal will enable the school to respond to new situations with understanding and to reshape the program to meet the needs of a changing school community.

IV. SPECIFIC RECOMMENDATIONS

A. Staffing and Curriculum

1. Staffing. Administrative positions will be filled according to current County policy. Teaching positions will be filled according to current County policy. For vacancies which arise during the school year, a small selection committee consisting of students, staff and parents will interview candidates. The committee's recommendation will then be sent to the Town Meeting (TM) for its approval. For vacancies which occur after the end of the school year, a small selection committee consisting of students, staff and parents will interview candidates. This committee will have the power to make

a recommendation to the Head Teacher. Woodlawn has used this system of TM and committee recommendations with great success for the past seven years. Most applicants appreciate the opportunity to discuss curriculum and philosophy with their prospective students. Woodlawn's experience is that the discussion and analysis after such an interview provide the best possible means by which to assess the potential of the applicant. The Woodlawn Head Teacher has always found it best to accept the recommendation generated by this process.

The following staff allotment for the New School has already been submitted in the budget for FY 78-79 according to established guidelines:

- 20.67 secondary classroom teachers
- 1.60 guidance counselors
- 3.00 secretaries
- 1.00 Head Teacher
- 1.00 Assistant Head Teacher
- 1.00 Business Manager*
- 1.00 Librarian
- .50 Library Aide
- .40 Lunchroom Supervisor

2. Outside Teachers. The Woodlawn "outside teacher" system was approved by the Merger Committee for incorporation in the New School. It has enabled Woodlawn to offer courses in foreign language, psychology, and drama that otherwise might have been difficult to do, because the positions were part-time and did not attract many applicants from the certified teaching staff of the County schools. A special feature of the outside teacher program has been its nine-week course program. Using this system, Woodlawn has been able to supplement all academic courses with specialists who teach a nine-week course on a subject in which the year-long teachers are not well versed. Such courses have included Chinese history, modern dance, critical editing skills, economics, wood-carving and comparative religion.

The process for selecting an outside teacher is as follows:

- A person proposes an outside teacher and/or course.
- A list is put up in a central place on which students sign their names if they are interested in taking the course.
- A time is agreed upon as to when the course is to be offered.
- At least five students must sign up to indicate that they will commit themselves to take the

*This position has been added to provide additional office management support during the transition period.

course if it is approved. Furthermore, at least five students must be enrolled in the course after the second week of classes or the course is cancelled.

- There must also be a teacher who will sponsor the outside teacher.
- The subject area teachers will decide what course credit will be granted for completion of the course.
- A small outside teacher committee will meet with and interview the prospective teacher and set up a salary arrangement. The committee will consist of volunteer students, teachers and parents.
- The recommendation of the committee is brought to the Town Meeting.
- The Town Meeting has approval power.
- The attendance will be checked after two weeks to determine if the minimum enrollment requirement is being met.

3. Curriculum. Meetings will be held in each curriculum area with current staff attending by March 1, 1978. These meetings will be a place for student, staff and parent input, and should be open to all members of the school community. Report periods should be on a nine-week or quarter basis. In addition to the year-long courses, where the student and teacher enrollment in a given course remains constant throughout the year, there should be a program of nine-week or quarter-credit courses available in many subject fields (particularly English and Social Studies). Under this system an English student would take one quarter course each nine week grading period, thus accumulating a total of one full credit by the end of the year. To illustrate how this system works in English and Social Studies, the quarter courses currently available at Woodlawn for the second grading period are listed below.

English 10/11/12	U.S. History/ Government
Grammar Review	Prison Reform
The Unexplained	Marxism and Socialism
The American Dream	Famous Court Cases
Creative Writing	The Civil War
Worlds and Worlds of Expression	Corruption: 1870s and 1970s
Writers' and Editors' Workshop	Social Studies Skills Program
Death and Dying	
Literature By/About Women	
English Skills Program	

The Merger Committee strongly recommends that all of the courses presently offered at Woodlawn and Hoffman-Boston should be offered in the New School. In addition, in anticipation of moving into Stratford or Gunston, and as a result of surveys of the students of the two schools, we propose that chemistry, physics, drivers education and industrial arts be added to the following list of courses already offered at the two schools.

Current Hoffman-Boston Courses:

English 7	General Math I
English 8	General Math II
English 9	General Math III
Drama	Algebra 8
ESOL II	Algebra I
American Studies	Algebra I, Part I
America: Today & Tomorrow	Geometry
World History	Science I
World Geography	Science II
Art Exploratory	Science III
Art 8	Exploratory Language
Art 9	Spanish I
French I	Spanish II
French II	Spanish III
French III	Personal Typing
Beginning Band	Health and PE 7
Advanced Band	Health and PE 8
Home Economics 7	Health and PE 9
Home Economics 8	Career Exploration
Home Economics 9	

Current Woodlawn Courses:

Art I	Drama I
Art II	Drama II
Art III	Drama III
Art IV	Drama IV
Art Independent Study	Drama V
Photography	Algebra I, Part I
German I	Algebra I
German II	Geometry
German III	Algebra II — Trig Functions
German IV	Refresher Math
French I	Math Analysis
French II	A.P. Math I
French III	A.P. Math II
French IV	A.P. Math III
French V	U.S. History
French VI	A.P. U.S. History
Spanish I	U.S. Government
Spanish II	Intensified Government
Spanish III	World History
Spanish IV	

Spanish V	U.S. in World Affairs
Spanish VI	(semester course)
Biology I	Russian History
Biology II	(semester course)
Latin I	Psychology
Latin II	Psychology II
Latin III	Child Development I
Latin IV	Child Development II
English 10	Health and PE 10
English 11	
English 12	

B. Guidance and Counseling

The guidance and counseling systems vary now between Hoffman-Boston and Woodlawn. The latter deals primarily with academic progress and college/career counseling, while the former provides a broad system of encouraging academic and personal growth through large/small group activities and individual contacts. The following proposal incorporates the best features of both schools' programs.

Each full-time teacher will be a teacher-advisor, and a description of the responsibilities of the advisor will become part of the job description of the teacher. Part-time teachers will become advisors if they so desire. The primary services provided by the teacher-advisor will be: to advise in course selection; to help in planning the student's schedule; to supervise academic progress; to ensure proper communication between home and school. The school will provide additional services in planning higher education, careers, and searching for jobs. Teachers may volunteer to become specialists in these areas. A staff specialist might also assume responsibility for some of these additional services.

Each teacher-advisor (TA) will prepare a detailed description of the areas and types of services that an advisor would offer to students, including a description of how that TA "group" might operate. Students will have a first and second choice of advisor. Those not expressing a choice will be assigned to an advisor. Each advisor will have about the same number of advisees. This process of student choices, coupled with assignment of those without a choice, has worked very well at Woodlawn for seven years. The TA system will be assessed periodically during the year and adjustments made as necessary.

C. Grade Level Organization

For the first year of the New School the students will be organized in the following way: There will be one school and one faculty; the students will be divided into three academic and social bases, namely Level I (generally grades 7-8), Level II (generally grades 9-10), and Level III (generally

grades 11-12). Level I will function generally as the Hoffman-Boston Program does now, with class structures and individual study plans much as they are now. Level III will function generally as the Woodlawn Program does now, with more frequent class meetings and less individualized study plans. It is in Level II, grades 9 and 10, that the merger of the two programs will produce the most change in existing patterns.

There are several reasons for this approach to the organization of students. First, we believe that we have at the present time at Woodlawn and Hoffman-Boston two excellent schools, different in many ways but nonetheless quality programs for learning and growth. While we think of the New School as something of a new creation, at the same time it seems obvious that it is also an outgrowth of the good things that have gone before it.

Following from this, it seems that a transitional plan such as the one adopted will give staff and students the opportunity next year to observe and experience first-hand what has up to this point only been talked about, while not totally abandoning the two currently successful programs.

Secondly, it seems prudent to narrow the focus of the merger to roughly one-third of the students. This is not to say that there will not be a tremendous adjustment for staff and students in grades 7-8 and 11-12. But the entire task of merging in one year is such an overwhelming one that narrowing the focus seems most practical. All the students will have the adjustment of a new facility, new transportation problems, some new faculty. But the greatest change will occur in the same grades (9-10) that will also make the two grade shift from junior to senior high school next year.

Finally, we have avoided the 7-8 and 9-12 grade division being created in the other secondary schools, which is weighted heavily in the senior high direction. For Woodlawn and Hoffman-Boston this separation is potentially divisive for its implication of superiority/inferiority. Thus, our tripartite arrangement best encourages new thinking and cooperation rather than division.

As to the actual workings of the three broad categories, the primary emphasis will be on flexibility and individuality rather than arbitrary application of rigid rules. Extensive overlapping, both academically and socially, will occur, and the possibilities for diversification and individualization would be almost unlimited. But the basic categories will provide direction and choice for parents and students.

Level I. The grade 7-8 level will be characterized by strong Teacher Advisor groups and activities. The contract system will be retained where appro-

appropriate. There will be the beginning of continuous elective programs such as in foreign language. There will be closed campus for the most part. There will be some limited academic interchange with Level II; less with Level III. Some few students might take accelerated courses, particularly those that do not require previously mastered skills. Older students would work with students in this age group.

Level II. Primarily grades 9 and 10; academic interchange with grades 7-8, but more with 11-12. The individual contract system will operate at this level, but so also will large group instruction of the Woodlawn variety. High school credits will be earned at this level, and the teacher-advisor system would add post-high school planning to its responsibilities. Students would have a form of semi-open campus based on academic program and outside school activities.

Level III. This level of mainly 11th and 12th grade students assumes maturation not generally seen in I and only by some in II. All students will have open campus. Counseling will have definitely shifted in primary emphasis from personal growth needs to academic and career planning.

D. Administration

The New School will be governed by a Town Meeting (TM) similar to that always used by Woodlawn. Each student, teacher and parent of the school will have the right to attend the TM, to offer motions, and to vote. Each vote will be counted equally; majority rule shall be applied to all voting unless the TM decides otherwise.

Issues requiring policy decisions in the New School will be referred to a special standing committee of the Town Meeting. This "Town Meeting Committee," which will be composed of volunteers from parents, teachers and students, will meet frequently to take issues, prepare an agenda, research items and chair the TM. This Committee does not decide issues. Some issues will be referred directly to the administration or faculty where appropriate. Any parent, student or teacher can bring an issue to the TM; the TM Committee cannot restrict access to the TM agenda.

At Woodlawn, the Town Meeting meets once a week during school hours. No classes are scheduled during the one hour TM time period. A bulletin board in the main hallway contains the current agenda for the upcoming meeting. Any student, teacher or parent may add a motion or item for discussion to the agenda. At the meeting the agenda is followed in the order items were placed on it. Each item must be signed, and the signer must appear at the meeting to speak for the meeting. No

proxy votes are allowed at the TM. The Head Teacher, as well as other school members, attempts to have every important issue placed before the TM by posting it on the agenda. After the TM has voted, the community, and especially the Head Teacher, is charged with putting the decision into effect. The Head Teacher often advises the TM about the background of an issue, or about Superintendent or Board policy toward an issue; but the Head Teacher never overrules a TM decision. The Head Teacher becomes the spokesperson for the school, representing the position of the TM with central staff and School Board.

The Town Meeting decides community rules, discipline, change in school procedures, miscellaneous and special events, and teacher selection. The Faculty decides Curriculum matters, with the advice of the Town Meeting. The Administration acts as liaison with the central staff, other schools, the Board and the community. The Administration is responsible for teacher evaluation, for focusing attention on and solving school problems, and for providing leadership for the school. The TM will be composed of all students, teachers and parents; it will have regular open meetings at which each individual present will have an equal vote in the decision-making process. The Faculty will consist of the year-long teachers and associated academic staff members.

The Administration will consist of one Head Teacher, one Assistant Head Teacher, and one Business Manager. The Head Teacher will teach at least one class; the Assistant Head Teacher will be half-time teacher and half-time administrator. The Head Teacher and Assistant Head Teacher positions will be filled either by P scale or "enhanced" T scale employees; no preference in selection would be given to T versus P scale status.

The Business Manager position will be similar to the proposed position of Administrative Assistant for senior high school. The primary function of this person will be to provide assistance to the Administration in day-to-day office operations.

E. Building Location and Equipment Needs

The Building Committee agreed on a set of requirements that the building for the New School should have. These requirements were:

- 25-35 classrooms, including special facilities for:
 - Biology, Chemistry, Physics
 - Art and Photography
 - Foreign Language
 - Business Education (limited programs)
 - Home Economics (limited programs)
 - Industrial Arts (limited programs)

- General Use areas:
 - Library
 - Gymnasium
 - Auditorium
 - Cafeteria
 - Offices
- Total Square Footage of approximately 75,000-85,000 square feet.
- A central location:
 - 70 percent of New School students live north of Arlington Boulevard
 - Access to a library branch is important
 - Access to a high school is important
 - Access to public transportation is important
- A building which is either under the sole daytime control of the New School or which is easily divided if the building is to be shared during the daytime (with the additional proviso that the sharing user *not* be a daytime secondary program, due to the inevitable clashes growing out of differing student rules and styles of education).

After the Committee toured Gunston and Stratford it rejected the Hoffman-Boston building as a suitable location for the New School of 417 students. Its location met none of the four location requirements; its size fell short of the number of classrooms needed; its general facilities were inadequate, especially the library, auditorium, and science areas; and the need to remove the preschool and Interlude programs was viewed as a negative impact on the community. Its only real advantage was its nearness to Drew and the possibility for shared busing with the Model Elementary School.

The Committee then evaluated Gunston and Stratford to determine to what extent each met the requirements. The general consensus was that Stratford was our first choice; Gunston was definitely second choice. Both school buildings have the necessary classroom space.

Gunston has a newer building, an air-conditioned library, a new Recreation Department annex, a modest darkroom, better gyms and locker rooms, and outstanding auditorium and music areas. However, it is very large, rather "sterile," and hard to divide if shared with another program.

Stratford has a full service kitchen, a roof terrace off the art room, better business education equipment, better offices, a new PA system and switchboard, is smaller and more "homey," and rather easy to divide if shared with two programs. However, it is an older building and, therefore, requires more maintenance.

Gunston's location is very far south toward Crystal City, and is not close to a County library or a regular high school. However, it is fairly close to the Career Center, it can easily share buses with Drew, and is located near the Glebe Road Metro bus line.

Stratford's location is very near the Cherrydale Library, near the Central library and Washington-Lee High School. It is fairly close to the Career Center and is located near the Lee Highway Metro bus line. However, it is not conveniently located for shared busing with Drew.

The question of sharing a building with another user is considered a very important one to be addressed and answered before such a sharing decision is made. In general, the New School recognizes that complete separation from other secondary programs is vital to the creation and maintenance of a sense of identity and community. The only shared use that would be compatible with the New School would be one that uses the shared building only at night, or one that could be totally separated from the New School, or one that could be reasonably separated and which was not a secondary program.

Mr. Young has most recently suggested that he transfer his administrative offices and some of his day-time adult enrichment classes to Gunston. This use would be reasonably compatible with the New School, particularly if the building could be partitioned off in a manner sufficient to provide a true division. Sharing with the secondary programs run by Adult Education would be a very unwise combination with the New School, as would sharing with the traditional alternative school. Stratford requires no sharing because the New School would fully utilize the facility during the daytime. Night-time use by the Performing Arts Division or Adult Education would be completely compatible with our use of Stratford.

After the review of the space requirements of the New School and the two likely and useable buildings (Gunston and Stratford), the obvious first choice is Stratford. Gunston is a good second choice *only* if the sharing user is *not* a secondary program. Hoffman-Boston is so inferior to these two buildings that it really should not be considered as a location for the New School.

The New School will have needs not now met by equipment available at Hoffman-Boston and Woodlawn. The current science program does not include Chemistry and Physics. Since these courses are proposed for the New School, a building with proper labs and equipment is necessary. Thus, the science equipment at the building (Gunston or Stratford) the New School occupies should be re-

tained for use by the New School. This is essential, for the two existing programs currently have no such equipment. Similar provisions must be made for art, foreign language, home economics, business education and industrial arts equipment. Currently, the two programs do not have such equipment. Since the students leaving Stratford and Gunston will be going to other secondary schools with proper equipment already in place, the first priority use for equipment at the two closed schools must be for the incoming programs. This policy must also apply to library books, audio-

visual equipment, office equipment, and the computer terminals.

Minor redecorating and building changes must be expected with the changed building uses. These should not exceed \$25,000 and will be a one-time expenditure. Parking should be enhanced at Stratford by removing the three temporary classrooms and creating twelve new parking spaces there. The lower parking lot could be expanded to add another six to eight spaces. Parking at Gunston is sufficient for the New School. The sharing user might bring needs requiring substantial additional parking.

V. APPENDIX

Committee Members

Philosophy and Organization Committee

Randy McKnight	Donna Schminkey	Ray Anderson
Mary Flynn	Mr. Salkind	Mary McBride
Judy Lucia	Betty Salkind	Stuart Elliott
Margery Edson	Michael Salkind	Maggie Young
Mrs. Ganley	Mrs. Nachmanoff	Jean Johnson
Mrs. Fussell	Mrs. Lucas	Mrs. Showalter
Mrs. Poggioli	Mrs. Brigham	Adelaide Rusch
Andy White	Chip White	Mary Bradshaw
Cliff Gay	Jim Schroeder	Mrs. Biller
Mr. and Mrs. Lee	Jim Fussell	Kathy Klotz
Mrs. Ahalt	Shelley Brown	Dinah Gieske
	Norman Mosher	Alsie Nicholsin
		Gilde Breidenbach

Staffing & Curriculum Committee

Bobbi Schildt	Jim Schroeder	Jutta Bauman
Susan Senn	Chip White	Margery Edson
Donna Schminkey	Stuart Elliott	Jim Fussell

Guidance & Counseling Committee

Mary Flynn	Mrs. Showalter	Mr. Salkind
Cliff Gay	Donna Schminkey	Stuart Elliott
Margery Edson	Lisa Beltz	Chip White
Judy Lucia	Betsy Salkind	Maggie Young
Mike Salkind	Jim Fussell	

Naming of the School Committee

Judy Lucia	Donna Schminkey	Maggie Young
Lisa Beltz	Jim Schroeder	Stuart Elliott

Building Committee

Ray Anderson	Margery Edson	Stuart Elliott
Ginger Gilliland	Jim Fussell	David Rosa
Cindy Regan	Theresa Flynn	Doug Rosa
Jon Weinberg		

Consolidation Committee

Judy Lucia	Ray Anderson	Stuart Elliott
Lisa Beltz	Chip White	Bobbi Schildt
Donna Schminkey	Jim Schroeder	Randy McKnight
Alice Sufit	Margery Edson	

Preparation of the Report

Ray Anderson	Alice Sufit	Randy McKnight
Margery Edson		